



Bevendean Primary School

Pupil Premium Policy

This policy was adopted in **September 2015**

This Policy is due for review in **September 2018**

School vision

Bevendean Primary School: A place for everyone to succeed and thrive.

- The aim of this policy is that the eligible children make rapid and sustained progress thus over time, helping them close the gap between them and their peers.
- The targeted support and strategic use of the Pupil Premium funding (PPF) will support us in achieving our vision.
- We aim to ensure that every child leaves Bevendean Primary School excited about learning, resilient to setback and determined to succeed. We want to equip them with confidence, resilience and a passion for justice and equality. These qualities will enable them to thrive and to champion kindness and fairness at all stages of their future lives.

Principles

- We ensure that teaching and learning opportunities meet the needs of all of the pupils.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups; this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged or are eligible for free school meals (or have been in the past 6 years).
- We identify socially disadvantaged pupils who are falling behind at any level and ensure our provision supports them to close the academic gaps between them and their peers.
- We recognise that there are a range of barriers to children's progress and ensure our provision is flexible enough to be able to respond to these.
- Pupil Premium Funding will be allocated following annual needs analysis which will identify priority pupils and groups. Information from Pupil Progress meetings will be collected and collated three times annually to support this process.

Eligibility

- All children who have been in receipt of free school meals in the last 6 years.
- All children in care and children with special guardianship orders who are entitled to pupil premium plus*.
- We recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the pupil premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Children not in receipt of pupil premium or identified as socially disadvantaged may be included in intervention groups – made clear by HMI that this is ok.
- Within this group, all children are eligible for intervention (see identification below). This includes high attaining children, those with special educational needs or children with behaviour, emotional and social difficulties
- The school receives that amount of £1,320 for eligible children annually.

** The sum of £1900 is allocated to the virtual school for all children in care. £1000 for every child comes to the school in September and interventions allocated via the PEP process. An additional £900 is available depending on need.*

The money must not be used to double fund any interventions and must clearly link to 'closing the gap' in the widest sense.

The sum of £1900 is allocated directly to the school for all children with Special Guardianship Orders. The school must demonstrate how this funding is used.

Identification

- Pupil premium funding will be allocated following a termly needs analysis which will identify priority classes, groups or individuals. We will use our school assessment processes (SIMS Teacher Assessment Data) to enable us to identify need (children who have lower than expected attainment and / or progress). Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.
- Children may move out of the group outside the normal assessment cycle if progress has been made and is likely to be sustained. Other children may move in to take their place.
- There may be children who are making expected or above expected progress who may not receive pupil intervention within the year.
- In some cases, Pupil Premium Interventions may be in context to their regular classroom programmes and be through the implementation and development of 'Quality First Teaching'.

- The progress of all children will be monitored on a termly basis via Pupil Progress Meetings and children will be identified quickly if they indicate that they are falling behind. This may include children who have already received intervention.
- Depending on need, some children may receive more than 1 intervention at a time, although the school is mindful of 'over intervening'.

Provision

- The range of provision the Governors may consider making for this group could include:
 - Reducing class sizes thus improving opportunities for effective AfL and accelerating progress
 - Providing small group work with an experienced teacher focussed on overcoming gaps in learning
 - 1-1 support
 - additional teaching and learning opportunities provided through learning mentors, trained Teaching Assistants or external agencies
 - Support for extra-curricular activities
 - Support for developing positive self-esteem and learning behaviour
 - Live-Marking Interventions
 - Gap Analysis Interventions

Effective strategies

Evaluation of our pupil premium interventions and national evaluations have demonstrated that the following strategies are the most effective:

- Intervention staff working very closely with the class teachers, ensuring their input (appropriately differentiated) supports the learning in class.
- Where possible, support taking place in the afternoon and is therefore 'additional to' rather than 'instead of'.
- Intervention follows the principles of excellent AfL where teaching is constantly evolving in response to daily assessments
- Feedback is individual, targeted and immediately acted on
- Intervention staff are aware of the barriers to learning of the individuals within their group
- Parents are involved and informed
- Quality First Teaching: feedback, effective teaching / learning techniques / meta-cognition and reflective learning / mastery

These form the basis of our Pupil Premium interventions, however, these will be monitored and evaluated on a termly and annual basis. There is an expectation that interventions of support can and will change periodically

Evaluation of impact

We will evaluate the impact of interventions using our SIMS Assessment data and comparing group progress to progress of the whole class and year cohort. Class teachers will be provided with up-to-date termly attainment and progress data for all children including pupil progress children. Senior Leaders will meet with the intervention staff to discuss and evaluate the interventions.

Reporting

- It will be the responsibility of the Headteacher, or a delegated member of staff, to produce regular reports for the Governors' curriculum, standards and welfare sub committee on:
 - the progress made towards narrowing the gap, by year group, for socially disadvantaged pupils
 - an outline of the provision that was made since the last meeting
 - 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
 - a summary of end of Key Stage data using a variety of sources: School Teacher Assessment Data; BHCC Data Packs (EYFS / KS1 / KS2) and ASP Data (Analyse School Performance).

- It will be the responsibility of the Chairperson of the curriculum, standards and welfare sub-committee to ensure this information is made known to the full governing body

- The Governors of the school will ensure that there is an annual statement to parents on how the Pupil Premium funding has been used to address the issue of 'narrowing the gap', for socially disadvantaged pupils. This task will be carried out within the requirements published by the Department for Education

Appeal

Any appeals against this policy will be through the governor's complaints procedure.