

Policy on Pupil Premium



At Bigland Green every child matters - every child has a right to receive a good education, including those whose needs, dispositions, aptitudes or circumstances require particularly perceptive and expert teaching and, in some cases, additional support¹.

Principle

Pupil Premium Funding (PPF) which is allocated to children in receipt of free school meals (FSM) is a means of addressing some of the issues associated with social disadvantage. The school use PPF in a planned and targeted way to

- ensure that pupils from and/or affected by disadvantaged backgrounds are provided with effective support that allows them all to make good or better progress when compared with those affected by similar circumstances nationally.

In making appropriate provision for this the school acknowledges that not all pupils in receipt of FSM are socially disadvantaged and pupils not achieving as well as they should may not necessarily be in receipt of FSM. Appropriate provision is made for pupils who belong to any vulnerable groups², this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed. The Governors reserve the right to allocate the PPF to support any pupil or groups of pupils the school has legitimately identified as needing additional support to achieve improved outcomes in learning and well-being. Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals.

Provision

The school's work supported by the PPF will be targeted to accelerate progress ensuring that pupils function at least at their age related expectations using a wide range of strategies including:

- early interventions to tackle gaps in basic skills, e.g. Reading Recovery programme, targeted teaching of phonics in EYFS or KS1 and/or early literacy interventions;
- parent involvement, e.g. toddler and parents' session; toy and book share; curricular workshops; homework support; and workshops on health and well-being;
- targeted support from specialist teachers and teaching assistants (TA) for small groups and individuals; and systematic teaching of strategies for reading including phonics;
- arts participation, for example, arts award and enrichment clubs;
- support for individuals from teachers and TAs focusing on the core subjects;
- additional teaching and learning opportunities provided through learning mentors, trained TAs or external agencies;
- extended school provision & after-school-clubs e.g. booster classes and Easter school, and;
- target more able pupils to attain higher levels (e.g. L3 in KS1 and L5/6 in KS2).

The school will have an action plan for the use of PPF which will be evaluated termly. Provision funded by PPF will not be aimed at SEN statemented pupils or those at School Action + (as additional support and interventions will be in place for these pupils as part of SEN funding).

Rationale for decisions about provision

Pupil Premium funding will be used in the first instance to support the learning needs of pupils in receipt of free school meals who need extra support, however, this provision may well also include other children who have been identified as 'vulnerable'. The school's leadership team (SLT) will

¹ Often referred to as 'vulnerable' pupils

² At Bigland Green, such pupils are likely to include: boys; girls; families with very low income/unemployed;; those speaking English as an additional language, ethnic minority, young carers, special educational needs or disabled, more-able, living in severely overcrowded homes or being homeless; and pupils from war-torn countries to mention but a few.

monitor the attainment and progress of all pupils and decide which pupils need additional support and its nature. Teachers and TAs who work with the pupils will also be involved in the discussions.

The following will be taken into account when deciding the use of PPF or other funds:

- Tackling any barriers and improving pupils' access to education and the full curriculum
- increase social mobility;
- reduce the attainment gap between the highest and lowest achieving pupils in the school – narrowing the gap;
- enable more pupils from disadvantaged backgrounds and those identified as vulnerable to make good or better progress

Monitoring and Evaluating Provision

Additional provisions are monitored session by session by those staff providing the support. The overall effectiveness and impact is evaluated termly through pupil progress meetings and meetings to review the impact of interventions. In evaluating the effectiveness, a range of evidence is used including:

- attainment and progress outcomes;
- feedback from staff, the child, parents and other professionals who are involved;
- examples of learning & work (including photos, videos, as well as written and oral work).

The governors' Teaching & Learning Committee will have a monitoring oversight of the use of PPF and the provision it supports.

Reporting

The headteacher, or a delegated member of SLT, will produce regular reports for the governors' Teaching & Learning Committee which will include:

- the progress made towards narrowing the gap, by year group, for pupils eligible for the PPF and others;
- an evaluation of the PPF action plan which will include an evaluation of the cost effectiveness, in terms of the progress made by the pupils receiving a particular provision, when compared with other forms of support, and;
- an outline of how provisions have been adjusted to ensure better outcomes.

Governors will also be provided with comparative data showing the school's progress relative to other schools nationally through data supplied in the annual RAISEonline report.

The Chair of the Committee will provide a synopsis of the report to the full governing body. The governors of the school will ensure that there is an annual statement to parents on how the PPF has been used to address the issue of 'narrowing the gap' for socially disadvantaged pupils.

Appeals & Complaints

Any complaint, disagreement or appeal regarding the deployment of PPF will be dealt with in accordance with the school's complaints policy.

Review

This policy will be reviewed at least every three years as part of the school's policy review cycle, sooner in the case of new information, changes and/or legislation.

Date approved	Signature	Review date
July 2018		As required