



Pupil Premium Policy

Introduction

Pupil Premium Grants (PPG) provide the funding for two Government policies:

- raising the attainment of disadvantaged pupils and closing the gap with their peers;
- supporting children and young people with parents in the regular armed forces.

Purpose

This document has been prepared to ensure that Beacon Rise Primary School meets its obligations to spend the Pupil Premium (PP) successfully to maximise the achievement of its eligible pupils.

Scope

The policies and procedures defined in this document apply to the pupils within Beacon Rise Primary School who are eligible for the additional expenditure provided by the PPG:

- Disadvantaged Pupils
 - Pupils recorded in the current school census known to be eligible for Free School Meals (FSM) currently or at any time during the past six years (known as Ever 6 FSM). The level of PP for this category is currently £1300 per pupil.
 - Looked after children. The level of PP for this category is currently £1900 per pupil.
 - Children adopted from care under Adoption and Children Act and children who have left care under a Special Guardianship or Residence Order. The level of PP for this category is currently £1900 per pupil.
- Service Children
 - Pupils recorded as being eligible for the Service Child Premium in the past four years (ever 4 Service Child) or in receipt of a child pension from the Ministry of Defence The level of PP for this category is currently £300 per pupil.

Approach - Defining the Requirement

Identifying the Gap

Beacon Rise Primary School will use the latest available information to compare and document the difference in performance characteristics of the children eligible for PP and those who are not.

Comparisons will be made of:

- Percentages reaching or exceeding expected levels of development (Reception)
- Phonics Check – Year 1
- Attainment levels (reading, writing, maths) – Year 1 to Year 6
- Achievement levels (reading, writing, maths) – Year 1 to Year 6
- Punctuality – Reception to Year 6
- Attendance – Reception to Year 6
- Fixed term exclusions – Reception – Year 6

Identifying Barriers to Learning

Beacon Rise Primary School will also use tracking data, interviews/conferencing, school monitoring systems and other intelligence data to identify and document any barriers to learning which are resulting, or could result, in underachievement by the children eligible for PP.

Such barriers can include:

- Family circumstances including financial position;
- Level of educational support received at home;
- Having English as an additional language;
- Poor behaviour;
- High exclusions;
- Low attendance;
- Poor timekeeping;

- Lack of social, communication, relationship or listening skills;
- Lack of confidence / self esteem.

Low expectation is not considered a barrier to learning.

Strategies

Beacon Rise Primary School has in place a number of strategies to ensure that it meets its obligations to spend the Pupil Premium (PP) successfully and maximise the achievement of its eligible pupils.

In addition, the school will use research information and evidence from organisations such as the Sutton Trust and OFSTED to develop additional approaches.

The principle applied will be to focus on eligibility not low ability.

Organisation and Responsibilities

The head teacher and all staff are responsible for implementation of the policies and principles relating to application of PP in Beacon Rise Primary School.

A link governor has been appointed who will be responsible for:

- Providing oversight of the implementation of the policies and principles;
- Discussing and resolving any issues and concerns with the headteacher;
- Representing, and reporting to, the Full Governing Body on PP matters.

Intervention Groups

Intervention groups are established to provide additional support for PP eligible pupils who are not on track to meet their targeted level of progress or attainment. Pupils are taught intensively in small groups or, where required, on a one-to-one basis.

It is the objective within Beacon Rise Primary School that day to day quality first teaching will meet the needs of all pupils rather than relying on interventions to compensate.

The teaching staff (inc teaching assistants) are highly trained, understand role and are prepared to work extended hours.

Intervention groups are also in place to focus on reading, writing, mathematics and other areas such as speech & language, motor skills and social skills.

In general interventions are:

- taught by well qualified teaching staff;
- linked to day to day teaching;
- targeted to pupil requirements;
- have success criteria;
- have no negative impact on rest of pupils;
- evaluated.

Support for Parents

Beacon Rise Primary School has a designated Parent Link Officer who helps develop the parents / carers capacity to support their children in a number of ways including improving attendance, improving punctuality, managing their child's behaviour and, providing more home support for learning. Advice and support is also given to parents to help them deal with financial hardship.

Mentoring Support

Beacon Rise Primary School has a designated Parent Link Officer who helps pupils to develop strategies to cope with their feelings / behaviour and remove the barriers to learning related to lack of social, communication, relationship or listening skills or lack of self-esteem or confidence.

