



PUPIL PREMIUM POLICY 2017/18

1.0 Aims

At Newport, we have high aspirations and ambitions for our children and we believe that no child should be left behind. We strongly believe that it is not about where you come from but your passion and thirst for knowledge, and your dedication and commitment to learning that make the difference between success and failure, and we are determined to ensure that our children are given every chance to realise their full potential. Pupil premium funding represents a significant proportion of our budget and this policy outlines how we will ensure it is spent to maximum effect.

2.0 Background

The pupil premium is a government initiative that targets extra money at pupils from disadvantaged backgrounds. Research shows that pupils from disadvantaged backgrounds underachieve compared to their non-disadvantaged 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.

3.0 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'.

4.0 Key Principles

By following the key principles below, we believe we can maximise the impact of our pupil premium spending.

4.1 Building Belief

We will provide a culture where:

- staff believe that there are no limits to what our children can achieve
- 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

4.2 Analysing Data

We will ensure that:

- All staff are involved in the analysis of data so that they are fully aware of strengths and weaknesses across the school Data is shared with key stakeholders (such as Governors).

4.3 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....'

4.4 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 team leaders to:

- Set high expectations
- Address any within-school variance
- 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
- Improve assessment through joint levelling and moderation

4.5 Increasing learning time

We will maximise the time children have to make progress through:

- Improving attendance and punctuality
- Providing earlier intervention (KS1 and EYFS)
- Extended learning opportunities out of school hours e.g. Maths club and Year 6 booster sessions

4.6 Individualising support

We will ensure that the additional support we provide is effective by:

- Looking at the individual needs of each child and identifying barriers to learning
- Ensuring additional support staff and class teachers communicate regularly
- Using team leaders to ensure high quality interventions are used effectively across their phases
- Working with other agencies to bring in additional expertise
- School Home Support to help parents/carers:
 - to support their children's learning within the curriculum
 - to manage in times of crisis

- Tailoring interventions to the needs of the child (e.g. Targeted maths sessions in the afternoons for children who struggle in the main lesson)
- Recognising and building on children's strengths to further boost confidence (e.g. Rights Respecting Ambassadors, guitar lessons)

5.0 Reporting

When reporting about pupil premium funding we will include:

- information about the context of the school
- objectives for the year
- reasons for decision making
- analysis of data
- nature of support and allocation
- learning in the curriculum
- social, emotional and behavioural issues
- enrichment beyond the curriculum
- an overview of spending
- total