WELL GREEN PRIMARY SCHOOL, HALE

Pupil Premium

POLICY

Updated by Miss R. Shaw November 2024

WELL GREEN PRIMARY SCHOOL
Pupil Premium Policy

PUPIL PREMIUM FUNDING

A good education is the key to improving life chances

The Pupil Premium was introduced in April 2011 to tackle 'educational inequality' by raising achievement and improving outcomes for children from low-income families who are eligible for free school meals; also pupils in care and those from families with parents in the Armed Forces. The additional funding is made available to schools to help them narrow the attainment gap that still exists between pupils from disadvantaged and more affluent backgrounds.

Our Aims and Philosophy

As a school is it our aim for all pupils to achieve well and reach their true potential regardless of gender, ethnicity, sexual orientation, religion and race. We endeavour to ensure that Pupil Premium funding is used effectively to support those children eligible to enable them to make good progress and achieve well.

Intent

To ensure that our Pupil Premium funding is spent in the most effective ways we aim to:

- Target the funding well from the outset, being responsive and flexible to individual needs.
- Use progress tracking procedures effectively to identify the strengths and weaknesses of individual pupils and groups, in particular those children underachieving and eligible for Pupil Premium, and target intervention and support to accelerate their progress.
- Use effective intervention classes and individual tuition to improve achievements in English and maths.
- Ensure that well-trained Teaching Assistants help to raise standards.
- Minimise the barriers to learning and achievement.
- Actively involve the governors in our decision making processes.
- Effectively monitor and evaluate the impact of spending.

Implementation

To help achieve the aims outlined above, Governors and Senior Leaders have agreed the following principles:

- Funding will be ring fenced so that it is always spent on target groups of pupils.
- Eligibility for the Pupil Premium will never be confused with low ability; it will focus on supporting our disadvantaged pupils to achieve the highest levels.

- Proper analysis will be undertaken to identify where pupils are underachieving and why.
- The use of research evidence, including the Education Endowment Foundation, will inform spending decisions.
- Teaching Assistants will be highly trained and understand their accountability for pupil achievement.
- We will have a clear policy on spending the Pupil Premium, agreed by governors and publicised on the school website.
- Careful monitoring and evaluation will be undertaken to demonstrate the impact of each aspect of spending on the outcomes for pupils.
- Our focus will be on high quality first teaching, rather than relying on intervention to compensate.
- Frequent use of achievement data to check effectiveness of interventions; continuously adjusting techniques to meet the needs of pupils.
- Effective use of Summative Data to make adjustments to teaching during the lesson and planning for the next lesson.
- Systematic focus on clear pupil feedback and advice for improving their work.
- Targets for pupils in Reading, Writing and Mathematics which accurately relate to needs.
- Designated Senior Leaders will have an overview of funding allocations.
- All class-based staff will be aware of the Pupil Premium children in their classes so that they can take responsibility for their progress.
- Strategies are available for improving attendance, behaviour or family links if there is an issue.
- Performance Management of staff will include discussions about Pupil Premium children.
- Governors will be actively involved in the decision-making and evaluation processes.

Evidence about What Works for Schools

The Education Endowment Foundation (EEF) provides up-to-date information on what works in raising the achievement of disadvantaged children. In order of impact it cites eight approaches:

1. Effective Feedback on Learning

Feedback for children and teachers on children's performance relative to learning goals can be very effective in raising attainment if it is about challenging tasks or goals, focuses more on what is right than what is wrong, and encourages the child rather than threatens their self-esteem. (see Appendix 1)

2. Metacognition and Self-regulation

Teaching children strategies to motivate themselves and plan, monitor and evaluate their own learning is a well-proven, high impact approach that carries little cost other than staff CPD. (see Appendix 2)

3. Peer Tutoring

In these approaches learners work in pairs or small groups to provide each other with explicit teaching support. The boost to attainment provided by peer tutoring is apparent for both tutor and tutee (particularly in cross-age tutoring). (Appendix 3)

4. Early Intervention

Research shows that high-quality early years provision, with a strong educational focus and activities which support early reading and number concepts, is beneficial for disadvantaged pupils.

5. One-to-one Tutoring

There is good evidence that providing 1:1 remedial tuition, for short regular sessions over a set period of time can enable children to catch up with their peers.

6. ICT

Investing in digital technologies to support learning can be effective, particularly if used to supplement teaching, rather than replace more traditional approaches.

7. Phonics

The evidence suggests that phonics can be an important component in supporting the development of early reading skills, particularly for children from disadvantaged backgrounds.

8. Parental Involvement

Activities that involve parents in supporting their children's learning can be effective, though ensuring that there is an impact on children's attainment is challenging and needs effective monitoring and evaluation.
These approaches will be taken into account when making decisions about the spending of our Pupil Premium.

Key Activities
Activities that we have undertaken using the Pupil Premium, and that have impacted on closing attainment gaps include:

- Reading interventions for target groups, including computer software e.g. Nessy.
- Focused teaching both within and outside the classroom.
- Reading Challenge for individuals.
- Puzzle club.
- Reading and other resource purchases to benefit targeted pupils and groups e.g. additional books & Read Write Inc.
- Providing pastoral care through our Nurture Programme to support pupils' social and emotional development.

