

Pupil Premium Policy



Approved by the governing body on:-	
Signed (Chair of Governors)	
Review Date	Autumn 2015

Ethos Statement

Eagle School offers a positive, safe learning environment for its community, in which everyone has equal and individual recognition and respect.

We celebrate success and we are committed to the promoting continuous pupil progress for the fulfilment of every child's potential.

We encourage increasing independence and self-discipline amongst pupils, with everyone sharing responsibility for developing positive behaviour and attitudes.

Aims

At Eagle, we have high aspirations for our children and believe that no child should be left behind. We are determined to ensure that all our children are given every chance to reach their full potential by developing dedication and commitment to life-long learning and a thirst for knowledge. Pupil Premium funding ensures that all children have access to the diverse opportunities on offer at Eagle CP School.

Background

The Government believes that the Pupil Premium initiative that targets extra money to pupils from deprived backgrounds is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most.

The Pupil Premium was introduced in April 2011 and is allocated to schools to work with pupils who have been registered for free school meals at any point in the last six years (known as 'Ever 6'). Schools also receive funding for children who have been looked after continuously for more than six months and children of service personnel.

Research shows that pupils from these backgrounds underachieve compared to their peers. Therefore the premium is provided to enable these pupils to be supported to reach their potential. At Eagle we will consider the needs of our FSM pupils as well as those identified as vulnerable groups in order to 'close the gap' in attainment.

Key Principles

Research suggests common barriers can include less support at home, weak language and communication skills, lack of confidence, behavioural difficulties and attendance and punctuality issues. There may also be complex family situation that prevent a child from flourishing.

As there is no 'one size fits all' model we follow these Key Principles to ensure that we maximise the impact of our pupil premium spending:

- **Culture**
 - We believe in the potential of all our children
 - We look for solutions to overcome barriers
 - We support children in being in a socially, emotionally secure place to learn
 - Go the extra mile ... be there in times of crisis

- **Data Analysis**
 - Pupil performance is scrutinised every term to identify strengths and weaknesses
 - Underachievement at all levels is targeted
 - Impact is monitored and action for intervention/support planned
 - Staff are aware of all different groups across the school

- **Quality First Teaching**
 - Observations ensure Eagle School delivers good teaching, with increasing percentages of outstanding teaching
 - Support is provided for staff where variance occurs, eg Project Tuning, Peer Planning Support, School to School Support, Moderation Meetings
 - Ensure implementation of non-negotiables eg marking and feedback; technical literacy (GR, SPAG, Ph)
 - Provide quality CPD
 - Share good practice and draw on network collaboration
 - Improve assessment through joint levelling and moderation

- **Maximise Learning Time**
 - Monitor slippage across the curriculum
 - Devise curriculum links to make learning efficient and meaningful
 - Reward and monitor attendance and punctuality to school and lessons
 - Identify opportunities for early intervention
 - Extend learning out of school hours

- **Individualise Learning**
 - Use targets to identify individual needs and barriers to learning
 - Ensure effective communication between T and TA
 - Training to upskill and support staff in awareness/delivery of interventions
 - Liaise with agencies to support both school and parents
 - Tailor revision sessions for individuals with identified gaps/needs
 - Build on strengths and value self-esteem

Monitoring and Evaluation

A designated member of SLT maintains an overview of pupil premium spending and this is reported to governors in respect of spend and impact.

A wide range of data is used to monitor pupil performance including achievement data, pupils work, observations, learning walks, case studies and staff/pupil/parent voice. The data is collected half termly so that the impact of interventions can be monitored regularly through Pupil Progress Meetings where identified children's interventions are reviewed, adapted or changed. This is regularly shared with parents and detailed performance indicators are given at each parent consultation meeting.

Reporting

When reporting about Pupil Premium funding we will include:

- School Context information
- Objectives for the year
- Nature of Support and Allocation
- An Overview of Spending
- A Summary of Impact