

School Policy for

Pupil Premium

Braunstone Community Primary
School



PUPIL PREMIUM POLICY

OUR SCHOOL

In the financial year 2015 - 2016 we received £330,000 of Pupil Premium funding overall. In the year 2016 - 2017 we will be receiving £308,880

The DfE has given us the freedom to use the Pupil Premium as we see fit, based upon our knowledge of our pupil needs.

'It is for schools to decide how the Pupil Premium, allocated to schools per FSM pupil, is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility.'

However, we are accountable for the use of this additional funding.

The Pupil Premium is additional funding which is allocated to schools on the basis of the number of pupils who have been eligible for free school meals (FSM) at any point over the last six years (known as 'Ever 6 FSM'). The Pupil Premium is aimed at addressing the current underlying inequalities which exist between children from disadvantaged backgrounds and their more affluent peers.

The Pupil Premium also provides funding for children who have been looked after continuously for more than six months and the children of service personnel.

The Pupil Premium was initially introduced in April 2011, when schools received an additional £488 for each of their pupils eligible for free school meals. In April 2012, this was increased to £623, to £900 in 2013 and it is now worth £1,320 per eligible child in 2015. Children of service personnel receive a lower amount of £250. Schools also receive £1,900 for each pupil who has left local authority care because of one of the following: adoption, a special guardianship order, a child arrangements order or a residence order.

PURPOSE OF THE PUPIL PREMIUM POLICY

The purpose of this policy is to outline how we will ensure that the Pupil Premium allocated to us has an impact on diminishing the attainment gaps between our disadvantaged pupils and their peers.

As a school in receipt of Pupil Premium funding, we are accountable to our parents and school community for how we are using this additional resource to diminish the achievement gaps of our pupils. New measures have been included in the performance tables published annually on a national level. They capture the achievement of disadvantaged pupils covered by the Pupil Premium.

We are aware that under The School Information (England) (Amendment) Regulations 2012, Schedule 4 there is specified information which has to be published on a school's website.

Section 9 of this regulation requires schools to publish *'The amount of the school's allocation from the Pupil Premium grant in respect of the current academic year; details of how it is intended that the allocation will be spent; details of how the previous academic year's allocation was spent, and the effect of this expenditure on the educational attainment of those pupils at the school in respect of whom grant funding was allocated'*.

Through this policy we shall publish the above information. In meeting this requirement we will observe our continuing responsibilities under the Data Protection Act 1998, so that individuals or groups of individuals, including children funded through the Service Premium cannot be identified.

HOW WE WILL MAKE DECISIONS REGARDING THE USE OF THE PUPIL PREMIUM

In making decisions on the use of the Pupil Premium we will:

- Ensure that Pupil Premium funding allocated to our school is used solely for its intended purpose. We also recognise that the LCC Section 251/School Budget has an element of deprivation funding included in it to address the attainment of our disadvantaged pupils.
- Use the latest evidence based research¹ on proven strategies which work to diminish the attainment gaps and adapt these as necessary to meet the needs of our pupils.
- Be transparent in our reporting of how we have used the Pupil Premium, so that our parents, interested stakeholders and Ofsted are fully aware of how this additional resource has been used to make a difference.
- Encourage take up of FSM by working proactively with our parents and carers in a sensitive and supportive manner and to remove any potential barriers or stigma attached to claiming FSM. In doing so, we also recognise the vital role that parents and carers play in the lives of their children.
- Be mindful of the fact that eligibility and take up of FSM does not equate with pupils being considered to be of 'low ability' because of their social circumstances.
- Ensure there is robust monitoring and evaluation in place to account for the use of the Pupil Premium, by the school and governing body.
- Recognise the fact that FSM pupils are not a homogeneous group and cover a wide range of needs. As such the strategies we use to raise attainment will take these group and individual needs fully into account.
- Use quality-first teaching and learning as the preferred way to diminish the gaps in attainment in the first instance. We will also use high quality interventions with proven evidence of impact to assist our pupils who need additional support in a time limited way.
- Use the Pupil Premium for all year groups not just those taking examinations at the end of the year.