- Subsidising or paying for educational trips and residential visits.
- Funding additional Teaching Assistant time and resources for specific intervention programmes and pre-teaching.
- Booster groups for Year 6 pupils.
- Staff training.
- Providing specific homework support for identified pupils.
- Maths resources to support individuals, including computer software e.g. Dynamo Maths.
- Access during lunchtimes to maths programs, 'Mymaths'.

Impact

- Any decisions about how to spend our Pupil Premium are based on data collected, analysed and used to identify groups and common needs for children entitled to the Pupil Premium.
- Pupils who are eligible for the Pupil Premium are identified on our school tracking system, SCOMIS. This allows us to filter information relating to their attainment and progress throughout the year. This data is informs our Provision Mapping; it is reported to the Headteacher and Deputy Headteacher by class teachers and is published in the Head's termly report to governors. Half termly cycles of intervention take place each year and data is gathered at the beginning and end of each cycle. This data is analysed to ensure that all target pupils are making progress and, if not, why not and the action we will take in response.
- When evaluating the achievement of pupils in relation to our spending of the Pupil Premium, we will consider:
  - How well gaps are narrowing between the performance of different groups of pupils in the school and compared to all pupils nationally.
  - How well pupils make progress relative to their starting points.
  - How well pupils achieve in relation to the Year Group expectations (ARE)
- Each year we will publish a report for parents about our Pupil Premium allocation, spend and impact on attainment. The report will be posted on the School's website and will be available as a paper copy on request.
- As a result of the support put into place Pupil Premium children make good progress at their own level.

<u>Appendix 1</u>

Feedback is information given to the learner and/or the teacher about the learner's performance relative to learning goals. It should aim to (and be capable of) producing improvement in students' learning. Feedback redirects or refocuses either the teacher's or the learner's actions to achieve a goal, by aligning effort and activity with an outcome. It can be about the learning activity itself, about the process of activity, about the student's management of their learning or self-regulation or (the least effective) about them as individuals. This feedback can be verbal, written, or can be given through tests or by means of ICT. It can come from a teacher or someone taking a teaching role (including pupils acting as teachers) or from peers.

<u>Providing effective feedback is challenging. Research suggests that it should:</u>

- be specific, accurate and clear (e.g. "It was good because you..." rather than just "correct").

- compare what a learner is doing right now with what they have done wrong before (e.g. "I can see you were focused on improving X as it is much better than last time's Y…").

- encourage and support further effort (getting a balance between support and challenge) and be given sparingly so that it is meaningful (as too much feedback can stop learners working out what they need to do for themselves).

- provide specific guidance on how to improve and not just tell students when they are wrong.

- be supported with effective professional development for teachers.

- Be given as soon after the work is completed as possible (immediate feedback during the lesson where possible).

- Wider research suggests the feedback should be about complex or challenging tasks or goals as this is likely to emphasise the importance of effort and perseverance as well as be more valued by the pupils. Feedback can come from other peers as well as adults (see Peer tutoring).

<u>Appendix 2</u>

Meta-cognitive and self-regulation strategies (sometimes known as 'learning to learn' strategies) are teaching approaches which make learners think about learning more explicitly. This is usually by teaching pupils specific strategies to set goals, monitor and evaluate their own learning. Self-regulation refers to managing one's own motivation towards learning as well as the more cognitive aspects of thinking and reasoning. Overall these strategies involve being aware of one's strengths and weaknesses as a learner, such as by developing self-assessment skills, and being able to set and monitor goals. They also include having a repertoire of strategies to choose from or switch to during learning activities.

- Teaching approaches which encourage learners to plan, monitor and evaluate their learning have very high potential, but require careful implementation.

- Teach pupils explicit strategies to plan, to monitor and to evaluate their learning, and give them opportunities to use them with support and then independently.

- When using approaches for planning, ask pupils to identify the different ways that they could plan (general strategies) and about best approach for a particular task (specific technique).

- Monitoring involves identifying the key steps they need to be aware of as they go through a task to keep it on track. (Where might this go wrong? What will be the difficult parts?)

- Evaluating can be part of the process of checking so that it feeds into the current task as it nears completion (Can you make it better? Are you sure this is right?). It can also feed forward into future tasks (What have you learned that will change what you do next time?).

A range of approaches in which learners work in pairs or small groups to provide each other with explicit teaching support. In cross-age tutoring an older learner takes the tutoring role and is paired with a younger tutee or tutees. Peer-Assisted Learning is a structured approach for mathematics and reading with sessions of 25-35 minutes two or three times a week. In Reciprocal Peer Tutoring, learners alternate between the role of tutor and tutee. The common characteristic is that learners take on responsibility for aspects of teaching and for evaluating their success. Peer assessment involves the peer tutor providing feedback to children relating to their performance and can have different forms such as reinforcing or correcting aspects of learning.

- Activities should be sufficiently challenging for the tutee that they can benefit from the tutor's support but not too difficult that they cannot succeed with support.

- Planning the organisation of tutoring to address the logistical challenges and then training the tutors is a key step. At least a day's professional development for staff is recommended.

- There are several different approaches to peer-tutoring which make different demands on the teacher(s) organising the pairs and on the tutors and tutees.

- Reviewing challenges and successes with tutors will improve their skills and learning.

- Relatively short but intensive periods of tutoring over 4-10 weeks are likely to be more effective than for a longer period with more routine sessions.