



Henry David Learning

**Organisational
POLICIES & PROCEDURES:**

Woodfield School

Pupil Premium

3.3

March 2023



Henry David Learning

Background The pupil premium is a government initiative that 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 and have experiences and opportunities to support this.

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. At Woodfield School we will be using the indicator of those eligible for FSM as well as identified vulnerable groups as our target children to 'diminish the difference' regarding attainment.

Context When making decisions about using pupil premium funding it is important to consider the context of the school and the subsequent challenges faced. Common barriers for FSM 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".

Key Principles 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:

- Staff believe in ALL children
- There are "no excuses" made for underperformance
- Staff adopt a "solution-focused" approach to overcoming barriers staff support children to develop growth mind-sets towards learning

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 are aware of who pupil premium and vulnerable children are
- 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 good teaching, with increasing percentages of outstanding teaching achieved by using our staff to:

- Set high expectations
- Address any within-school variance
- Ensure consistent implementation of the non-negotiables, e.g. marking
- Share good practice within the school and draw on external expertise
- Provide high quality CPD
- Improve assessment through joint levelling and moderation



Henry David Learning

- Increasing learning time of basic skills

We will maximise the time children have to “catch up” through:

- Improving attendance and punctuality
- Providing earlier intervention
- Extended opportunities for learning

Individualising support “There’s no stigma attached to being in an intervention in this school. Everyone needs something, whatever that might be, and so they’re all getting something somewhere.” We will ensure that the additional support we provide is effective by:

- Looking at the individual needs of each child and identifying their barriers to learning
- Ensuring additional support staff and class teachers communicate regularly
- Providing high quality interventions within bubbles
- Working with other agencies to bring in additional expertise (N.B. Due to COVID this may look different to normal)
- Providing extensive support for parents to develop their own skills to support their children’s learning within the curriculum
- To manage in times of crisis
- Tailoring interventions to the individual needs of the child
- Recognising and building on children’s strengths to further boost confidence
- Going the Extra Mile

In our determination to ensure that ALL children succeed we recognise the need for and are committed to providing completely individualised interventions for set periods of time to support children in times of crisis.

Monitoring and Evaluation We will ensure that:

- A wide range of data is used – achievement data, pupils’ work, observations, learning walks, case studies, and staff, parent/carers (N.B. COVID-19 restrictions will mean that learning walks may be completed remotely in order to protect bubbles)
- Assessment Data is collected half termly so that the impact of interventions can be monitored regularly
- Assessments are closely moderated to ensure they are accurate
- Teaching staff and support staff attend and contribute to pupil progress meetings each term and the identification of children is reviewed
- Regular feedback about performance is given to children and parents
- Interventions are adapted or changed if they are not working
- We regularly evaluate the impact of pastoral interventions, such as on attendance and behaviour