

Barcroft Primary School Pupil Premium Policy



Purpose

The Pupil Premium was introduced in April 2011 and allocated to provide additional support for Looked After Children (LAC) and those from low income families. The extra funding is made available to schools to help them 'narrow the gap' that exists between pupils from disadvantaged and more affluent backgrounds. The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address potential inequalities by ensuring that funding to tackle disadvantage reaches the pupils who need it the most.

All members of staff and governors accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within a caring school environment. This is an essential, integral part of the supportive ethos of the whole school community. As with every child in our care, a child who is considered to be 'socially disadvantaged' is valued, respected and entitled to develop his/ her full potential, irrespective of need.

The Government do not dictate how schools should spend the money, however we are accountable for how it is used to support pupils from low-income families and the other target groups. The Government are clear that schools need to employ the strategies that they know will support their pupils to increase their attainment, and 'narrow the gap'. Schools are required to publish online information about how they have used the Premium and the impact it has had.

In order to meet the requirements, the Senior leadership Team and the Governing Body will ensure that the needs of Pupil Premium pupils are adequately assessed and addressed through tracking progress and planned and recorded intervention strategies. The pupil premium is not based on ability.

Research shows that the most academically able pupils from disadvantaged backgrounds are most at risk of under-performing. Schools should focus on these pupils just as much as pupils with low results.

This policy sets out to ensure that all Statutory Requirements are in place as well as setting out the process for leading Pupil Premium at Barcroft Primary School.

Aims of Pupil Premium

To increase the attainment of Pupil Premium pupils

To increase the progress these pupils make

To narrow the gap in attainment between Pupil Premium pupils and their peers

The range of provision

Interventions are planned by the Head Teacher, Deputy Headteacher and the SENDCO. These are also shared with the link Governor for Pupil Premium. These interventions are identified using baseline data and information regarding how the pupils learn to indicate the most appropriate and effective way of supporting the pupils. The interventions include ways in which to:

Facilitate pupils' access to education

Facilitate pupils' access to broader curriculum opportunities

Increase additional teaching and learning opportunities

All of the interventions used are proven to be effective in research carried out by the Education Endowment Fund (EEF).

It's up to school leaders to decide how to spend the pupil premium. This is because school leaders are best-placed to assess their pupils' needs and use funding to improve attainment.

Tiered approach

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 areas are as follows:

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

Funding

The Government have used the following as an indicator for deprivation:

Pupils entitled to Free School Meals (FSM)

Pupils who had been eligible for FSM at any point in the last 6 years

Pupils who are 'Looked After Children' (LAC), including those who are adopted or under a Special Guardianship Order

Pupils who have a parent in the Armed Forces

The Government have deployed a fixed amount of money to schools per pupil, based on the number of pupils registered for FSM. This fixed amount of money will be given every, at present under the current Parliament.

Primary aged pupils receive more money than secondary aged pupils and LAC receive an additional amount of money in addition to their Pupil Premium funding.

Early Years Pupil Premium

The Early Years Pupil Premium has been in place since April 2015 and provides additional support for disadvantaged 3 and 4 year old pupils. A letter is sent out to parents together with an eligibility form to ascertain if pupils can receive additional funding.

Reporting

The Deputy Headteacher is responsible for producing a bi-annual report to Governors on:

The progress made towards narrowing the gap

An outline of the provision that was made since the last meeting

An evaluation of the cost effectiveness, in terms of the impact for pupils, when compared with other forms of support. This includes information indicating how many Pupil Premium pupils benefit from each intervention as well as how many of their peers also benefit

The Deputy Headteacher will ensure there is a bi-annual report to parents through the school's website on how the Pupil Premium funding has been used to address the issue of 'narrowing the gap'. This task will be carried out within the requirements published by the Department for Education.

Monitoring of the policy

The Deputy Headteacher is responsible for implementing this policy, alongside support from the rest of the senior leadership team. The evaluation of this policy is based on how quickly the school can 'narrow the gap' between Pupil premium pupils and their peers. Targets will be identified and evaluated bi-annually, as well as through whole class monitoring every half term.

The success criteria for the Pupil Premium Policy are:

Early intervention for the Pupil Premium pupils

The vast majority of Pupil Premium children will meet their individual targets

Effective parental pupil school support

Having an effective system for identifying, assessing and monitoring pupils

Having a whole-school approach

Developing learners who are as confident and independent as possible

The Deputy Headteacher and the Governing Body should review the policy every two years or in light of changes in Government policy.

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