



Copperfield
Academy

**PUPIL PREMIUM
FUNDING POLICY**

REVISED SEPTEMBER 2014

Copperfield Academy

Pupil Premium Funding Policy

Aims

At Copperfield we have high aspirations and ambitions for every child and we believe that all children can succeed. We strongly believe that every child can reach beyond their potential given the right learning environment, strong teachers and the child's dedication and commitment to learning. We know that parents have a vital role to play in supporting their child's achievement. Pupil premium funding represents a large proportion of our budget and this policy outlines how we will ensure it is spent, to maximum effect to, impact on raising standards for our most vulnerable children.

Background

The Pupil Premium is funding allocated to schools from the government to support children who may be vulnerable to underachievement. The funding is given to schools based on the number of pupils on roll known to be eligible for Free School Meals, or who have claimed in the last 6 years, as well as pupils who have been Looked After continuously for more than 6 months by the local authority. Additionally children whose parents are in the armed forces are also entitled to this funding. All schools are required to report on the amount of funding they receive and how it is being used to support those pupils so that they can achieve as well as other pupils.

We recognised that not all children who receive the PPG will be socially disadvantaged and not all children that are social disadvantaged receive the funding. We robustly track how well the PPG pupils are achieving as a group compared to their peers at Copperfield and other pupils across the country.

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 PPG 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 funding.

Building Belief

All staff at Copperfield Academy believe that every child can succeed beyond their potential. We will ensure a learning and support culture where:

- there are no excuses made for underachievement
- all staff will adopt a 'solution- focused' approach to overcoming barriers
- all staff support children to develop a 'growth mindset' attitude towards learning.

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 in attainment and progress across the school and that any area of weakness is addressed with well proven intervention strategies.
- We use evidence based research (eg Sutton Trust, the work of James Hattie) to support us in determining the most effect teaching, learning and support strategies.

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
- Underachievement at all levels including higher achieving children is targeted.
- 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 at least good teaching, with increasing percentages of outstanding teaching achieved by using our senior leaders to:

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

Increasing learning time

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

- Improving attendance and punctuality
- Providing earlier intervention (KS1 and EYFS)
- Extended learning out of school hours when necessary and at key times of the year.
 - Early mornings and after school
 - Saturdays
 - Easter holidays

Individualising support

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
- Using senior/ phase leaders to provide high quality interventions across their phases
- Matching the skills of the support staff to the interventions they provide
- Working with other agencies to bring in additional expertise
 - School Home Support
 - Providing extensive support for parents (develop their own skills (ESOL, Literacy, ICT, Back to Work, Managing Money)
 - 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 revision sessions in the afternoons for children who struggle in the main lesson)
- Recognising and building on children's strengths to further boost confidence.

Extra Support

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 and pupil voice
- 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 each term. including attitudes to learning, behaviour and attendance.
- Interventions are adapted or changed if they are not working
- Case studies are used to evaluate the impact of pastoral interventions, such as on attendance and behaviour
- A designated member of the SLT maintains an overview of pupil premium spending
- A governor is given responsibility for pupil premium

Reporting

When reporting about pupil premium funding we will include:

- information about the context of the school
- objectives for the year
- analysis of data
- use of research
- nature of support and allocation
- Learning in the curriculum
- Social, emotional and behavioural issues
- Enrichment beyond the curriculum

- Families and community
- an overview of spending
- Total PPG (pupil premium grant) received
- Total PPG spent
- Total PPG remaining
- a summary of the impact of PPG
- Performance of disadvantaged pupils (compared to non-pupil premium children)
- Other evidence of impact e.g. Ofsted, Accreditations
- Case studies (pastoral support, individualised interventions)

Implications for pupil premium spending the following year

The Governing Body will consider the information provided and will ensure that there is an annual statement to the parents on the school website outlining how the Pupil Premium funding has been used to address the issue of closing the gap for pupils eligible for Pupil Premium. This task will be carried out in line with the requirements published by the Department for Education

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