

# Wheatfields Primary School

## Pupil Premium Policy and Strategy 2017-18



### Introduction:

The Pupil Premium (PP) Grant was introduced with the aim of addressing the gap between the achievements of children. Historically, many children who come from families with a lower income can go on to achieve less well than their peers. At Wheatfields we are confident that we are making the best use of the PP Funding offered to our pupils.

### How it is used:

The PP Grant in 2017-18 is £1,320 for every primary school child from a family on a lower income. Last year, the school received £65,000 in PP Funding which has provided opportunities for children in clubs, inclusion workers to work with families and extra teacher assistant time. We have also bought specialist resources for these projects and invested in high quality training.

PP Funding must be used to raise the attainment of pupils eligible for the grant, and to close the attainment gap between these pupils and others at the school. Academic attainment is important, but if attendance at an after school club or a trip can raise confidence levels and self esteem, there is a clear argument to use PP money to enable the child to have that opportunity. In order to support this:

- Parents of children in receipt of PP / PP+ receive a reduction of 20% off of the cost of residential trips;
- Parents of PP / PP+ children receive up to 50% off of the cost of day trips or visits;
- Parents of PP children are entitled to 50% off clubs;
- Parents / carers of PP+ children should pay full price for clubs however, should parents/carers of PP+ require further support they can request a meeting with the Head Teacher.

Any decision on funding allocation is done so on an individual basis and has to be made at the discretion of the Headteacher and the Deputy Headteacher in their absence.

### Possible Barriers to Attainment of PP Pupils at Wheatfields:

This funding is used to improve learning outcomes for all of our PP pupils. These are the areas we have identified that are possible barriers to learning in our school:

- Although attendance has improved, missing sessions or being late into school can affect learning and result in gaps which culminate in a loss of basic Literacy and Numeracy skills;
- Some parents may struggle to engage personally with the school due to a number of factors – working antisocial hours or having an unfortunate experience of school themselves;
- Literacy and Numeracy levels of families are a factor, and there is a lack of support for parents to help their children to learn at home.
- There may be a lack confidence in social situations and children feeling uncomfortable in a learning environment.

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#### Funding and Spend in 2017-18

In order to overcome these barriers the school has a number of initiatives, some of which are already in place and some of which are new for 2017-18. This academic year the school has £70,000 in PP/PP+ Funding. In addition to the reductions in clubs and off-site activities mentioned above, the school has planned to spend this year's funding on:

- Inclusion Workers support children across the school;
- Professional Development for staff to enable secure teaching to raise attainment;
- Learning Support Assistants to complete interventions and enable all learners to access the curriculum and address gaps where they may have occurred;
- Teacher led booster groups to maximise attainment in Maths and English.
- Providing milk as a mid-morning snack to aide concentration during learning time;
- A uniform allowance enabling children to feel part of the school;
- A rich and varied diet of sports activities and clubs, including specialist playtime provision;
- Music tuition, choir club and opportunities for concerts and community cohesion;
- The continued running of our successful WPS Forest School which boosts confidence and enthusiasm for school, as well as teaching key skills and teamwork;
- Parent / Carer Curiosity Cafes - where parents and carers can come and learn alongside their child for English and Maths lessons.

#### Measuring the Impact

Pupil Premium spend and impact is reviewed regularly by the School teaching staff, Senior Leadership Team and Governors and is reported termly through Governor Meetings.

Wheatfields had a review of the Pupil Premium spend by a National Leader in Education last academic year which recognised that funding was being spent appropriately. The School continues to work on ways of measuring impact and is further improving the methods it uses, including using scales of impact for softer data which can be more qualitative. At Wheatfields we understand that academic attainment is important, but we place a large emphasis on the progress of the individual, including progress in academic core subjects. As such, children who access the opportunities listed above are tracked closely to ensure that they demonstrate progress in books, progress in their attitudes to learning, increased confidence and improved attendance.

Measuring the impact of the Pupil Premium Strategies in different ways ensures that we know where they have been successful, as well as providing key information and data on where and how we move forward and further improve our practice.

The funding allocation is reviewed during the Autumn Term of the following academic year. This review of spend is reported to Governors and published on the School Website.