



Pupil Premium Policy

2021-22

Policy for Pupil Premium

What is Pupil Premium Funding:

The pupil premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers.

Research shows that pupils from disadvantaged backgrounds underachieve compared to their peers. Pupil Premium funding is therefore provided to enable these pupils to be supported to reach their full potential.

The Government has used pupils entitled to free school meals (FSM), looked after children and service children as indicators that will attract the funding. A fixed amount of money will be given to the school for each pupil identified over a rolling six year period. At Trawden Forest, we will be using the indicator of those currently eligible for FSM (and those who have been eligible over the last six years) as well as identified vulnerable groups as our target children to 'close the gap' regarding attainment.

The total amount of Pupil Premium funding that each school receives will therefore be different and will be based on the number of pupils who meet the eligibility criteria set by the government. At Trawden Forest this is approximately 12% of the children. The school is accountable for using this funding to raise the achievement of identified pupils.

Guiding Principles:

It is the role of the Headteacher, Senior Leadership Team and the Governors to ensure that there are improvements to the performance of disadvantaged pupils in this school. We believe that we can maximise the impact of spending by following these key principles:

Having high expectations

At Trawden Forest we have a culture where:

- Staff believe in all children
- There are NO excuses for underperformance
- Staff adopt a solution focused approach to overcoming barriers

We will therefore:

- Ensure that teaching and learning opportunities meet the needs of all of the pupils.
- Ensure that appropriate provision is made for pupils who belong to identified vulnerable groups.
- Ensure that when making provision for Pupil Premium children, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- Recognise that not all pupils who are socially disadvantaged are registered to qualify for free school meals.
- Reserve the right to allocate Pupil Premium funding to support any pupil, or groups

of pupils, the school has legitimately identified as being, low income, socially disadvantaged or vulnerable.

- Ensure that the greater proportion of any group, supported through Pupil Premium funding, will be made up of FSM children.
- Ensure that Pupil Premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals.
- Recognise that limited funding means that not all children receiving free school meals will be receipt of pupil premium interventions at one time.

Data Analysis:

We will track the attainment of pupils covered by the Pupil Premium carefully and use achievement data to check whether interventions or techniques are working and make adjustments accordingly. A senior member of staff will have specific responsibility for tracking progress.

The school will assess what additional provision should be made for the additional pupils at termly Pupil Progress Meetings. Pupil Premium pupils will always be on the agenda of Pupil Progress Meetings, and the senior member of staff responsible will be present and will create an appropriate provision map of support needed by identified pupils.

Formative assessment data is collected on an ongoing basis, and this feeds into summative attainment data termly, recorded using our tracking system. This enables senior leaders and governors to track progress accurately and to compare the attainment of disadvantaged pupils with non-disadvantaged pupils.

We will use external evidence (Ofsted, other schools, EEF etc) to allocate the funding to activities that are most likely to have the most impact.

Supporting Pupil Premium Children:

All identified pupil premium pupils are the focus of discussion at termly Pupil Progress meetings. Pupils with lower attainment are targeted for 'catch up' programmes. Also, where progress has slowed barriers to learning are discussed and any particular areas of difficulty are explored and acted on. Equally, where pupil premium children are identified to require additional challenge we will identify how best to meet the child's needs.

We will ensure that:

- All teaching staff are involved in the analysis of data and identification of pupils
- All staff are aware of who Pupil Premium and vulnerable children are
- All Pupil Premium children benefit from the funding (not just those who are underperforming)
- Underachievement at all levels is targeted (not just for 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..."

Provision of Quality First Teaching:

The aim is that all children at Trawden Forest receive good or better teaching on a daily basis. The Senior Leaders at the school will set high expectations for achievement and will monitor teaching and learning to ensure that non-negotiables, such as high quality marking and feedback, are implemented thoroughly and consistently across the school. We will share good practice and draw on external expertise when necessary to support our practice and provision, including providing opportunities for our teachers to improve assessment practice through moderation, both in-house and with our partnership schools. We aim to provide high quality continuous professional development to support and develop the skills of staff.

