



Aldridge School

Pupil Premium

Policy

Policy Version Control			
Policy type	Statutory		
Policy prepared by	Senior Leadership Team		
Review date	September 2019		
Authorised by the Governing Body	26 th September 2019		
Description of Changes			
Version	Author	Date	Changes
0.1	SLT	16/10/2016	Pre-edited document
1.0	JOF	22/11/2016	Updated
2.0	FHB	12/09/2019	Page numbers added/ Reference to PP strategy on website included pg2/ Teach to the top added pg2/ Datsec removed, data reports added pg2.
2.1	JOT	07/09/2019	Formatted

Achieving excellence together

At Aldridge, we have high aspirations and ambitions for all our pupils and we believe that no child should be left behind. We strongly believe that a thirst for knowledge and a commitment to learning will lead to success. We are determined to do all we can to improve life chances for our pupils through improved educational achievement and enhanced self-esteem in order to connect them to worthy progression routes in the next stage of their education.

It cannot be right that the likelihood of a child receiving a good education should depend on their postcode or economic circumstances. Pupil premium funding represents a significant proportion of our budget and this policy outlines how we will ensure it is spent to maximum effect.

The pupil premium is a government initiative, which started in April 2011, which targets extra money at pupils from deprived backgrounds. Research shows that pupils from deprived backgrounds underachieve compared to their non-deprived peers. The premium is provided to enable these pupils to be supported to reach their potential.

The Government has used pupils entitled to free school meals (FSM), looked after children and service children as indicators of deprivation, and have provided a fixed amount of money for schools per pupil based on the number of pupils registered for FSM over a rolling six year period. This fixed amount of money is expected to increase every year for the course of this current Parliament.

When making decisions about using pupil premium funding it is important to consider the context of our school and the subsequent challenges faced. Common barriers for our PP children can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties, and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all" solution.

The Pupil Premium strategy showing spending will be displayed on the school website it will be reviewed termly and updated on the website annually.

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:

- ALL staff have high expectations of ALL students
- There are "no excuses" for underperformance
- ALL staff adopt a "solution-focused" approach to overcoming barriers
- ALL staff Teach to the Top in all lessons

Analysing Data

We will ensure that:

- ALL staff are involved in the analysis of data using data reports so that they are fully aware of strengths and weaknesses in their classes and across the school.
- Data will be used to track interventions; successful interventions will continue or be expanded, less successful ones will be stopped.
- We utilise research (Such as Education Endowment Foundation) adapted in determining the strategies that will be most effective.

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 can identify pupil premium and vulnerable children in their groups/form.
- ALL pupil premium children benefit from the funding, not just those who are underperforming
- 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 high quality teaching, with increasing percentages of outstanding teaching achieved by using our team leaders to:

- Set high expectations
- Address any within-school variance and confirm efficiency of action
- Ensure consistent implementation of the non-negotiables, e.g. marking and guided reading
- Share good practice within the school and draw on external expertise
- Provide high quality CPD which improves teaching quality
- Improve assessment through joint levelling and moderation
- Ensure the Teaching and Learning Policy is embedded in every lesson, every day to promote consistency.

Increasing learning time

We will maximise the time children have to "catch up" by:

- Improving attendance and punctuality
- Whit week half term and Easter revision sessions
- Lunch time and before school support sessions
- Extended learning out of school hours, Power Hour.

Individualising support

We will ensure that the additional support is effective by:

- Looking at the individual needs of each child and identifying specific barriers to learning
- Ensuring support staff and class teachers communicate regularly
- Using staff to provide high quality interventions across their subjects
- Using our Pupil Premium mentors to provide high quality interventions in key areas.
- Matching the skills of the support staff to the interventions they provide
- Working with other agencies to bring in additional expertise
- Providing support for parents
- Tailoring interventions to the needs of the child
- Recognising and building on children's strengths to further boost confidence

Monitoring and Evaluation

We will ensure that:

- A wide range of data is used – achievement data, pupils' work, observations, learning walks, and staff, parent and pupil voice
- Working at and predicted grade data is collected regularly so that the impact of interventions can be reviewed.
- Assessments are closely moderated to ensure they are accurate
- Regular feedback about performance is given to children and parents
- Interventions are adapted or changed if they are not effective
- A designated member of the SLT maintains an overview
- Governors are kept informed through a PP update included in each Headteachers report