



## **Pupil Premium Policy**

### **A strategy for diminishing the difference in progress and attainment between disadvantaged pupils and their peers.**

All members of staff and the governing body accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within a caring and nurturing environment. We aim for each child to develop a love for learning and acquire the skills and abilities commensurate with fulfilling their potential and as an adult finding employment.

The Discovery School believes that every child who has been disadvantaged in any way needs to be provided with the experiences and opportunities required to make up for the disadvantage that has gone on before.

Pupil Premium was introduced by the Government in April 2011 to provide additional support for Children in Care and those from low income families. The additional funding was to help schools diminish the difference in outcomes that exists between pupils from disadvantaged backgrounds and those more affluent backgrounds.

The school believes in the importance of ensuring that all pupils leave each Key Stage with the skills and attributes necessary to be successful in the next stage of their education. Therefore, the funding is put towards supporting Pupil Premium children with all aspects of their learning and social development that will help them achieve this target. However, an emphasis is put on core subjects, as without skills, knowledge and expertise in the core subjects there would be a barrier to children accessing the full curriculum.

The Discovery School believes that early identification of children's needs is paramount and, with guidance from the Pupil Premium Leader, the Inclusion Leader, the SENCo and Subject Leaders, teachers are required to consider all learning needs that children in receipt of pupil premium may have. They then put into place quality first teaching strategies and interventions to meet these needs. This is then monitored by the Pupil Premium Leader.

## Key Strategies in supporting children eligible for Pupil Premium Funding

In order to be highly successful in diminishing the difference between the outcomes and progress of children eligible for pupil premium and their peers, the staff at The Discovery School:

- Never confuse eligibility for the Pupil Premium with low ability, and focus on supporting our disadvantaged pupils to achieve their potential.
- Ensure that all Pupil Premium pupils have high aspirational targets and don't accept being 'At the Expected Level' for their particular year group to necessarily be the highest that these pupils can achieve.
- Thoroughly analyse which pupils are underachieving, particularly in English and Mathematics, and why.
- Draw on research evidence (such as the Sutton Trust Toolkit) and evidence from our own and others' experiences to allocate the funding to the activities that are most likely to have significant impact on improving achievement.
- Meet with the Pupil Premium Leader on a termly basis to analyse progress and attainment made by Pupil Premium pupils and ensure that all quality first teaching strategies and interventions are having an impact for those pupils and discontinue them/adjust them if they aren't having the desired impact.
- Are very clear about the importance of ensuring that all day-to-day teaching meets the needs of each learner, rather than relying on interventions to compensate for teaching that is less than good. We believe that quality first teaching is paramount.
- Use attainment data to check whether interventions or strategies are working and make adjustments accordingly, rather than using the data retrospectively to see if something has worked.
- Make sure that support staff, particularly teaching assistants, are highly trained and understand their role in helping pupils to achieve.
- Systematically focus on giving pupils prompt and useful feedback about their work, and ways that they could improve it, both verbal and in other forms.
- Ensure that the Senior Leadership Team and Governing Body has a clear overview of how the funding is being allocated and the difference it is making to the outcomes for pupils.
- Ensure that class and subject teachers know which pupils are eligible for the Pupil Premium, so that they can take responsibility for accelerating their progress. This also applies to teaching assistants.
- Provide well-targeted support to improve attendance, behaviour or links with families, where these are barriers to a pupil's learning.
- Have a clear and robust appraisal system for all staff, and include discussions about pupils eligible for the Pupil Premium in appraisal and pupil progress meetings.

- Involve governors in the decision making and evaluation process. **The named governor for Pupil Premium is Annabel Cornell.**
- Are able, through careful monitoring and evaluation, to demonstrate the impact of each aspect of their spending on the outcomes for pupils.

Below are just some of the processes and strategies employed by staff at The Discovery School to maximise progress and attainment for pupils eligible for pupil premium.

**Data tracking** - is used rigorously across the whole school and identifies all underachieving pupils. This is then used to plan quality first teaching strategies and intervention to address underperformance and any external factors that contribute to this underperformance. These may be related to attendance, behaviour, or other factors inside or outside of school.

**High profile of pupils eligible for Pupil Premium Funding**– the high profile of disadvantaged pupils ensures stakeholders are aware of their needs and of the support that is available. Staff are made aware of the attainment data for disadvantaged pupils and advised on possible courses of action to address any areas of concern. Provision for these pupils is reviewed on a termly basis and underperformance is addressed at these meetings. Actions are then put into place to ensure that these pupils’ needs are met.

**Effective teaching and learning** – all staff recognise and accept that the vast majority of pupils’ progress comes out of quality first teaching and learning on a day-to-day basis. There is, therefore, a major drive for independent learning, the development of thinking skills and assessments that support learning.

**English support** – the development of good English skills is always a school focus. Levels of progress and attainment are carefully tracked and monitored across the school. Pupils with low English proficiency are provided with additional support so that basic skills can be developed effectively. For disadvantaged pupils with English difficulties, the Pupil Premium funding is used to meet their individual needs in order to remove this barrier to learning.

**Targeted support** – tailored individual support is provided across the curriculum and arrangements are made for resources to be available for each pupil as needed. Staff take responsibility for determining the additional resources that pupils need in order to achieve well. Appropriate requests for resources are met quickly so that pupils can make the quickest possible progress.

**The full range of educational experiences** – support is given to ensure that all pupils have full access to broad educational experiences, such as residential courses, competing in sporting events, music tuition, and attending clubs. Support is also given to ensure that children have the correct equipment and uniform to take part in these activities.

**A fund to put towards improving children’s educational experiences** – Disadvantaged children can access a designated school fund which parents can access to put towards activities to enrich their child’s education. For example, this fund can be used towards music tuition, learning resources, or residential experiences.

**Attendance** – staff, teachers, parents, carers and pupils understand the causal link between attendance and achievement. Attendance levels for all disadvantaged pupils are checked and carefully tracked by the Headteacher. Where necessary, the Family Liaison Officer will work with the pupils and their families to remove barriers from the pupil achieving a higher rate of attendance.

**Annual review of the impact of spending** – each year the Pupil Premium Leader, SLT and Pupil Premium Governor review the impact of the Pupil Premium spending that has taken place. This review is then used to plan spending for the year ahead. This involves learning from the successes of the previous year and ensuring that the strategies that are evidenced to have had the greatest impact are learnt from and built upon for the following year. The review is presented to the Full Governing Body for scrutiny and once approved, is published on the school website.

All staff at The Discovery School acknowledges that there is a need to continuously evaluate strategies and change them if they are not working for a particular group of children. We recognise that year on year successes do not necessarily mean doing the same thing year on year. Although quick fixes can work and show immediate success, generally we look at the long term picture to ensure that achievement gaps do not widen before the end of a Key Stage.

We have a strong desire for all children to reach at least age related expectations. However, we recognise that for some children this may not be aspirational enough, particularly for the more able pupil. Therefore, we think about each Pupil Premium pupil on an individual basis and design a learning plan based around their individual needs and well-being. It is important that the starting point for each individual is taken into account, along with their potential, in order to ensure even greater gains in the attainment of these children.

This list is not exhaustive and at every point strategies, discussion and solutions are sought and found in order to ensure the very best outcomes for all children.