Pupil Premium
Policy

Rose Wood Academy

September 2020

Review Date	Comments
September 2022	

PUPIL PREMIUM POLICY

Aims

The primary aim of pupil premium funding is to diminish the difference between the attainment of disadvantaged and non-disadvantaged pupils. We are determined to ensure that all of our children are given every chance to realise their full potential and endeavour that no child will be left behind on our journey towards success for all. Pupil premium funding, along with allocations made from the school's own budget, will help ensure this money is spent to maximum effect to enable each and every pupil at Rose Wood Academy to achieve.

In order to achieve this aim, we target our spending in accordance with research findings from the Department of Education aimed at identifying the factors that have the most impact on raising the achievement of disadvantaged pupils. Research undertaken by NFER for the Department for Education identified seven areas which were common in schools which were the most successful in narrowing the gap and we use this evidence driven approach as our rationale for our pupil premium spending.

These seven areas are as follows:

1. A whole school ethos on attainment for all
2. Addressing behaviour and attendance
3. High quality teaching for all
4. Meeting individual learning needs
5. Deploying staff effectively
6. Data driven and responding to evidence
7. Clear, responsive leadership

Barriers

Rose Wood Academy has identified the following as barriers for some of the pupils currently in receipt of Pupil Premium:

1. Reading skills and understanding
2. Parental engagement with children's education
3. Social and emotional issues affecting learning behaviours
4. Attendance
5. Opportunities to widen children's experiences

Key Principles

By following the key principles below, we believe 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

Analysing Data
We will ensure that:

- All staff are involved in the analysis of data so that they are fully aware of strengths and weaknesses across the school
- We use research (e.g. Education Endowment Foundation Toolkit) to support us in determining the strategies that will be most effective
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Identification of Pupils
We will ensure that:

- All teaching staff and support staff are involved in the analysis of data and identification of pupils
- All staff are aware of who pupil premium and vulnerable children are
- 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 ensure that **all** children across the school receive good teaching, with increasing percentages of outstanding teaching achieved by using leaders to:

- Set high expectations
- Address any within-school variance
- Ensure consistent implementation of the non-negotiables
- Share good practice within the school and draw on external expertise
- Provide high quality CPD

Individualising support
"There's no stigma attached to being in an intervention in this school. Everyone needs something, whatever that might be, and so they're all getting something somewhere."

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

- Looking at the individual needs of each child and identifying barriers to learning
- Ensuring support staff and class teachers communicate regularly
- Ensuring support staff have the skills to teach the interventions they provide
- Working with other agencies to bring in additional expertise eg. Beanstalk – volunteer readers
- Providing support for parents
- Tailoring interventions to the needs of the child

Monitoring and Evaluation

We will ensure that:

- A wide range of data is used – achievement data, pupils' work, observations, learning walks
- Assessment data is collected frequently so that the impact of interventions can be monitored regularly
- Teaching staff and support staff attend and contribute to pupil progress meetings each term and the identification of children is reviewed
- Regular feedback about performance is given to children and parents
- Interventions are tracked, adapted or changed if they are not working
- A designated member of the SLT maintains an overview of pupil premium spending

Reporting

When reporting about pupil premium funding we will include:

- How the previous pupil premium allocation was spent and its impact
- The amount of the school's pupil premium allocation and how it will be spent
- The main barriers to educational achievement faced by eligible pupils
- The date of the school's next review of its pupil premium strategy

The Governing Body will consider the information provided to ensure that pupil premium funding is used to achieve maximum impact for our children.