

Westover Green Community School

“Opening the gates to learning”

Pupil Premium Policy

Westover Green Community School prides itself on actively promoting equal opportunities for all learners whatever their age, gender, ethnicity, disability, attainment and background. We are committed to providing a safe, secure and successful learning environment, paying particular attention to the provision for and achievement of all in our school policies and action plans.

Rationale

The school vision is to provide a safe, enjoyable and motivational environment where all children and adults are respected, accepted, valued and included, enabling children and adults, as individuals, to confidently and successfully achieve their full potential. The targeted and strategic use of Pupil Premium funding will support us in achieving our vision.

Principles

- We ensure that teaching and learning opportunities meet the needs of all of the pupils
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged. At least 70% of any group will be made up of Pupil Premium funded children
- Pupil Premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of Pupil Premium interventions at one time. However, Westover Green endeavours to ensure that every child who receives Pupil Premium funding receives the provision required to meet their academic and personal needs.

Provision

The range of provision the Governors may consider in order to maximise the impact of Pupil Premium spending could include:

- Reducing class sizes thus improving opportunities for effective AfL and accelerating progress
- Providing small group work with an experienced teacher focussed on overcoming gaps in learning
- 1-1 support
- Additional teaching and learning opportunities provided through learning mentors, trained TLAs or external agencies
- Supporting the enrichment of the curriculum through workshops, visitors and subsidised educational visits
- Extended school support eg subsidised residential visits, after school clubs
- Increased learning time through extra tuition after school and educational opportunities during school holidays
- Improving attendance and punctuality
- Providing financial assistance for equipment / resources needed to support pupil's learning e.g ICT equipment, school uniform.
- Providing extensive parental support

All our work through the Pupil Premium will be aimed at narrowing the gap in attainment and accelerating progress. Westover Green predominantly aims to progress pupils to at least age related expectations in their Reading, Writing and Mathematics; however, Pupil Premium funding is also used to academically extend those pupils on free school meals with potential to be working above age-related expectation.

Pupil Premium funding will not be used to finance Special Educational Needs (SEN) expenditure, but may be used to promote accelerated academic progress of those SEN children who are also Pupil Premium pupils.

Monitoring and Evaluation

The Headteacher, Leadership Team, Pupil Premium Co-ordinator or class teacher will ensure that:

- The effectiveness of Pupil Premium projects, items and interventions is monitored according to the purpose of the initiative or item.
- A comprehensive range of data is used – attainment data, case studies, observations, pupils’ work and achievements, learning walks, audits and communication with staff, parents and pupils.
- Assessment and attainment data is collected and analysed through termly Pupil Progress meetings with the Headteacher or Deputy Head. In addition to this, other systems put in place, by the Pupil Premium Co-ordinator, to use this data to monitor the ‘narrowing of the gap’ between Pupil Premium and Non Pupil Premium children.
- Effectiveness of interventions is monitored through termly intervention audits and evaluations. Interventions are reviewed and amended accordingly.
- Pupils and parents are routinely informed of pupil progress and performance and given the opportunity to respond.
- Governors are regularly informed of Pupil Premium expenditure and its effectiveness.

Reporting

It will be the responsibility of the Headteacher, or a delegated member of staff, to produce reports for the Governors’ curriculum committee on:

- the progress made towards narrowing the gap, by year group, for socially disadvantaged pupils
- an outline of the provision made using Pupil Premium funding
- an evaluation of the cost effectiveness, in terms of the progress made by the pupils receiving a particular provision.

The Governors of the school will ensure that there is an annual statement to parents on how the Pupil Premium funding has been used to address the issue of ‘narrowing the gap’, for socially disadvantaged pupils.

POLICY REVIEW

This policy will be reviewed each year to ensure that it continues to meet the needs of the school community and any statutory requirements.

Policy Reviewed by:	
Signed:	Chair of Governors
Dated:	