



# Witton Middle School

## Pupil Premium Policy

### Pupil Premium Funding

The Pupil Premium was introduced in April 2011. It was allocated to children from low-income families who were known to be eligible for free school meals, and children who had been 'looked after' continuously for more than six months. Eligibility for the Pupil Premium for 2012-2013 was extended to pupils who have been eligible for free school meals at any point in the last six years (known as the Ever6 Free School Meals measure). Schools receive funding for children who have been 'looked after' continuously for more than six months, and a smaller amount for the children of service personnel.

Schools are free to spend the Pupil Premium as they see fit. However, they are accountable for how they use the additional funding to support pupils from low-income families and other target groups.

### Aims

The targeted and strategic use of the pupil premium supports us in maximising achievement for all our pupils. At Witton we aim to use this additional funding to:

- ensure that teaching and learning opportunities meet the needs of identified pupils;
- ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed;
- allocate pupil premium funding following a needs analysis which identifies priority classes, groups or individuals.

In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time. Provision will not be aimed at children with a statement of special educational needs as funding for them is already in place.

### Best Practice

We aim to follow the principles of the OFSTED 'best-practice' guidance when allocating and reviewing the effectiveness of Pupil Premium funding:

- funding is carefully ring-fenced so that it is always spent on the target group of pupils;
- eligibility for the Pupil Premium is not confused with low ability, and is focused on supporting disadvantaged pupils to achieve the highest levels;
- an analysis is made of which pupils are underachieving, particularly in English and mathematics, and what will be most effective intervention support;
- research evidence, particularly from the Sutton Trust EEF toolkit, and evidence from their own and others' experience is used to allocate funding to the activities that are most likely to have an impact on improving achievement;
- teaching and support staff understand the importance of ensuring that all day-to-day teaching meets the needs of each learner, rather than relying on interventions to compensate for teaching that is less than good;
- funding is allocated to allow intervention teachers to teach both small groups and whole classes to facilitate in raising standards connected to English and Maths across the school.
- achievement data is used frequently to check whether interventions or techniques are working and adjustments are made accordingly.

- support staff, particularly teaching assistants, are highly trained and understand their role in helping pupils to achieve;
- pupils are given clear, useful feedback about their work, and ways that they could improve it;
- a designated senior leader has a clear overview of how the funding is being allocated and the difference it is making to the outcomes for pupils;
- class and subject teachers know which pupils are eligible for the Pupil Premium so that they can take responsibility for accelerating their progress;
- there is a clear breakdown of spending the Pupil Premium, agreed by governors and published on the school website;
- well-targeted support is provided to improve attendance, behaviour or links with families where these are barriers to a pupil's learning;
- there is a clear and robust performance management system for all staff, and included discussions about pupils eligible for the Pupil Premium in performance management meetings;
- governors are thoroughly involved in the decision making and evaluation process;
- through careful monitoring and evaluation, the school is able to demonstrate the impact of each aspect of their spending on the outcomes for pupils.

### Provision

- intervention teacher employed to work with small groups to enhance provision connected to both English and Maths across the school
- additional Teaching Assistants employed to allow each class to have a designated Teaching Assistant for the majority of the school day
- training for Teaching Assistants (e.g. cover supervisor training to enable continuity throughout learning)
- financial support for school trips to enhance social interaction
- contributions to the cost of school uniform
- provision of additional resources (eg revision guides)

*\* Governors have agreed that parents/carers should be made aware of additional funding for trips, uniform and/or additional resources.*

### Reporting

It is the responsibility of the Headteacher, or a delegated member of staff, to produce regular reports for the Governing Body including:

- The progress made towards narrowing the gap, by year group, for socially disadvantaged pupils.
- An outline of the provision that was made since the last meeting.
- An evaluation of the cost effectiveness, in terms of the progress made by the pupils receiving a particular provision, when compared with other forms of support.
- Governors will ensure that there is an annual statement to parents/carers, on how the Pupil Premium funding has been used to address the issue of 'narrowing the gap', for socially disadvantaged pupils. This will also appear on our school website.

<u>Prepared by:</u>	Headteacher	<u>Responsibility of:</u>	Headteacher
<u>Agreement Date:</u>	Spring 2017	<u>Review Date:</u>	Spring 2018

This Policy was prepared giving due regard to the disabilities and/or special education needs, age, race, religion or belief, sex/sexual orientation, gender/gender reassignment, marriage and civil partnership, pregnancy and maternity of the children and staff at Witton Middle School and its community.

This policy appears on the School website.