



Winslow Church of England School

Pupil Premium Policy

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| Approved by: | Governors | Date: |
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| Last reviewed on: | February 2021 |
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| Next review due by: | February 2022 |
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Vision

At Winslow Church of England School our vision is 'Let your Light Shine'. Throughout their time at our school, every child is supported and challenged in their learning, to help them achieve their full potential. This policy reflects this vision. All members of staff and governors are committed to supporting 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within a caring environment. As with every child in our care, a child who is considered to be 'socially disadvantaged' is valued, respected and entitled to develop to his/her full potential, irrespective of disadvantage.

Our school recognises that not all pupils who are eligible for Pupil Premium are underachieving, while some pupils may be underachieving and not eligible for Pupil Premium funding. It is school policy to plan, adapt and prepare for any individual or group, in which any area of underperformance is evident. Some pupils may be achieving well, but will be entitled to funding to enhance their future educational aspirations and achievements.

1. Aims

This policy aims to:

- To provide all pupils with fair and equal opportunities to achieve and excel in all areas of the curriculum; using and applying the most effective pedagogy, supported by use of additional, delegated funding.
- To provide background information about the Pupil Premium grant so that all members of the school community understand its purpose and which pupils are eligible.
- Set out how the school will make decisions on Pupil Premium spending.
- To summarise the roles and responsibilities of those involved in managing the Pupil Premium in school.

2. Legislation and guidance

This policy is based on the [Pupil Premium Conditions of Grant Guidance \(2020-2021\)](#), published by the Education and Skills Funding Agency. It is also based on guidance from the Department for Education (DfE) on virtual school heads' responsibilities concerning the Pupil Premium, and the service premium. In addition, this policy refers to the DfE's information on what maintained schools should publish online, as well as following regular guidance from the Education Endowment Foundation (EEF) who have produced a teaching and learning toolkit to help teachers and schools to use the Pupil Premium effectively to support disadvantaged pupils.

3. Purpose of this grant

The Pupil Premium grant is additional funding allocated to publicly funded schools to raise the attainment of disadvantaged pupils and support pupils with parents in the armed forces.

Our school uses the grant to support these groups, which comprises of pupils with a range of different abilities, to narrow any achievement gaps between them and their peers.

We also recognise that not all pupils eligible for Pupil Premium funding will have lower attainment than their peers. In such cases, the grant will be used to help improve pupils' progress and attainment so that they can reach their full potential.

4. Use of the grant

We ensure that the Pupil Premium funding allocated to our school is used primarily for its intended purpose. Using the latest evidence-based research on proven strategies which work to narrow the attainment gaps, we adapt these as necessary to meet the needs of our pupils. We also carefully consider the external and internal barriers which our Pupil Premium pupils face and regularly monitor and seek ways to address these areas.

- We are transparent in our reporting of how we have used the Pupil Premium, so that our parents, interested stakeholders and Ofsted are fully aware of how this additional resource has been used to make a difference.
- We encourage the take up of Free School Meals (FSM) by working proactively with our parents and carers in a sensitive and supportive manner and to remove any potential barriers or stigma attached to claiming FSM. In doing so, we also recognise the vital role that parents and carers play in the lives of their children.
- We are mindful of the fact that eligibility and take up of FSM does not equate with pupils being considered to be of 'low ability' because of their social circumstances.
- We ensure there is regular monitoring and evaluation activities are in place to account for the use of the Pupil Premium, by the school and governing body.
- We recognise the fact that FSM pupils are not a homogeneous group and cover a wide range of needs. As such, the strategies we use to raise attainment will take these group and individual needs fully into account.
- We use high-quality teaching and learning as the preferred way to narrow the gaps in attainment in the first instance. We will also use high quality interventions, with proven impact, to assist our pupils who need additional support.
- We have created a whole school barriers grid to show the significance of the external and internal barriers which our Pupil Premium pupils are facing. This is regularly updated and areas for improvement are fed into our Pupil Premium action plan.
- We publish information on how the school's use of the Pupil Premium on the school website, in line with the requirements set out in our funding arrangements and the DfE's guidance on what should be published online.

Information on how our school uses the Pupil Premium is available here:

<https://winslow.bucks.sch.uk/about-us/pupil-premium/>

5. Eligible pupils

The Pupil Premium is allocated to the school based on the number of eligible pupils in FS1 to Year 6.

