

Pupil Premium spend principles

Through our key principles we will maximise the impact of our pupil premium spending in order to address the main barriers to educational achievement that can disadvantage children in our school.

In the past some of the barriers to learning for our pupil premium children have been:

- financial demands on families
- disabilities
- behaviour
- lack of self esteem and confidence
- personal family circumstances
- Attendance and punctuality

In order to overcome these barriers we will make sure that we follow the key principles listed below.

Building Belief

We have provided a culture where:

- staff believe in ALL children
- there are 'no excuses' made for underperformance
- staff adopt a 'solution-focused' approach to overcoming barriers

Analysing Data

We have ensured that:

- all staff have been involved in the analysis of data so that they are fully aware of the strengths and weaknesses of all groups and individuals across school
- we have used research to support us in determining the strategies that have proven to be the most effective. (Sutton Trust Toolkit)

Identification of Pupils

We ensured that:

- all teaching and support staff were involved in the analysis of data and the identification of pupils
- all staff were aware of who their pupil premium and vulnerable children were.
- all pupil premium children benefitted from the funding, not just those who were underperforming
- underachievement at all levels was targeted (not just lower attainers)

Improving Day to Day Teaching

We have continued to ensure that ALL children across the school have received at least good teaching through continuing to:

- set high expectations
- address any in school variance through joint levelling and moderation
- improve and develop marking and feedback strategies
- share good practice within the school, across the Family of Schools and within the Rushcliffe Learning Alliance schools.
- Provide high quality CPD

Increasing learning time

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We have maximised the time that the children have to continue to learn through:

- Trying to improve attendance and punctuality
- Providing earlier intervention in EYFS and KS 1
- Extending out of school learning hours
 1. Before and after school
 2. Extended FS hours
 3. Lunchtime clubs

Personalising support

We ensured that the additional support we provided was effective by:

- Looking at the individual needs of each child and then identifying their barriers to learning
- Ensuring all staff communicate regularly
- Using teachers and support staff to provide high quality interventions across the school
- Matching the skills of the support staff to the interventions they provided
- Working with external agencies to bring in additional expertise
 1. SBAP
 2. Family support workers
 3. Specialist SEN support
- Providing extensive support for parents
 1. To develop their own skills (adult learning opportunities)
 2. To support their children's learning within the curriculum
 3. To manage in times of crisis

Monitoring and Evaluation

We ensured that:

- range of data was used
- assessment data was collected each time an intervention had taken place
- assessments were closely moderated to ensure accuracy
- all teachers attended and contributed to pupil progress meetings each term
- regular detailed feedback about performance was given to parents (structured conversations)
- regular feedback about performance and ways to improve were shared with children
- the impact of all interventions was reviewed and relevant adaptations were made if not working
- alternative systems to evaluate the impact of pastoral interventions were in place (pupil interviews, observations)
- The Head with the support of the SMT has maintained a detailed overview of the pupil premium spend
- A Governor has been given responsibility for pupil premium

Reporting

We ensured that the reporting of the pupil premium spend was in line with the schools pupil premium policy. This reporting included:

- a termly financial report to governors which included the total pupil premium received, the amount spent each term and thus the pupil premium remaining

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- a termly report to governors showing the nature of the support and its allocation to the children
- a termly report showing a summary of the impact of pupil premium including the performance of the disadvantaged pupils (compared to non-pupil premium children), any other evidence of impact and implications for pupil premium spending the following year
- holding a meeting with the allocated Governor to discuss in detail an overview of the above