

# The Clere School



## Pupil Premium Policy

<b>Date of Policy Issue: March 2020</b>	<b>Date of Policy Review: March 2023</b>
Approved by: Headteacher	<b>Date of Approval: March 2020</b>

### **Vision**

The Clere School provides an excellent education, which develops and challenges pupils of all abilities. Our pupils will attain their very best through a high quality academic experience and a range of individual achievements. Their learning journey with us equips them with a lifelong enthusiasm for learning. They embark on the next stage of their lives as independent responsible citizens ready to take their place confidently in the 21st Century world.

### **Purpose**

At The Clere we believe in high standards. We provide a learning environment in which the aptitudes and interests of each individual child are recognised, respected and fully developed.

### **Rationale**

This policy outlines how The Clere plans to support and provide for students carrying a Pupil Premium to further them as learners and members of a global society. The crossover between PP students and SEN students at The Clere is approximately 25% and therefore, these students require support from sources other than the SEND dept.

The Clere is using the feedback from but not limited to EEF Pupil Premium Guide June 2019 and DFE Pupil Premium: Effective use and accountability Oct 2019 and Articles 28 and 29 of the Rights Respecting Schools Objectives in addition to analysis of the current data as a basis for this policy. This draft has also been produced after consultations with the Headteacher and as a response to the current GCSE grades for this category of students.

### **Objectives**

- To ensure that disadvantage pupil receive a broad, balanced and challenging curriculum that enables them to meet their potential
- All adults in contact with students are aware of the PP students and plan for their needs
- All staff are able to identify the barriers to learning for individual pupils, recommend and deliver precise interventions and when necessary have access to further support and resources to support removing those barrier to learning
- To provide guidance and support to families so they can feel confident and able to support the development of their child and help remove barriers to learning and progress
- To enable the monitoring and impact of the above on outcomes for these students

## **SECTION ONE: Whole School Responsibility**

### **Sharing**

***All adults in The Clere will ensure they use and share information effectively by:***

- Knowing which of their students have attracted PP funding and for what reason
- Checking those students' prior and recent attainment data and use that information to inform their planning, teaching and interventions. Including the sequencing of lessons
- Using most recent reading and spelling ages in addition to CAT Data and any further information from the SEND Department to ensure these students can access learning material in lessons and that which is set for homework
- Referring any students to their Subject Leader, Curriculum Leader, or Faculty Leader for support.
- Make communicating with parents of disadvantaged pupils a priority at information evenings and at other regular intervals throughout the academic year.
- Communicate intervention strategies to parents and how they can assist at home, including outcomes

### **Planning and Teaching**

***When planning schemes of work and individual lessons, teachers and LSAs will:***

- Remember 'Disadvantaged First'
- Use the available data and information to inform planning
- Ensure all texts used are accessible to all students
- Ensure they have given consideration to seating and provided a good 'learning partner' for disadvantaged students
- Provide students with equipment and revision guides where applicable
- Plan for students with exam concessions appropriately ensuring that these concessions are 'normal working practice'
- Liaise with LSA's or other adults supporting learning in advance of the lesson on how best to support the learning in the classroom and of identified pupils

### **Teaching**

***When teaching or communicating with students all staff will:***

- Remember 'Disadvantaged First'
- Use data to inform conversations and marking, setting SMART targets
- Review targets with students through the RSVP system and live marking
- Praise students for achievements in class and use rewards, house points etc.
- Demonstrate they are trying to remove the barrier to learning of poor literacy skills, or of any other identified barrier
- Provide effective and correctly pitch challenge to disadvantaged students through questioning and secure develop challenge tasks
- Where available, use LSA's to support disadvantaged students in class

### **Monitoring and Evaluation**

- The Raising Standards Leader will use drop ins to lessons to monitor the impact of teaching and learning on disadvantaged and record observations through our teaching and learning matrix
- Use Pupil Voice and data analysis to ascertain the extent to which the objectives of this policy are being met
- Monitoring the use and impact of PP funding and prepare the annual published statement