Our practice is based on what works for children, and is based on research from the EEF / Sutton Trust as described in the toolkit. This shows that an emphasis on quality feedback, collaborative learning and meta-cognition – thinking and reflecting on learning – are the most effective strategies. We focus on doing these well, as well as providing a broad range of learning experiences based on a rich curriculum.

Provision of Individualised Support:

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

- Carefully considering the individual needs of each child and identifying their barriers to learning
- Ensuring additional support staff and class teachers communicate regularly so that additional interventions have an impact in the classroom
- Matching the skills of the support staff to the interventions that they provide.
- Working with other agencies to bring in additional expertise

Examples of additional interventions provided at Trawden Forest are:

- 1:1 Better Reading Support
- Power of 1 Maths intervention
- Lego Therapy
- Social Skills Groups
- Lifeboat
- Precision Teaching

Monitoring and Evaluation:

We will ensure that:

- A wide range of data is used – attainment and progress data, pupil's work, observation, learning walks, case studies, and staff, parent and pupil voice – to ensure that progress and attainment are at least in line with non-disadvantaged children, both in school and nationally.
- Assessment data is collected termly so that the impact of interventions can be monitored regularly and provision for individuals and groups can be adjusted accordingly.
- Assessments are closely moderated to ensure that they are accurate to inform the

processes in place.

- Teaching staff, and where appropriate support staff, attend and contribute to pupil progress meetings each term and the identification of children's needs and appropriate provision is reviewed.
- Regular feedback about performance is given to children and parents.
- Interventions are adapted or changed if they are not working, as evidenced during the monitoring process. An understanding of why a particular provision has not worked for an individual child is needed as all practice is based on successful precedent.
- Case studies are used to evaluate the impact of pastoral interventions, such as on attendance, behaviour, attitudes to learning, attainment and progress across the curriculum.
- A designated member of the Senior Leadership Team (Mrs Stinchon, Headteacher), maintains an overview of Pupil Premium spending.
- A governor (Mr Wright) has responsibility for Pupil Premium and will challenge the school leadership on the performance of disadvantaged children across the school.

The Role of the Governing Body:

The Headteacher will report to the Governing Body, via the Headteacher's report, to governors each term.

Pupil Premium will be a regular feature on the agenda for the Curriculum Committee.

Information provided will be based on:

- The progress made towards narrowing the gap, by the end of key stage results, for pupils eligible for Pupil Premium which will be compared against other groups within the school.

Governors (with Senior Leaders) will also:

- Prepare an annual statement to parents on the school website outlining how the Pupil Premium funding has been used to address the issue of closing the gap for pupils eligible for the funding. This task will be carried out in line with guidance issued by the DfE.
- Prepare a Pupil Premium Strategy outlining how and why it plans to spend Pupil Premium funding in the current academic year.

Parents:

Parents and carers of children eligible for Pupil Premium funding will be kept informed of their children's progress through formal parent consultations and reports and informal conversations through our 'open door' policy. We help parents/carers to support their children through our programme parents meetings and workshops. Parents and carers are encouraged to come into school and participate in events.

Accountability:

- Performance tables in ASP clearly show the attainment of Pupil Premium children compared to their non-disadvantaged peers.
- Ofsted inspections.

- Pupil Premium reviews – these can be internal, part of partnership work with other schools or commissioned with the LA.
- Progress on narrowing the gap is monitored by the Senior Leadership Team in the school.

Policy Control:

Version / Revision Date / Revised By / Revision

- 1.0 March 2017 HT & Full Governing Body Reviewed, adopted and ratified.
- 2.0 March 2018 Mrs L Stinchon & Full Governing Body Reviewed & Ratified
- 3.0 May 2019 Mrs L Stinchon & Curriculum Committee Reviewed and updated
- 4.0 May 2020 Mrs L Stinchon & Curriculum Committee Reviewed and updated
- 5.0 May 2021 Mrs L Stinchon & Curriculum Committee Date change, % of children eligible for funding.

Date for next review of this policy: Spring Term 2022