

Pupil Premium Policy

Bankfields Primary School



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Pupil Premium

What is the Pupil Premium?

The Pupil Premium was introduced in April 2011. It is an allocation of additional funding provided to schools to support specific groups of children who are vulnerable to possible underachievement. These include pupils who are entitled to free school meals, those looked after by the local authority and the children of armed forces personnel. The funding per pupil is outlined below:

- Pupils in year groups reception to year 6 recorded as Ever 6 free school meals = £1,345
- Looked-after children (LAC) defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority = £2,345
- Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order = £2,345

The DfE has given our school the freedom to use the Pupil Premium as we see fit, based upon our knowledge of our pupils' needs.

'It is for schools to decide how the Pupil Premium, allocated to schools per FSM pupil, is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility.'

However, we recognise that we are accountable for the use of this additional funding and details of how we use this funding, along with the impact, can be found in our Pupil Premium Strategy which is published each year. As well as this, our Pupil Premium Champion monitors the impact of any interventions funded by Pupil Premium funding closely each term.

Our aims at Bankfields Primary School

We aim to give every child the best possible opportunities for learning throughout their time at Bankfields Primary School. All staff are highly motivated and deeply committed to ensuring that all children experience success in all areas of learning and that includes their self-esteem and confidence. A child who believes in him/herself will go far. Equality of opportunity is key and it is our responsibility to ensure that our disadvantaged pupils achieve as well as their peers and we strive to do all that we can to narrow the gap in achievement.

Eligibility for Pupil Premium funding is not confused with low ability at Bankfields Primary School and our focus is on supporting our disadvantaged pupils to achieve the highest levels.

Barriers to Learning

At Bankfields Primary School, we recognise that pupils eligible for pupil premium funding often encounter barriers to their learning. In order to ensure we accurately target our pupil premium funding at removing these barriers, we annually complete a 'Barriers to learning audit' as a whole staff in order to identify our eligible pupils' barriers to learning. Once these barriers have been identified, we work together to plan how we will effectively remove these barriers to ensure that all pupils fulfil their potential.

How does Bankfields Primary School use the Pupil Premium?

Key Principles

- We ensure that teaching and learning opportunities meet the needs of all pupils.
- We ensure that appropriate provision is made for children who belong to vulnerable groups. This includes ensuring the needs of socially disadvantaged pupils are assessed and addressed.

- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals are 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 who have been identified as being socially disadvantaged and at risk of underachievement.
- Our spending strategy is informed by research evidence from a range of sources, including the Education Endowment Foundation (EEF) toolkit. This is to ensure that we allocate our funding to have the maximum impact on outcomes for pupils.

Quality First Teaching

We acknowledge the significant impact that highly effective teaching has on disadvantaged pupils and ensure that we invest our pupil premium funding into our relentless pursuit of consistently excellent teaching and learning experiences for all of our eligible pupils. We are committed to ensuring that quality first teaching meets the needs of all learners, and aim to ensure that all teaching is never less than good and much is outstanding. Similarly, we recognise that our teaching assistants should be highly skilled and deployed in such a way as to meet the specific needs of individual pupils. Therefore, this investment comprises:

- High quality CPD for teachers;
- High quality CPD for teaching assistants, closely aligned to their specific role in school;
- Mentoring for staff at all levels;
- Access to online CPD resources to support reflective practice and
- Additional staffing to facilitate the delivery of 1:1 and small group teaching for both pre-teach and intervention sessions.

In addition, we acknowledge that pastoral support is essential in ensuring our eligible pupils are 'school ready' each day so that they benefit fully from the high quality teaching and learning offered. This pastoral support comprises:

- A subsidised Breakfast and After School Club and
- A school counsellor for 1 day per week who supports children, parents and staff.
- Thrive practitioners in each phase of school.
- Theraplay trained staff.
- ELSA trained staff.
- Mental Health First Aiders in each phase of school.

Roles and Responsibilities

Headteacher's responsibilities:

- To ensure that all Pupil Premium Pupils have been accurately identified;
- To decide how the Pupil Premium funding will be spent in order to meet the needs of all disadvantaged pupils;
- To monitor the impact of all Pupil Premium spending with the Pupil Premium Champion and
- To communicate this information with all stakeholders

Governors' responsibilities:

- To decide alongside the Headteacher, how Pupil Premium funding will be spent;
- To evaluate the effectiveness of interventions and the impact on pupil achievement.

Pupil Premium Champion's role and responsibilities:

- A review and update of the Pupil Premium Policy on an annual basis;
- Ensuring that all pupils eligible for pupil premium funding are identified;

- Ensuring that all leaders/teachers and support staff are aware of who the pupils who are eligible for pupil premium funding are;
- Coordinating the annual identification of Bankfields Primary School's eligible pupils' barriers to learning;
- Analysing end of year achievement data for pupils eligible for pupil premium and determining priorities for improvement;
- Sharing priorities for improvement with Bankfields Primary School's governing body and contributing to pupil premium spending plans;
- Writing the school's pupil premium action plan which is incorporated in the Whole School Improvement Plan;
- Monitoring the academic progress of pupils eligible for pupil premium on a termly basis and sharing analysis with ALL stakeholders;
- Ensuring that learning walks and book scrutinies all incorporate a focus on pupil premium provision;
- Undertaking termly pupil premium progress reviews with class teachers to consider the impact of interventions;
- To ensure that interventions are targeted to the identified needs of pupils eligible for pupil premium;
- Evaluating the impact of pupil premium spending on eligible pupils' achievement and sharing findings with ALL stakeholders;

The Governing Body and the Head teacher have therefore ensured the following actions take place:

- Pupil tracking systems have been refined to monitor the progress of children who are eligible for Pupil Premium.
- The Senior Leadership Team analyse performance data, tracking differential attainment of groups and reorganising staffing/ resources as required
- Additional assessments made by external agencies for pupils who have been identified as at risk of not making progress.

How do we monitor the effect of strategies and interventions funded with pupil premium funding?

The school measures pupil progress and evaluates the impact of the above actions both on a termly and annual basis. This is done at team and whole school level. In addition, individual pupil progress is monitored closely using our electronic pupil tracker.

The evaluation focuses on academic progress and improvements in pupils' confidence, self-esteem and attitudes to learning.

Our evaluation, which focuses on the impact of interventions as well as how our pupil premium eligible pupils performed against non-pupil premium children nationally, is collated in an end-of-year report created by the Pupil Premium Champion.