



BANTOCK PRIMARY SCHOOL

Pupil Premium Policy

Headteacher	H Sarai
Chair	
Approved Date	7.7.16/6.6.19

Vision

This policy incorporates the aims and values of our school mission statement, which is rooted in our belief that every child is unique and that this is reflected in the desire, commitment and aspirations of our school staff to address and overcome socio-economic factors – or any other external factor – which may hinder pupil progress and attainment, and ultimately affect their life chances.

The school recognises that not all pupils who are eligible for pupil premium are underachieving, while some pupils may be underachieving and not eligible for pupil premium funding. It is school policy to plan, adapt and prepare for any individual, or group, in which any area of under-performance is evident. The school does not use this policy to displace current strategies to intervene and support its pupils. Some pupils may be achieving well, but will be entitled to funding to enhance their future educational aspirations and achievements.

Aims

To provide all pupils with fair and equal opportunities to achieve and excel in all areas of the curriculum; using and applying the most effective pedagogy, (see Learning & Teaching Policy), supported by use of additional, delegated funding.

To work in partnership with families and pupils eligible for pupil premium, to plan, monitor and evaluate support and intervention in order to secure individual progress and achievement.

To work with external partners and organisations to provide additional support for the social, emotional, health and wellbeing of all pupils with potential barriers to learning and achievement.

To ensure governors fulfil statutory responsibilities to make effective use of pupil premium funds in order to impact positively on pupils' achievement and attainment.

Context

When making decisions about using pupil premium funding it is important to consider the context of the school and the subsequent challenges faced. Common barriers for FSM 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 situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all".

Key Principles

By following the key principles below, we believe we can maximise the impact of our pupil premium spending. We aim to ensure all children **SHINE** at Bantock Primary.

- **Ethos** - We will provide an ethos where staff believe that there are "no limits" to what our children can achieve and there are "no excuses" made for underperformance. We will adopt a "solution-focused" approach to overcoming barriers and support children to develop "growth" mindsets towards learning.
- **Quality First Teaching** - We will ensure that all children across the school receive quality first teaching, with increasing percentages of outstanding teaching achieved by using our phase managers. We will set high expectations and ensure consistent implementation of the non-negotiables, e.g. marking and the teaching of reading. Staff will share good practice within the school and draw on expertise and high quality CPD e.g. moderation exercises across all phases.
- **Analysis and Monitoring** - We will ensure that all staff are involved in the analysis of data so that they are fully aware of strengths and weaknesses of individual pupils and we use research (e.g. Education Endowment Foundation Toolkit) to support us in determining the strategies that will be most effective. ALL teaching staff and support staff are involved in the early identification of pupils so that underachievement can be targeted at all levels.

- **Individualised Provision** – We will look at the individual needs of each child and identifying barriers to learning ensuring additional support staff and class teachers communicate regularly to address the barriers through waves of intervention. Teaching assistants will provide high quality interventions across phases and we will match the skills of the support staff to the interventions they provide. We will work with other agencies to bring in additional expertise to support individual pupil's barriers and to provide support for parents to develop their own skills to support their child's learning.

Systems, Procedures and Practice

Under the strategic leadership of the Headteacher, the operational management of the school's policy for pupil premium is led by the Deputy Head and pupil premium team. Pupils are identified promptly and appropriate support put in place.

The team consists of the following members:

- Deputy Head – senior leader
- Designated Safeguarding Lead
- School Finance Manager
- Administration Assistant
- Teaching Assistants

Each member has specific responsibilities, which include sharing and monitoring the impact of any funded support and/or intervention.

Deputy Head

- Provide termly pupil premium progress reports for HT and governors
- Provide appropriate support and guidance for staff when planning pupil premium targets and support
- Liaise with external partners and agencies, where necessary
- Monitor quality and impact of intervention, e.g. one-to-one support, mentoring, etc.
- Regularly monitor targeted pupils due to the high mobility at the school which makes it difficult to identify who is eligible for FSM at any one time.
- Identify extra adult support to facilitate emotional development e.g. counselling sessions and small group interventions.

School Finance Manager

- Monitor delegation of funding for pupil premium.
- Provide information on allocation for pupil premium funding via the school website and reports to governors.

Administration Assistant

- Work with designated staff and education welfare officer to monitor attendance and evaluate against set targets on pupil premium strategy and school improvement plan.

Class Teachers

- Identify and list pupils in each class from July–September
- Lead on structured parents meetings, sharing progress of attainment and next steps of learning.
- Work with pupils, parents and senior leaders to plan, implement and monitor the impact of the agreed support and intervention plan for children eligible for pupil premium.
- Ensure classroom support assistants are fully prepared to assess the progress and learning outcomes for all pupils, including those requiring additional support.
- Take prompt action to inform senior leaders of any areas where a child's progress or performance may be directly – or adversely – affected by social or economic disadvantage.
- Provide small group work focussed on overcoming gaps in learning.

Teaching Assistants

- Maintain a record of pupil progress and impact of intervention, and provide feedback to the class teacher
- Liaise with external partners and agencies, where appropriate
- Seek to promote the personal wellbeing of pupils and their involvement in the wider opportunities available through the extended curriculum
- Work with class teachers, pupils and parents in supporting provision for pupils

Governors

The designated link governor for pupil premium will act on behalf of the governors and board of directors to monitor and review the progress and impact of pupil premium funding. This will involve regular meetings with the Deputy Head to evaluate individual pupil plans and subsequent impact on progress and attainment; evaluating termly reports from senior leaders; participating in discussions with pupils, where appropriate, with a focus on learning and success.