¹ Such as The Education Endowment Foundation, Teaching and Learning Toolkit <http://educationendowmentfoundation.org.uk/toolkit/> which is regularly updated & The Institute of Effective Education at University of York, <https://www.york.ac.uk/iee/>, which researches 'what works' in teaching and learning and promotes the use of evidence in education policy and practice. The two Ofsted reports – 'Pupil Premium', 20th September 2012, <http://www.ofsted.gov.uk/resources/pupil-premium> and the 11th February 2013, 'The Pupil Premium: How schools are spending the funding successfully to maximise achievement' www.ofsted.gov.uk/resources/pupil-premium-how-schools-are-spending-funding-successfully-maximise-achievement are examples of the research evidence and case studies of best practice which we use.

DEVELOPMENT OF THE POLICY

This policy has carefully considered our commitment to reducing inequalities in outcomes and promoting the inclusive nature of the work we do at BCPS.

In developing this policy we have taken into account our statutory responsibilities in meeting the requirements of the Equality Act 2010. The Equality Act 2010 requires us as a public organisation to comply with the Public Sector Equality Duty (PSED) and two specific duties so that we are meeting the needs of our pupils who are covered under the 'protected characteristics' of the Equality Act. Some of these pupils, especially minority ethnic, English as an additional language, Special Educational Needs and pupils with disabilities can suffer from higher rates of disadvantage and therefore can have higher rates of eligibility for FSM. Where this is the case, we shall take these additional needs into account.

When developing this Pupil Premium Policy, we have also taken into account the Ofsted Inspection Framework 2016, which places a strong focus on improving the learning and progress of different groups and on diminishing gaps in standards. We also note that Ofsted has a statutory duty to report on the outcomes and provision for pupils who are disabled and those who have special educational needs.

LINKS TO OTHER POLICIES AND DOCUMENTATION

Although this policy is the key document outlining our approach to diminishing the gaps in attainment and achievement for our disadvantaged pupils, we will, however ensure that information about our responsibilities under the Equality Act 2010 for other pupils for whom diminishing the gap remains an issue but are not covered by the Pupil Premium, are also included in key documents such as our school development plan, self-evaluation analysis and whole school data booklets. There will also be references to disadvantaged pupils in our behaviour, admissions, SEN/D and anti-bullying policies, as well as minutes of meetings involving governors, the whole staff, and the senior leadership team and school council.

ROLES AND RESPONSIBILITIES

We expect all members of our school community, particularly staff and governors to be committed to raising standards and diminishing the attainment gaps for our pupils.

The Head Teacher, along with the leadership team are responsible for implementing this policy. They will ensure that all staff are aware of their responsibilities in diminishing the gaps of our pupils. They will also ensure that staff are given appropriate support and relevant professional development opportunities to accelerate pupil's progress and attainment. Through regular pupil progress meetings and performance management arrangements, they will make sure diminishing the gaps is a key priority for the school.

It will be the responsibility of the Head to include the following information in the Headteacher's Report to the Governors:

- the progress made towards diminishing the gap, by year group, for disadvantaged pupils
- an outline of the provision and its impact since the last headteacher' report
- an evaluation of the cost effectiveness, in terms of the progress made by the pupils receiving a particular provision, when compared with other forms of support.

All senior leaders have day to day responsibility for co-ordinating the implementation of this policy and monitoring outcomes.

The School Business Manager will monitor the use of the Pupil Premium on a termly basis to track the allocation and use of Pupil Premium funding. She will also check to see that it is providing value for money and report regularly to the Leadership Team and governors.

Teaching and Support Staff will:

- Maintain the highest expectations of all pupils and not equate disadvantage of circumstance with 'low ability'.
- Promote an inclusive and collaborative ethos in their classrooms which enable pupils from disadvantaged backgrounds to thrive.
- Plan and deliver curricula and lessons to a high standard and support the acceleration of progress in learning, so that gaps can be diminished and improvements maintained.
- Support disadvantaged groups of pupils in their class through differentiated planning and teaching, especially for those who find aspects of learning difficult and are in danger of falling behind.

Keep up-to-date with teaching strategies and research, which have proven track record in diminishing the gaps in attainment and achievement.

We will provide opportunities for all staff to engage in a range of professional development opportunities suited to their particular needs and role. This will support them in implementing successful strategies to accelerate progress of pupils and diminish the gaps.

Governing body

Our governing body has an important role in ensuring our school complies with legislation and that this policy, along with its specific stated actions for diminishing the gaps is implemented. The Chair of Governors is responsible for ensuring the implementation of this policy.

Our governing body will at least termly, keep our work in diminishing the gaps under review so that they can monitor the use of the Pupil Premium. In monitoring and evaluating the work of the school in relation to the Pupil Premium, the governing body will take into account a range of information, including quantitative (data on progress and attainment) and qualitative (case studies, views, surveys etc.) and data as evidence of impact.

