

Beckermeth Church of England Primary School



Pupil Premium Policy

Headteacher: Mrs. Claire Birkett

Chair of Governors: Mr. T Baldwin

Aims

At Beckermat Primary School we have high aspirations and ambitions for our children and we believe that every child should succeed and let their light shine. Children's passion and thirst for knowledge, and dedication and commitment to learning 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 proportion of our budget and this policy outlines how we will ensure it is spent to maximum effect.

Background

Pupil premium is a government initiative that targets extra money at pupils from disadvantaged backgrounds. Research shows that pupils from disadvantaged backgrounds can underachieve compared to their 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 and service children as indicators of disadvantage, 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.

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, regardless of their abilities. We will strive to overcome barriers to learning and adopt a 'solution focused' approach. We will support children to develop 'growth' mindsets towards learning.

Analysing Data:

We will ensure that staff are involved in the analysis of data so that they are fully aware of strengths and points for development across the school. We use research (Sutton Trust Toolkit) to support us in determining the strategies that will be most effective.

Inclusive Provision

At Beckermat Primary School we acknowledge that pupils in receipt of the Pupil Premium are not always socially disadvantaged and at risk of underachievement. Likewise, there are many pupils that we would consider to be vulnerable that are not in receipt of the Pupil Premium and do not receive this additional funding. We will ensure that our provision meets the needs of all of our pupils and will allocate Pupil Premium funding to support any pupil that the school has identified as being disadvantaged and at risk of under achievement as a result of this. We will also consider our most able disadvantaged pupils carefully to ensure that this funding impacts upon them.

Identification of Pupils:

We will ensure that teaching staff are involved in the analysis of data and identification of pupils. They will be aware of who pupil premium and vulnerable children are. Pupil premium children will benefit

from the funding, not just those who are underperforming. Underachievement at all levels is targeted (not just lower attaining pupils). Children's individual needs are considered carefully so that we provide support for those children who could be doing "even better if ..."

High Quality Teaching and Learning:

We will continue to ensure that all children across the school receive good teaching, with increasing percentages of outstanding teaching achieved each year. We will ensure consistent implementation of the non-negotiables e.g. planning, marking and feedback, presentation. We will share good practice within the school and draw on external expertise. We give priority to providing high quality professional development and training. We strive to improve assessment through joint moderation with school and within our peer-to-peer school moderation.

Our Strategy

Identifying Need:

All pupils who are in receipt of pupil premium funding, and those who we have identified as vulnerable, will be put on a register at the beginning of the year and will be regularly reviewed and updated. All staff identify the needs for those children in their class, through meetings with the previous teacher, analysing data and discussions with parents, to establish any signs of underachieving and possible barriers to their learning.

Barriers to Learning:

When making decisions regarding the use of Pupil Premium funding it is important that we consider the context of the school and the challenges faced by pupils. We recognise that pupils can experience many barriers to their learning and that these barriers can be long term, short term or can change over time. We believe that it is vital that these barriers are identified and addressed in order for pupils to achieve their maximum potential. Typical barriers experienced by our pupils include:

- attendance and punctuality issues
- lack of support at home
- low levels of aspiration
- weak language and communication skills
- behaviour and emotional difficulties
- low confidence and self-esteem
- lack of resources to support homework
- family conflict and social problems
- a narrow range of experiences and opportunities
- negative peer influences

Use of Data

We acknowledge the importance of data and all staff are involved in its analysis so that they are aware of strengths and weaknesses across the school.

- End of year data is analysed each Autumn in order to evaluate the performance of disadvantaged pupils. Comparisons are made with all pupils nationally and this data is used to set challenging targets for improvement where necessary.
- Pupil Premium pupils are clearly identified on our school's tracking system and their progress in reading, writing and mathematics is tracked half termly.
- All pupils are set targets in reading, writing and mathematics at the beginning of each academic year. These are reviewed in light of the results of assessments and adjusted accordingly. Targets can be increased to provide more challenge but are never lowered.
- Every teacher will hold a Pupil Progress Meeting with the head teacher each term to discuss the progress of individual pupils and agree targets and interventions.
- Data is used to monitor progress against annual targets. Pupils who are not making expected progress are identified to receive specific interventions aimed at accelerating their progress.

Individualising Support:

We recognise that all of our pupils are individuals with varying needs and as such we employ a wide range of strategies within these four areas to ensure that they achieve the highest standards of attainment. 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; matching the skills of the support staff to the interventions they provide; working with other agencies to bring in additional expertise; tailoring interventions to the needs of the child; and recognising and building on children's strengths to further boost confidence.

Engaging with Parents:

We believe that parents are their children's first educators and engaging with them is a big part of a successful intervention programme for their children. Sensitively and empathetically working with parents can move the pupils forward at a much faster rate. We engage with parents by writing to them and asking them to attend a meeting to discuss how we will support their child and offer their opinion on how this is done.

Reporting:

We will ensure we comply with guidance on reporting the use of Pupil Premium Funding by the DfE by publishing the following information on our school website:

- Our Pupil Premium Policy
- Pupil Premium Action Plan and how we'll measure the impact of our strategy
- School's Pupil Premium Grant allocation for the current year
- Analysis of data
- Pupil Premium impact of spending report for the previous academic year
- When and how our strategy will be reviewed

The Headteacher will also provide an annual report to the Governing body on how effective provision has been in achieving its objectives.

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. The assessment data will be collected half termly so the impact of interventions can be monitored regularly. Teaching staff and support staff attend and contribute to pupil progress meetings each term and the identification of children is reviewed. Interventions will be adapted or changed if they are not working and feedback about performance is given to children and parents. A designated member of the SLT maintains an overview of pupil premium spending and a governor is given responsibility for pupil premium to ensure it is monitored carefully.