Eligible pupils fall into the categories explained below:

5.1 Ever 6 free school meals

Pupils recorded in the most recent January school census who are known to have been eligible for free school meals at any point in the last 6 years (as determined by the DfE's latest conditions of grant guidance).

This includes pupils first known to be eligible for free school meals in the most recent January census.

It does not include pupils who received universal infant free school meals but would not have otherwise received free lunches.

5.2 Looked after children

Pupils who are in the care of, or provided with accommodation by, a local authority in England or Wales.

5.3 Post-looked after children

Pupils recorded in the most recent January census and alternative provision census who were looked after by an English or Welsh local authority immediately before being adopted, or who left local authority care on a special guardianship order or child arrangements order.

5.4 Ever 6 service children

Pupils:

- With a parent serving in the regular armed forces;
- Who have been registered as a 'service child' in the school census at any point in the last 6 years (as determined by the DfE's latest conditions of grant guidance), including those first recorded as such in the most recent January census;
- In receipt of a child pension from the Ministry of Defence because one of their parents died while serving in the armed forces.

6. Roles and responsibilities

6.1 Head teacher and Pupil Premium Lead

The Head teacher and Pupil Premium Lead are responsible for:

- Keeping this policy up to date, and ensuring that it is implemented across the school;
- Ensuring that all staff have an up-to-date list of current Pupil Premium children across school.
- Ensuring that all staff are aware of their role in raising the attainment of disadvantaged pupils and supporting pupils with parents in the armed forces;
- Planning Pupil Premium spending and keeping this under constant review, using an evidence-based approach and working with virtual school heads where appropriate;
- Monitoring the attainment and progress of pupils eligible for the Pupil Premium to assess the impact of the school's use of the funding;
- Monitoring the gap between Pupil Premium and Non-Pupil Premium pupils. This forms an integral part of our termly Pupil Progress meetings.
- Monitoring the attendance data for Pupil Premium children and working closely with class teachers and parents to address barriers / issues.

- Liaising closely with the SENDco to ensure consistency in provision for Pupil Premium pupils who also have special educational needs.
- Reporting on the impact of Pupil Premium spending to the governing board on an ongoing basis;
- Publishing the school's Pupil Premium Strategy on the school website each academic year, as required by the DfE;
- Providing relevant training for staff, as necessary, on supporting disadvantaged pupils and raising attainment and keep staff up-to-date with latest development associated with Pupil Premium.
- Working closely with the rest of the Senior Leadership team and middle leaders to ensure Pupil Premium is firmly embedded into all aspects of our school improvement work.

6.2 Governors

The governing board is responsible for:

- Holding the Head teacher and Pupil Premium Lead to account for the implementation of this policy;
- Ensuring the school is using Pupil Premium funding appropriately, in line with the rules set out in the conditions of grant;
- Monitoring the attainment and progress of pupils eligible for the pupil premium, in conjunction with the Head teacher and Pupil Premium Lead, to assess the impact and effectiveness of the school's use of the funding;
- Monitoring whether the school is ensuring value for money in its use of the Pupil Premium;
- Challenging the Head teacher and Pupil Premium Lead to use the Pupil Premium in the most effective way;
- Setting the school's ethos and values around supporting disadvantaged members of the school community.

6.3 Teaching staff and other school staff

All school staff are responsible for:

- Compiling and updating the Pupil Premium Provision maps for the children in their class and that outline the external and internal barriers to learning and implement actions / interventions to address these issues;
- Implementing this policy on a day-to-day basis;
- Setting high expectations for all pupils, including those eligible for the Pupil Premium;
- Addressing the needs of our Pupil Premium children, which is clearly identifiable in daily planning;
- Identifying pupils whose attainment is not improving in response to interventions funded by the Pupil Premium, and highlighting these individuals in weekly year group planning meetings and during termly pupil progress meetings;
- Make sure that Learning Support Assistants are fully aware of the Pupil Premium children in their class and have seen their provision map;

- Sharing insights into effective practice with other school staff;
- Keeping a close eye on attendance rates and patterns for Pupil Premium pupils and contacting parents when a child is absent from school;
- Ensuring parents of Pupil Premium children attend bi-annual parents' evenings and making follow-up appointments if required.