At the end of the academic year, our governors will ensure that there is an annual statement to all stakeholders on how the use of the Pupil Premium funding has impacted to address the issue of diminishing the gaps in our school.

KEY CONTACTS

- Jatinder Mahil - Head Teacher
- Sharon Rushin – Pupil Premium Leader / Assistant Head Teacher
- Alan Curtis - Lead Governing Body member

MONITORING AND REVIEWING THE POLICY

Our work in relation to the Pupil Premium will be reviewed on a termly basis to ensure it is having the intended impact in diminishing the gaps. This will allow us to make adjustments if particular strategies are not working well, rather than leaving things to the end of the year.

Our Pupil Premium Policy will be reviewed on an annual basis and adjustments will be made to it according to the impact the school is having in diminishing the gaps. It will also take into consideration any changes to funding that becomes available under the Pupil Premium Grant.

We recognise the importance of context and will evaluate new strategies as robustly as possible to ensure that the approaches we are using have the desired effect. In order to do this effectively, we will where relevant, undertake on-going evaluations of the strategies we are using.

Our annual review will involve staff, pupils, governors and parents and carers.

DISSEMINATING THE POLICY

This Pupil Premium policy along with the details of actions will be published:

- On our website (with paper copies available on request in the school office)
- In the Staff Handbook and as part of induction for new staff
- Included in the termly newsletters for parents and carers

We will also use other methods and occasions such as parents' consultations and assemblies, as appropriate to share information about the Pupil Premium.

APPEALS PROCEDURE

Any appeals against this policy can be made through the school's complaints procedure.

USE OF THE PUPIL PREMIUM IN OUR SCHOOL AND IMPACT

The use of the Pupil Premium in our school and the impact will be regularly monitored for our eligible pupils. Intervention programmes (such as the ones listed below) will be regularly monitored, evaluated and reviewed. This is highlighted on the Pupil Premium Action Plan.

- Reading support including:
 - Early interventions in EYFS and Year 1 to develop reading strategies and accelerate progress through
 - Reading Support in Years 3 & 4 to increase the number of children achieving age related expectations by the end of the year.
 - Lexia phonics interventions across KS2 to improve reading and comprehension skills.

- Year 6 targeted interventions with our Pupil Premium Teacher to close gaps and accelerate learning.
- SEMH group work in Years 3 & 4 to enable children to feel secure and happy at the start of each day to enable learning to take place.
- Specialist Maths consultant to improve subject knowledge and planning to ensure gaps are diminished for all groups and attainment/ progression of Maths is evident throughout the school.
- Three way adult split of pupils for English, Maths and interventions with skilled HLTA's and teachers to plan, deliver and assess lessons effectively.
- Enhancement of curriculum topics with trips and events in every year group.
- Music enrichment through teaching Ukulele half a day a week.
- To have a cooking specialist to undertake cooking/life skills and after school clubs which promote healthy lifestyles whilst teaching skills for life.
- Assistant Headteacher, leading on Personal Development, Behaviour and Welfare to review and monitor consistently behaviour strategies, analyse trends to inform future planning and work with families and children through attendance. So that exclusions rates are reduced, attendance is increased and all children take a bigger risk and engagement in their learning.
- To run and maintain an inclusive Breakfast Club for children and their families daily to ensure children have a positive start to the day whilst sustaining happy and healthy children to enable quality learning to take place. Improvements to attendance, attainment and progress are evident.
- Family Support Worker to support vulnerable families and children for 2.5 days per week allowing relationships to be built with parents/carers, so well-being, communication, attendance improves.
- NHS Speech and Language support (alongside a Level 2 TA for additional capacity) for 1:1 children and/or in small. Speech and Language Therapist to provide effective advice, teaching strategies and training which will be cascaded to other members of staff to improve language acquisition skills.
- A one week Summer Camp to help maintain reading attainment over the summer holidays to maintain a positive community link with the school through reading and social interactions.
- To train a Level 3 TA to become an ELSA to continue the wellbeing/ pastoral/ counselling needs of our children in which impacts learning.
- Lunchtime Learning Zones to promote home/school links with helping with homework and social interaction.

NEXT STEPS

The school will analyse our provision against national research and with other DSAT schools to share good practice and harvest new skills to continue to close the gaps in attainment and progress.