Attendance

Beacon Rise Primary School employs the services of an Education Welfare Officer to help analyse attendance and punctuality data and identify/action any families with low attendance / poor punctuality.

School Trip Funding

Where the financial circumstances of the parents/carers of PP eligible children would prevent the child participating in school learning trips then the school will pay or subsidise the cost of the trip from PP funding.

Planning

High Level Planning

On receipt of PP funding allocation from the LA, the latest information available on performance gaps between PP eligible pupils and their peers and barriers to learning identified for PP eligible pupils is used to produce a Pupil Premium Spending Plan.

This will identify the strategies being employed to narrow the gap and for each intervention or action:

- the amount of PP funding allocated ;
- a summary of the strategy;
- details of the year groups and pupils involved and the timescale;
- specific intended outcomes or how the action will improve the achievement of PP eligible pupils;
- what it will achieve if successful.

The Link Governor responsible for PP is involved with the headteacher and staff in the production of the plan.

The plan is endorsed by the Curriculum Committee of governors prior to it being published to the Full Governing Body and placed on the school website.

As a result of information arising from monitoring of spend and impact it is sometimes necessary to revise, re-approve and re-issue the plan.

Detailed Level Planning

A record is maintained for each PP eligible pupil of what specific actions are required to address performance gaps or remove barriers to learning where necessary.

Specific desired outcomes / success criteria within challenging timescales are defined for each intervention for each eligible pupil.

The need for intervention or action is identified as early as possible in the pupil's time at the school.

Execution

Within Beacon Rise Primary School the policy is to narrow the performance gap by day to day teaching rather than relying on interventions.

All teaching staff know the pupils in their class, or intervention group, who are eligible for PP and are aware of their progress targets.

Intervention activities are driven by the detailed planning and progress and impact are recorded on the pupil's tracking record.

Monitoring & Evaluation

During the monitoring and evaluation process all relevant evidence available is brought together on the basis of which judgements are made.

The impact and effectiveness of the interventions taking place is evaluated on the basis of:

- performance tracking data;
- evidence from Pupil Progress Meetings;
- feedback from teaching staff observation;
- evidence from intervention records;
- evidence from behaviour monitoring, punctuality, attendance and exclusion records;
- feedback from parenting groups;

- one-to-one sessions with pupils.

Impact / effectiveness is measured on a regular basis, at least each term and it is not left until the end of the planned intervention to see if it is working, In some instances monitoring takes place on a weekly basis.

A formal review takes place every term.

Discussion of Pupil Premium progress against objectives is a regular agenda item on meetings of the Governor Curriculum Committee.

Depending on the outcome of the analysis it is sometimes necessary to make adjustments to the strategy, plan or target.

The Link Governor with responsibility for PP visits the school at least twice per school year to monitor the implementation of the PP policy and witness interventions taking place.

Witnessing PP provision and the execution of PP strategies is also a feature the Learning Walks and Pupil Progress Meeting observations conducted by other Governors.

Reports

Pupil Premium Grant Statement

Specifies the number of PP eligible pupils by eligibility type, the amount of grant per pupil and the total grant.

Pupil Premium Impact Report

The Pupil Premium Impact Report is based on the Pupil Premium Spending Plan and will identify for each strategy and intervention or action:

- the amount of Pupil Premium funding expended on it;
- details of the year groups and pupils involved and the timescale;
- specific outcomes, barriers to learning and how the action improved the achievement of PP eligible pupils to narrow the gap with their peers;
- what else was achieved e.g.
 - increased motivation / engagement;
 - better behaviour leading to better learning;
 - improved attendance / punctuality.

Evidence is kept to support verification of achievements.

Gap Analysis Report

The Gap Analysis Report is produced to track how the gap between Pupil Premium eligible pupils and their peers narrows over time.

It is used to identify areas, strategies and priorities for action.

It documents the performance data identified in above as it becomes available in the school year, as well as the equivalent measures at the Local Authority and National level for comparison purposes.

Some of the data for the report is taken from the RAISE system.

The report contains data collected over a number of school years.

Communication

Copies of the Pupil Premium Grant Statement, Pupil Premium Spending Plan and Pupil Premium Impact Report is circulated to all Governors and made available on the school web site.

Acknowledgements

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