



Cherish, Nurture, Achieve

Becket Primary School

Pupil Premium Policy

Aims:

At Becket Primary School we have high aspirations for all our children regardless of their starting points. We aim for each child to maximise their potential both academically, socially and in their personal well-being so that they are as well-equipped as possible to begin the next phase of their education. The Pupil Premium Funding is a considerable amount of our school budget and this policy outlines our rationale for how it is spent so that it has the maximum impact.

Background:

The Pupil Premium is a Government initiative that targets extra money at pupils from disadvantaged backgrounds. Research has shown that children from disadvantaged backgrounds do not perform as well academically as their peers and the pupil premium is provided to schools 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 (LAC) and children whose parents work in the services as indicators of disadvantage. They have provided a fixed amount of money for school per each eligible pupil. Common barriers for disadvantaged children can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family issues that prevent children from flourishing. At Becket we will identify children who meet the criteria for this additional funding and use it to ensure they reach their full potential. For some children this could be providing additional support to ensure they 'close the gap' academically, for others it may mean they are able pupils who need to be stretched further. The barriers to learning are varied for our pupils and there is no "one size fits all". Each child's needs will be considered on an individual basis. Currently 50% of our children are entitled to Pupil Premium Funding.

The Department for Education (DFE) has stated that schools "are free to spend the pupil premium as they see fit". However, schools are required to spend the grant for the purpose that it was intended. Schools will be held accountable through the following:

- The performance tables which show the performance of disadvantaged pupils compared to their peers.
- The OFSTED inspection framework, under which inspectors focus on the attainment of pupil groups, in particular those who attract the pupil premium.
- The annual report for parents that schools are required to publish on line.

When making decisions about our how to use our pupil premium funding the following principles will be considered:

Key Principles:

Promote and provide an ethos and culture where:

- There are high expectations set for the children.
- Staff are expected to have professional discussions about the needs of individual children and through these discussions solutions to barriers to learning are found.
- There is an openness to share good practice with each other.
- All staff are expected to reflect on, review and improve their provision for the children.

Analyse Need

- All staff are aware of children who are entitled to pupil premium.
- Pupil progress data is analysed and needs identified by all teaching staff.
- Underachievement at all levels is targeted not just for lower attaining pupils
- All pupil premium children benefit from the funding not just those who are underperforming.

Provision

We will ensure that the support we provide for the children is effective because:

- All children across the school receive Quality First Teaching which is at least consistently good.
- All staff are using the top ten teaching / Access strategies which are non-negotiable at Becket Primary.
- Additional teaching provision for vulnerable children is based on interventions that have been well researched.
- The delivery of provisions is conducted by staff who have been trained appropriately for that intervention through high quality professional development.
- The provision is detailed in provision maps completed by each class teacher.
- The intervention has SMART targets and is a timed intervention.
- We work with other agencies to bring in additional expertise
- Provision for pastoral support is driven by the needs of individual children.
- We will maximise the use of time through early intervention in Early Years and KS1 and quick assessment of children entering the school at other starting points.
- Every part of the school day is used to support children including 'Breakfast and After School Clubs', lunchtime provision and homework opportunities.
- We keep the children safe by offering play scheme activities in the holiday periods

Evaluation and monitoring

We will ensure that all provision for pupil premium children is monitored and evaluated by:

- Analysing a wide range of data and evaluating children's work
- Listening to the views of pupils, parents and staff
- Moderating assessments regularly to ensure their accuracy.
- Regular feedback and information is given to pupils and parents

- Interventions are evaluated and adapted or changed if they are not effective.
- Using case studies to evaluate the impact of pastoral interventions, such as attendance or behaviour.
- Appointing a governor to the role of Pupil Premium Governor.

Reporting

In line with the requirements published by the Department for Education the Governors will ensure that the school publishes an annual report regarding the use of the Pupil Premium. When reporting on the funding we will include:

- Information about the current context of the school.
- The objectives for the year.
- Nature and support of the provision for the year.
- An overview of the spending
- A summary of the impact that pupil premium funding is having.

Roles and responsibilities

Governing Body

- The Governing Body will appoint one member to be the Pupil Premium Governor. This governor will monitor that all statutory duties regarding the Pupil Premium funding are being met. The Governing Body will support and challenge the overall strategy for deploying the pupil premium funding prepared by the head teacher to ensure it is effective.

Headteacher

- The Headteacher retains overall responsibility for leading the Pupil Premium Strategy.

Staff

- All staff are expected to have an in depth knowledge of all the pupils they teach and support, especially pupils with disabilities and additional needs and those who qualify for additional funding through the Pupil Premium Grant.
- All staff are responsible for evaluating their practice and being proactive in developing their skills and strategies for supporting children especially those that are disadvantaged.
- Class teachers are responsible for the progress made by their pupils.
- Support staff are responsible for the progress made by pupils in any intervention that they run.

S.James January 2015