

Westbury
CofE Junior School



Westbury C of E Junior School
Pupil Premium Strategy
Updated September 2019
Next Review date September 2020

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Pupil Premium Strategy

Rationale

Westbury C of E Junior School is committed to providing the best possible education for every individual pupil. We have high aspirations and expectations for all of our pupils and we believe that no child should underachieve. This includes making appropriate provision for pupils who belong to vulnerable groups including those who may be socially disadvantaged. Consequently, we are determined to ensure that all of our pupils are given every opportunity to realise their potential.

Background

The Pupil Premium is a government initiative that targets additional funding at pupils from disadvantaged backgrounds because research has shown that such pupils underachieve compared to other pupils. The money is provided to ensure that schools are able to support these pupils in achieving their full potential. The government have used pupils who are entitled to free school meals (FSM) as an indicator of deprivation and they allocate a fixed amount of money per pupil to schools each financial year based upon the number of pupils who have been registered for FSM at any point during the previous six years. An amount of money is also allocated to children who are looked after (LAC) and service children. The government does not dictate how this money should be spent but we are expected to employ strategies that we are confident will 'narrow the gap' in attainment between those pupils which are considered to be disadvantaged and those who are not. We are accountable for this allocation of resources and must demonstrate that pupils in receipt of Pupil Premium achieve well compared to other pupils.

Key Principles

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

High expectations

We will provide a culture where staff believe that every child matters and no excuses can be accepted for underperformance. We will strive to overcome barriers to learning for pupils and give every individual the best possible chance of success.

High Profile

Narrowing gaps in attainment will receive the highest priority in school. We adopt a whole school approach with all staff involved in identifying pupils at risk, pupils in need and the barriers to their learning. Importantly, all staff take responsibility for under performance.

High Quality Teaching and Learning

We recognise that the biggest factor in high standards of pupil attainment is high quality teaching and learning. We will continue to ensure that **all** pupils across the school receive at least good teaching with increasing percentages of outstanding teaching achieved each year. We will ensure consistent application of key elements of teaching and learning such as planning, marking and assessment and carry out moderation activities to reinforce this. We give high priority to our appraisal systems for teachers and teaching assistants and ensure that high quality professional development is available to all staff.

Emphasis on Basic Skills

We will concentrate our spending on achieving the highest possible standards in English and mathematics. This may be in the form of direct teaching and intervention or may be indirect through improving attendance, behaviour or access to resources and support.

Strategies Identifying Need

All pupils who are in receipt of Pupil Premium or are considered to be socially disadvantaged will be identified in preparation for the beginning of an academic year. Underachievement is targeted at all levels, not just the lower attaining pupils. Pupils will also be consulted and asked how they feel they are progressing and if there are any areas that they feel need additional support. All pupils' individual needs are considered carefully through pupil progress meetings to ensure that they receive support that is suited to them. Prioritisation decisions will be made to ensure that all pupils are in receipt of the best provision available to meet their needs.

Barriers to Learning

When making decisions regarding the use of Pupil Premium funding it is important that we consider the context of the school and the challenges faced by pupils. We recognise that pupils can experience many barriers to their learning and that these barriers can be long term or of a more short term nature. We believe that it is vital that these barriers are identified and addressed in order for pupils to achieve their maximum potential. Typical barriers experienced by our pupils may include:

- attendance and punctuality issues
- lack of support at home
- weak language and communication skills
- behaviour and emotional difficulties
- low confidence and self-esteem
- lack of resources to support homework
- poor nutrition

Use of Data

We acknowledge the importance of data and all staff are involved in its analysis so that they are aware of strengths and weaknesses across the school.

- All Government recommended and internal data are analysed each Autumn in order to evaluate the performance of Pupil Premium pupils. Comparisons are made with non Pupil Premium pupils within the school as well as Pupil Premium and non Pupil Premium pupils nationally. This data is used to set challenging targets for improvement where necessary. These targets are set high, in line with non- Pupil Premium pupils rather than other Pupil Premium nationally, to ensure that the highest possible standards of attainment are reached.
- Pupil Premium pupils are clearly identified on our school's tracking system and their progress in reading, writing and mathematics is tracked at least termly.
- All pupils are set targets in reading, writing and mathematics at the beginning of each academic year. These are reviewed at the end of each term in light of the results of assessments and adjusted accordingly.
- Targets can be increased to provide more challenge but are never lowered.
- Every teacher will hold a Pupil Progress Meeting with the senior leadership team each term to discuss the progress of individual pupils and agree targets and interventions.
- Data is used to monitor progress against annual targets.

- Pupils who are not making expected progress will be identified to receive specific interventions aimed at accelerating their progress.

Provision

We recognise that all of our pupils are individuals with varying needs and as such we employ a wide range of strategies aimed at ensuring that they achieve the highest standards of attainment.

Our provision includes:

- ELSA – Emotional Literacy programme
- 1:1 Meet and greets
- Extra teaching and support staff to ensure quality Wave 1 in class support
- Wave 2 small group interventions – Maths Booster, Catch Up Literacy
- Wave 3 individual interventions – Sound Discovery, Nessy
- Group tuition for Y6 children to fill knowledge gaps to prepare for SATs - for all Levels
- Attendance monitoring and support
- Forest School
- Curriculum enrichment activities
- Parental Support
- Supporting extra-curricular activities
- Financial support with Year 6 residential

Reporting

We will ensure that we comply with guidance on reporting the use of Pupil Premium issued by the Department for Education by publishing the following information on our school website:

- Our Pupil Premium Strategy
- Our Pupil Premium Expenditure Report for the previous academic year detailing how the funding was spent and the impact that this had.
- Our proposed Pupil premium spending for the current academic year.

Monitoring and Evaluation

The Senior Leadership Team will oversee the progress of pupils. Concerns regarding progress will be referred to the SLT who will explore these further with class teachers during the termly Pupil Progress Meetings and will review existing provision where necessary. The Governing Body will monitor the progress of Pupil Premium pupils through termly data reviews.