



BROOK FIELD PRIMARY SCHOOL

PUPIL PREMIUM POLICY

INTRODUCTION

Brook Field Primary School has a unique and creative curriculum which provides a wide range of multi-sensory experiences to engage, motivate and inspire deep learning, and inspiration for life-long learning. Through our school motto 'Celebrating all our Steps to Success' we believe that learning should be a rewarding and enjoyable experience for everyone. Our aim is to ensure every child, whatever their background and abilities, is supported in developing greater confidence, competence and curiosity in the world around them.

Pupil Premium funding is a government initiative and is an allocation of additional funding provided to schools to support specific groups of children who are vulnerable to possible underachievement. These include pupils who are entitled to free school meals (or have been in the last 6 years), those looked after by the local authority or have been adopted and children of armed service personnel. The intended effect of this funding is to accelerate progress and raise attainment and in effect 'close the gap' in terms of attainment.

When deciding how to use the Pupil Premium funding allocated, the context of the school and the challenges it faces as well as the specific needs of individual children is considered.

AIMS

- To enable children to become confident, resourceful, enquiring, independent, and reflective learners
- Through careful monitoring and tracking of pupil progress to identify areas where children are more vulnerable as learners and provide appropriate interventions
- To support families as well as children to meet their individual needs

KEY PRINCIPLES

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

MAKING PROVISION

We follow a graduated response model whereby all children receive Quality First Teaching, guided by our Teaching and Learning Policy, with appropriate adaptations challenge and support in all lessons. However, if a child is identified as not making expected progress or is not achieving age related expectations in terms of academic achievement they are closely monitored and interventions are put in place within year groups and detailed on Intervention Action Timetables. We use research, such as the Education Endowment Fund Toolkit, to support us in decisions about appropriate interventions and support. If a child continues to experience difficulties they may be identified using a Needs Checker, by the class teacher, which is shared with the SENCO and parents/carers; further support is then discussed (as per our SEND and Inclusion policy).

TRACKING PROGRESS

As a part of our robust monitoring cycle the progress of all children is tracked a minimum of three times a year. The Deputy Head teacher and Head teacher track the progress of Pupil Premium children specifically to ensure they are making good progress and Subject Leaders include Pupil Premium children within their monitoring. This information is used to monitor planned interventions to ensure they are having the intended impact. Following this, discussions are held with every class teacher as appropriate. Our aim is for our Pupil Premium children, where necessary, to make accelerated progress in order to 'close the gap' with their peers.

MONITORING AND EVALUATION

We use a wide range of data to support our monitoring and evaluation of the impact of Pupil Premium spending including achievement data, pupils' work, learning walks and pupil voice. Tracking data is collected three times a year and discussed with the Head Teacher in pupil progress meetings. The Deputy Head teacher also tracks the progress of the Pupil Premium children and has an overview of Pupil Premium spending which is supported by the link governor for Pupil Premium.

REPORTING

We report annually on the spending of Pupil Premium funding specifically identifying the nature of support and allocation and a summary of the impact this has had. The impact is then reflected in how the money will be spent the following year. The report is published online on the school website in line with the requirements published by the Department for Education.

CURRENT ROLES AND RESPONSIBILITIES

The following people have specific responsibilities for supporting children who receive Pupil Premium funding:

Deputy Head teacher and Inclusion Lead: Nikki Marvell

Link Governor: Jan Milsom

Head teacher: Rachel Taylor

All teaching and support staff are responsible for monitoring the progress of children who receive Pupil Premium funding and the effectiveness of interventions to allow for the identified children to 'close the gap'.