



Bishop Bronescombe CE Primary School



Pupil Premium Policy

Reviewed:	January 2017 (T.Parry)	Governor Responsible:	Rev. Jules Williams
Due for review:	January 2018		

School Aims:

At Bishop Bronescombe School we aim to give all children:

- ✚ Access to a rich curriculum which enthuses and equips them for life as citizens in the 21st century.
- ✚ Opportunities to explore their own developing Christian faith and to have respect for the faith of others.
- ✚ High self esteem by feeling valued as a member of our school.
- ✚ A sense of fair play, treating others with dignity and respect.
- ✚ The chance to enjoy taking part in a vibrant, forward looking school, moving their learning forwards.

Bishop Bronescombe School Motto is: ***'Learning that lasts a lifetime.'***

Mission Statement:

At Bishop Bronescombe CE Primary School, all pupils, including the most severely disadvantaged and the highly gifted, are regarded as unique individuals and receive both challenge and support designed to meet their needs. The effective use of the Pupil Premium grant is an essential part of this provision for our disadvantaged pupils.

We aim to ensure effective provision so that gaps between disadvantaged and non-disadvantaged pupils narrow and, ultimately, all pupils are achieving their potential. We will do this by:

- Ensuring high quality teaching and a rich and exciting curriculum for all
- Using assessment to precisely identify barriers to learning (academic and social) and provide effective interventions to improve progress
- Providing curriculum enrichment activities and extra-curricular opportunities designed to motivate and inspire pupils to learn and raise their aspirations.

Background and legal context

The most important factor in predicting a child's future academic attainment is prior attainment. The next most important factor is poverty. Material deprivation can influence educational outcomes by reducing the educational resources that families can provide and by adversely affecting the home environment. Deprivation is commonly associated with other factors which can influence children's outcomes: ill health; family stress; low levels of parental education and parental involvement in their children's education; low levels of cultural and social capital and low aspirations. As a result, there is a wide gap between the attainment of pupils from deprived backgrounds and others at all educational stages. The

additional funding provided through 'Pupil Premium' was introduced by the government in April 2011 in order to help schools close this gap.

The staff and governors of Bishop Bronescombe are committed to ensuring that provisions are made to meet the needs of all pupils in order for them to make the best possible progress. Our school also welcomes the requirement to tackle all forms of disadvantage, and works to ensure inclusion and equal access for all learners. We recognise that Pupil Premium funding is allocated to children in receipt of free school meals (alongside those children in receipt of FSM within the last 6 years, adopted and post-LAC children and Ever-5 service children) and is a means of addressing some of the issues relating to social disadvantage. Whilst acknowledging and making provision for this, we recognise that not all pupils who are eligible for FSM, or have been eligible in the last 6 years, are socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for FSM. We therefore reserve the right to allocate Pupil Premium funding to support any pupil or groups of pupils that the school has legitimately identified as being socially disadvantaged.

The Department for Education has stated that schools: 'are free to spend the Pupil Premium as they see fit'. However, as with all public money schools are required to spend the grant for the purpose that it was intended and will be held accountable through the following:

- the performance tables which show the performance of disadvantaged pupils compared with their peers
- the new Ofsted inspection framework, under which inspectors focus on the attainment of pupil groups, in particular, those who attract the Pupil Premium
- the annual reports for parents that schools are required to publish online.

Principles

- Expectations are high for all pupil groups and individuals. We do not equate deprivation and challenge with low ability.
- All teaching and learning strategies are designed to meet the needs of all pupils, individuals and groups. Additional support is integrated into the teaching programme.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups; this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being in need of intervention and support.
- Research, trialling and self-evaluation are used in order to allocate the funding to activities that are most likely to have an impact on achievement.
- In providing support, we will not socially isolate pupils. Therefore, it is likely that all groups receiving additional support will be a mix of FSM and non-FSM pupils.
- Pupil Premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Not all children receiving free school meals will be in receipt of Pupil Premium interventions at any one time.

Provision

Assessment, research and self-evaluation are all considered when deciding upon the most effective forms of additional provision for this group. This could include:

- Providing small group work with an experienced teacher, HLTA or TA, focused on overcoming gaps in learning
- 1-1 support
- Promotion and delivery of the THRIVE approach to support pupils access to learning
- Additional teaching and learning opportunities provided through intervention groups for specific needs, such as Social Skills Development
- Individual Pastoral support, coaching or counselling
- Whole class curriculum enrichment activities
- Individual/small group curriculum enrichment activities, such as gifted and talented events
- Funded places at our wraparound care provision, extra-curricular clubs or educational trips

All our work through the Pupil Premium will be aimed at accelerating progress and moving children to at least age related expectations.

Pupil Premium resources may also be used to target able children on FSM to exceed age-related expectations.

All staff are expected to have an in-depth knowledge of all the pupils they teach and support, especially pupils with disabilities and special needs and those who qualify for additional funding through the Pupil Premium grant.

Class teachers are responsible for the progress made by all pupils and must identify and sometimes deliver appropriate support for all pupils.

All staff will give pupils clear feedback that helps them to improve their work.

Reporting

A report for the LGB and BoD will be produced detailing:

- The amount of Pupil Premium funding
- How the funding is allocated – provision and cost
- An evaluation of the impact in terms of the progress made by pupils receiving provision

This will be made available to parents on the school's website.

This policy will be reviewed annually by considering the impact of current actions on end of year progress.