



PUPIL PREMIUM POLICY

Policy last reviewed:	October 2018
Approved:	
Date of next review:	October 2020
Reviewing Governor Committee:	Pupil Progress Committee (PPC)

HISTORY OF AMENDMENTS FROM OCTOBER 2016 – SCHOOL OWNED POLICY	
New Policy September 2016	
October 2017	Changes to collection of assessment data in Monitoring and Evaluation section to reflect changes in Assessment, Reporting and Recording policy

Vision Statement

'We aim to be an outstanding, values based school at the heart of our culturally diverse community striving for excellence enabling our children to be independent learners and to achieve their highest potential in all areas of the curriculum.'

Everyone is a learner and every experience is a learning opportunity.'

Aims:

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 fair proportion of our budget and this policy outlines how we will ensure it is spent to maximum effect.

Background

The Pupil Premium Grant (PPG) is a government initiative that targets extra money at pupils from deprived backgrounds. Research shows that pupils from deprived backgrounds underachieve compared to their non-deprived 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 (LAC) 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.

At Bearwood, we use the indicator of those eligible for FSM as well as the identified vulnerable groups as our target children to 'close the gap' regarding attainment. In Nursery, we provide parents with forms for Early Years Pupil Premium (EYPP) funding to capture those pupils who are entitled to this funding.

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".

Key Principles

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

Building Belief

We will provide a culture where:

- staff believe in ALL children;
- there are “no excuses” made for underperformance;
- staff adopt a “solution-focused” approach to overcoming barriers;
- staff support children to develop growth mindsets towards learning.

Identification of Pupils

We will ensure that:

- administration systems are in place to capture those children who are new to school or are new to receiving FSM, and are entitled to PPG funding;
- the parents of Nursery pupils are provided with forms to identify if their child is entitled to EYPP funding;
- all teaching 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).

Improving Day to Day Teaching

We will continue to ensure that **all** children across the school receive quality first teaching, with increasing percentages of outstanding teaching, achieved by using our team leaders to:

- set high expectations;
- PPG pupils are clearly identified on planning;
- address any within-school variance;
- ensure consistent implementation of school policies, e.g. Feedback and Marking, Teaching and Learning and Assessment;
- use the language of Growth Mindset and model independent learning strategies;
- develop pupils as independent learners through providing challenge and choice, and by using Growth Mindset strategies;
- share good practice within the school and draw on external expertise where appropriate;
- improve assessment through moderation internally, across teams and key stages, and externally with the Local Authority (LA);
- progress from starting points will be monitored by team leaders.

Increasing learning time

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

- improving attendance and punctuality;
- providing Booster sessions either before or after school (UKS2 all year, LKS2 and KS1 Summer term);
- support at lunchtime, where required;
- additional English and Maths support during afternoon lessons, where required.

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 team leaders to provide high quality interventions across their phases;
- working with other agencies to bring in additional expertise;
- providing extensive information for parents to support their children’s learning within the curriculum;
- providing parents with support at times of crisis, using outside agencies where appropriate;
- tailoring interventions to the needs of the child (e.g. targeted revision sessions in key areas for children who struggle in the main lesson);
- using trained, volunteer readers to ensure daily reading for PPG pupils;
- providing pupils with a range of extra-curricular clubs and activities in order to enrich and further their learning, develop confidence and explore opportunities;
- providing regular school visits and residential trips.

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;
- PPG pupils are discussed in pupil progress meetings;
- the Assessment Leader and Team Leaders analyse the progress and attainment of PPG pupils against their Non PPG peers, both in school and nationally;
- the Governing Body is regularly informed of the progress and attainment of PPG pupils and they are a focus group of Pupil Progress Committee (PPC) meetings;
- the Senior Leadership Team (SLT) use data analysis to review school policy, and plan strategically in accordance with the school’s financial plan.

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;
- summative assessment data is collected termly and formative assessments made at least half termly, so that the impact of interventions can be monitored regularly;
- assessments of all pupils are closely moderated across classes, teams, phases and LA clusters to ensure they are accurate;
- teaching staff attend and contribute to pupil progress meetings each half term;
- regular feedback about performance is given to children and parents;
- interventions are adapted or changed if they are not working;
- case studies are used to evaluate the impact of pastoral interventions, such as non attendance and behaviour;
- a designated member of the SLT maintains an overview of pupil premium spending and school policy;
- a governor is given responsibility for pupil premium.

Reporting

When reporting about pupil premium funding we will include:

- Objectives for the year;
- Nature of support and allocation;
- An overview of spending;
 - Total PPG (pupil premium grant) received
 - Total PPG spent
 - Total PPG remaining
- A summary of the impact of PPG
 - Attainment and progress of disadvantaged pupils (compared to non-pupil premium children)

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.