7. Key principles

By following the key principles below, we believe that we can maximise the impact of our Pupil Premium spending:

Building belief

We will provide a culture where:

- Staff believe that there are 'no limits' to what our children can achieve;
- There are 'no excuses' made for underperformance;
- Staff adopt a 'solution-focused' approach to overcoming barriers;
- Staff support children to develop growth mindsets towards learning.

Analysing data

We will ensure that:

- All staff are involved in the analysis of data (through termly pupil progress meetings) so that they are fully aware of strengths and weaknesses across the school;
- We use research to support us in determining the strategies that will be most effective.

Identification of pupils

We will ensure that:

- All staff are involved in the identification of pupils;
- All staff are aware of who Pupil Premium children are;
- All Pupil Premium children benefit from the funding, not just those who are underperforming;
- Underachievement at all levels is targeted (not just lower attaining pupils);
- Children's individual needs are considered carefully so that we provide support for those children who could be doing "even better if...."

Improving Day to Day Teaching

We will continue to focus on high-quality teaching for all our pupils and to especially support our Pupil Premium pupils. We will:

- Set high expectations;
- Address any areas of underperformance;
- Ensure consistent implementation of the non-negotiables;

- Share good practice within the school and draw on external expertise;
- Provide high quality CPD for teaching and non-teaching staff;
- Improve assessment through joint levelling and moderation.

Increasing learning time

We will maximise the time children have to make progress through:

- Improving attendance and punctuality;
- Providing earlier intervention (KS1 and EYFS);
- Extended learning out of school hours (before and after school booster classes and breakfast homework club);
- Lunchtime homework club with access to computers;
- Extended library opening times

Individualising support

We will ensure that the additional support we provide is effective by:

- Looking at the individual needs of each pupil and identifying barriers to learning (informing our overall barriers grid);
- Ensuring additional support staff and class teachers communicate regularly;
- Using senior and middle leaders to support and monitor the provision of high quality interventions across their phases;
- Matching the skills of the support staff to the interventions they provide;
- Working closely with the SENDco to support pupils with SEN;
- Working with other agencies to bring in additional expertise;
- Using our volunteer readers;
- Offering a Pupil Premium Mentor programme to vulnerable Pupil Premium pupils in KS1 and KS2.
- Liaising with our Young Carers programme and our specialist Pupil Mental Health and Well-being LSA to support specific pupil premium children. Providing extensive support for parents where needed.
- To further develop their own skills (E-safety, NSPCC and Money Sense workshops. Lego therapy groups to support social skills)
- To support their pupils' learning within the curriculum.
- To manage in times of crisis - working with our trained staff linked to training from Child Bereavement UK).
- Same day interventions to support pupils in maths who have not achieved the learning objective in a lesson.
- 1:1 conferencing in writing to support the pupils with their next steps and targets.
- Peer tutoring in Maths to develop reasoning skills and to work collaboratively.
- Recognising and building on pupils' strengths to further boost confidence (e.g. Champions in Y6, House captains, Student Council, Sports Council, buddying to support FS2 pupils, Tech team to support with the delivery of assemblies.

- Supporting parents with financial costs so that pupils have equal access to trips and visits. We also support pupils with musical classes and after-school clubs / holiday clubs, where needed.

Monitoring arrangements

This policy will be reviewed annually by the Pupil Premium Lead. Our work in relation to the Pupil Premium will be reviewed regularly to ensure it is having the intended impact in narrowing the gaps. It will also take into account consideration the increased funding that becomes available under the Pupil Premium Grant. At every review, the policy will be shared with the Governors.

Funding is used to support key posts and to fund intervention strategies. The Pupil Premium Lead is responsible for the quality assurance of the interventions. Our Disadvantaged Pupil Premium Statement and review of expenditure is available on our school website. These reports include:

- The amount of Pupil Premium funding in the current year;
- Details of future spend;
- Details of how the previous year's funding was spent;
- The impact on the progress and attainment of pupils identified as pupil premium.

Links with other policies

This policy is linked with our Equalities, Diversity and Cohesion Policy

Key contacts

Mrs Cazz Colmer – Head teacher

Mrs Katie Epps – Pupil Premium Lead

Mr David Shaw – Pupil Premium Governor

Important Documents

[Pupil Premium Strategy 2019-20](#)

[Pupil Premium Strategy review 2020-21](#)

[Pupil Premium Letter](#)

[Pupil Premium Vision](#)

Pupil Premium Action Plan

Pupil Premium Mentor Scheme

Pupil Premium Provision Map

Updated and revised February 2021