

Pupil Premium

(Detailed plans for White Laith can be found on the school website in the drop-down menu under +Our School)

Publicly-funded schools in England get extra funding from the government to help them improve the attainment of their disadvantaged pupils.

Evidence shows that children from disadvantaged backgrounds:

- generally face extra challenges in reaching their potential at school
- often do not perform as well as their peers

The pupil premium grant is designed to allow schools to help disadvantaged pupils by improving their progress and the exam results they achieve.

At White Laith our allocation is £113 440.

How do we spend this money?

Evidence suggests that pupil premium spending is most effective when schools use a tiered approach, targeting spending across the following 3 areas below but focusing on teaching quality - investing in learning and development for teachers.

The [Education Endowment Foundation's \(EEF\) pupil premium guide](#) provides evidence on the effective use of pupil premium funding. Their general findings suggest:-

Teaching

Schools arrange training and professional development for all their staff to improve the impact of teaching and learning for pupils.

Academic support

Schools should decide on the main issues stopping their pupils from succeeding at school and use the pupil premium to buy extra help.

Wider approaches

This may include non-academic use of the pupil premium such as:

- school breakfast clubs
- music lessons for disadvantaged pupils
- help with the cost of educational trips or visits
- speech and language therapy

Schools may find using the pupil premium in this way helps to:

- increase pupils' confidence and resilience
- encourage pupils to be more aspirational
- benefit non-eligible pupils

At White Laith much of the funding has been allocated to staffing, principally to teaching assistants but also to Inclusion Leader time, engaging a speech and language therapist part time and extra ICT teacher time.

The PP plan includes specific (annual) targets (again these can be found on the website). Examples of these are

- to increase the % of pupils achieving GLD (good level of development) to 60%
- to reduce the gap between PP pupils and others to 10% in all subjects
- reduce persistent absence of PP pupils to match other pupils
- PP pupils to develop leadership roles in school

What's the Governing body's role?

The main role is to provide support and challenge. In practice this means meeting regularly with Mrs Sheerin to discuss the plan, ensure that it follows the law, that it fits with the school ethos, that the spending is appropriate, that clear, measurable targets are set, that targets are monitored and that the school is achieving the targets.

Attached to the Pupil Premium plan are a number of questions for governors to consider.

How has Covid 19 affected the Pupil Premium plan?

Pupils for whom the school receives pupil premium money are less likely to experience the factors at home that are conducive to successful home learning e.g. access to PCs and broadband, somewhere quiet to work, parents who are able to support their children's learning. These factors are not, of course universally absent for children for whom we receive PP money (many parents provide them) but on average they are more likely to be present.

Checking that these factors are not barriers to learning have been incorporated into the overall PP plan.

Mrs Sheerin and I met recently to discuss the PP plan and to monitor how we are doing. It is difficult, at present, to assess children's learning in a way that provides us with meaningful data from which to draw conclusions. Anecdotal and the little assessment data we have suggest that most children in receipt of PP have not been more affected than other children. We hope to have more summative information about home learning soon as challenges have been dealt with on a case-by-case basis.

Mike Haworth

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