

POLICY ON THE USE OF PUPIL PREMIUM FUNDING

1. Introduction

The Staff and Governors of Wallands School are fully committed to ensuring that provision secures the teaching and learning opportunities that meet the needs of all pupils so that all make maximum progress and reach their potential.

Our school welcomes and shares the government's aim of tackling all forms of disadvantage and works tirelessly to ensure inclusion and equal access for all learners.

We recognise that the pupil premium funding is allocated to children in receipt of free school meals and is a means of addressing some of the issues associated with social disadvantage and in particular, in narrowing and hopefully eventually closing, any gap in attainment. In making appropriate provision for this we also acknowledge that not all pupils in receipt of free school meals are socially disadvantaged.

We also recognise that that not all pupils who are socially disadvantaged are registered or qualify for free school meals. The Governors reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as needing additional support to achieve improved outcomes in learning and/or well-being.

2. Provision

Wallands School is committed to excellence and the maintenance of high standards. We offer a wide range of provision aimed at enabling all learners to enjoy and thrive in learning and achieve their best. This is described in our whole school Provision Map/ Curriculum Map.

3. Rationale for decisions about provision

The rationale for resource deployment is decided by the school, based on the following principles:

- effectiveness and impact so that progress and achievement is maximised for every pupil

- flexibility
- fitness for purpose
- value for money acknowledging appropriate accountability
- equity
- inclusivity

Pupil premium funding will be used in the first instance to support the learning needs of children in receipt of free school meals who need extra support. However, this provision may well also include other children who have been identified as 'vulnerable'. Such decisions will be at the headteacher's discretion.

The school's leadership team, through the inclusion team will monitor the attainment and progress of all pupils and decide which pupils need additional provision and what this provision will be. We use on-going and fixed point assessment to identify children's learning needs and plan next steps in teaching. A range of additional support may be provided that is felt to best meet the child's needs at the time. SENCo is also involved in this process.

We always seek to provide quality first teaching for all pupils. Timely, precision intervention teaching is also used to maximise pupils' progress and attainment.

When considering the deployment and funding of additional support through pupil premium and other school budget monies, we carefully take into account the following options in order to maximise the impact for the pupil:

- facilitating pupils' access to education
- facilitating pupils' access to the school's curriculum
- support in addition to the provision made in the classroom e.g., specific programmes or targeted interventions
- additional opportunities to enhance or complement the school provision e.g. after school clubs, residential etc.

Where it is considered that there is a need for alternative provision from external providers that complements the school's provision, the head teacher will agree this following discussion and advice from colleagues and other relevant sources.

4. Monitoring and evaluating provision

Once decided, additional provision is monitored session by session by those staff providing support. Adaptations are then made as necessary. The overall effectiveness and impact is evaluated at the end of the academic year through end of year assessments, SATs and FSP reports which is presented annually to the Teaching and Learning Committee. A mid-year progress tracker review will also take place.

In evaluating effectiveness, a range of evidence is used including:

- attainment and progress outcomes;
- feedback from staff, the child, parents and other professionals who may be involved;

- examples of learning through photographs, recorded learning, transcriptions or tapes of what the child says;
- anecdotal, impressionistic evidence relating to improved confidence, well-being, attitude, behaviour etc.

5. Reporting and accountability

It will be the responsibility of the Headteacher, or a delegated member of staff, to produce an annual report for the Governors' Teaching and Learning committee on:

- the progress made towards narrowing the gap, by year group, for socially disadvantaged pupils
- the teacher assessment data we collect e.g. phonological assessments, spelling, reading, writing and maths data that demonstrates this
- comparative data for all non-socially disadvantaged pupils by year group
- comparative data showing our school's progress relative to other schools nationally through the modified national data supplied by the DfE (when provided),
- financial details of how the pupil premium was spent (the bursar will keep on-going records to facilitate this).

6. Complaints

It has been indicated by the DfE that it is intended that parents will be able to request access to their child's share of the premium. As the intervention programme the school implements will be planned in advance and will account for all of the funding available to the school for these activities, funding will not, therefore, be available to parents to arrange their own chosen interventions. Our policy, therefore, is that this will not be allowed. The headteacher will meet with the parent and seek to come to an understanding and agreement about how funding will be best used for the individual.

Any allegation, complaint, disagreement or appeal regarding the deployment of pupil premium funding will be considered by a panel of governors convened by the chair of governors, as necessary, for this purpose.

7. Review

This policy will be reviewed every three years in keeping with the school's cycle of policy review. However, this can be sooner to reflect new information or changes as to what is required.

