Pupil Premium Policy

Other policies linked to this policy:

Inclusion Policy; Safeguarding Policy; Attendance Policy; Teaching and Learning Policy; Behaviour Policy

At Bradley Primary School we believe that our children will be:

- Responsible citizens
- Successful learners
- Confident individuals

We aim to:

- Help each child to feel happy and secure in school thus aiding the development of mind, body and spirit.
- Encourage children/staff to celebrate their uniqueness and develop respect for each other regardless of culture, creed or race.
- Help children to develop a social responsibility within the school and wider community as they increase their understanding of the world we live in, so that in the future, they will be active responsible citizens.
- Help children appreciate human achievements and aspirations.
- Enable each child to become increasingly independent and self-reliant, developing initiative and adaptability
- Help children to become critical thinkers, making considered value judgements with sensitivity. Our aims clearly indicate a concept of education that fully embraces the education of the child in the broadest sense. Children with social, emotional and behavioural difficulties usually have poor self-esteem rooted in persistent failure, low attainment levels

- and low expectations of themselves. They can be adversely affected by a lack of control outside school over which we may have little or no influence.

Principles

Every child with his/her individual needs and gifts is unique and special. Governors, teaching staff, and teaching assistants accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within a caring environment.

As with every child in our care, a child who is considered to be 'socially disadvantaged' is valued, respected and entitled to develop to his/her full potential, irrespective of need.

Background

The Pupil Premium commenced in 2011 as a government initiative to raise achievement amongst disadvantaged children by providing additional per pupil funding on top of the existing funding provided to schools. The funding targets extra money at pupils from deprived backgrounds which research shows underachieve compared to their non-deprived peers. The premium is provided in order to support these pupils in reaching their potential. The government uses pupils entitled to Free School Meals as an indicator for deprivation, and have deployed a fixed amount of money to schools per pupil based on the number of pupils registered for Free School Meals. At Bradley Primary School, we use the indicator of those eligible for Free School Meals as our target children to 'narrow the gap' regarding attainment, using assessment data used to track the progress of pupils who receive the pupil premium compared with their peers and National levels.

Provision

Bradley's Governing Body ensures that provision is made which secures the teaching and learning opportunities that meet the needs of all pupils. Our

priority is to focus on 'narrowing the gap' for those pupils not on track to achieve or exceed the Age Related Expectations (ARE) for Y2 in KS1 and the ARE for Y6 at the end of Key Stage 2. As part of the additional provision made for pupils who belong to vulnerable groups, all staff and Governors will ensure that the needs of socially disadvantaged pupils are adequately assessed and addressed through termly pupil progress monitoring. Our subject planning based on 'plan, do and review' will ensure timely, focused interventions are provided wherever necessary throughout every year group, to ensure each child can achieve the learning objective to his/her full potential.

In making provision for socially disadvantaged pupils, Governors recognise that not all pupils who receive free school meals will be socially disadvantaged. They also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. Hence, the Governors reserve the right to allocate Pupil Premium funding to support any groups of pupils the school has legitimately identified as being socially disadvantaged.

The range of provision comprises:

- Facilitating pupils' access to education
- Facilitating pupils' access to the curriculum
- Additional teaching and learning opportunities
- Additional after-school clubs
- Additional enrichment opportunities
- A place in breakfast club

The Headteacher, SENCO, SLT and class teachers, in conjunction with the Pupil Support Manager and Family Liaison Officer, will put in place and monitor an ongoing programme of support for socially disadvantaged pupils which will be subject to the oversight of the Governors' SEC Committee.

Reporting

It will be the responsibility of the Pupil Premium lead on SLT/Headteacher to produce a termly report for the Governors' SEC Committee on:

- The progress made towards narrowing the gap, by year group, for socially disadvantaged pupils.
- An outline of the provision that was made during the term since the last meeting.
- 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.

It will be the responsibility of the main Governing Body to ensure and outline of the school's progress towards 'narrowing the gap' for socially disadvantaged pupils is given to the school's Governors on a termly basis.

The Governing Body will consider the information provided from the Curriculum Committee in the light of the data relating to the progress of the school's socially disadvantaged pupils in conjunction with whole school data.

Success Criteria

The evaluation of this policy is based on how quickly the school can 'narrow the gap' between socially disadvantaged pupils and their peers.

The success criteria for the Pupil Premium Policy are:

- Early intervention and support for socially disadvantaged children
- The vast majority of socially disadvantaged children will meet their individual targets
- Effective parental pupil school support
- Having an effective system for identifying, assessing and monitoring pupils
- Having a whole-school approach
- Creating a positive school atmosphere in which pupils' differences are recognised and valued as full members of the school community
- Developing confident, independent and aspirational learners