

# Bramham and Shadwell Federation

## Pupil Premium Spending Policy

Adopted by the Pupil and Learning committee  
in  
April 2021

Signed: \_\_\_\_\_

Chair of Committee

Signed: \_\_\_\_\_

Head teacher



# Pupil Premium Spending Policy

## Aims

At Bramham Shadwell Federation we have high aspirations and ambitions for our children and we believe that no child should be left behind. We are committed to ensuring that all our children are given every chance to reach their full potential.

## Background

The pupil premium is a government initiative that targets extra money at pupils from deprived backgrounds to enable these pupils to be supported to reach their potential. The Government has used pupils entitled to free school meals (FSM), looked after children and service children as indicators of deprivation and have provided a fixed amount of money for schools per pupil based on the number of pupils registered for FSM over a rolling six year period.

## Context

Schools have the freedom to spend the premium, which is additional to their underlying budget, in a way they think will best support raising the achievement of funded pupils in comparison with their non-pupil premium peers within the school and nationally, whatever their academic starting point and potential. The targeted and strategic use of pupil premium will support us in achieving our overall vision.

## Principles

By following the key principles below, we believe we can maximise the impact of our premium spending.

## Building Belief

We will provide an environment where:

- staff believe in ALL children
- staff have a solution focused approach to overcoming barriers
- staff support children to develop a passion for learning

## Analysing Data

The school will ensure that

- We will constantly monitor the effectiveness of strategies used and review provision in the light of tracking data and other evidence.
- All staff are involved in the analysis of data so that they are fully aware of the requirements for pupil premium funding.

## Identification of Pupils

- The Senior Leadership Team, Governors and the Head teacher will be responsible for pupil premium provision and pupil progress data. Some responsibilities are delegated to individual staff members as appropriate.
- We will 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 recognise that not all pupils who are socially disadvantaged are registered or qualify for Free School Meals (FSM.) We will ensure that entitled parents and carers are supported sensitively in applying for these meals and also that we support all pupils, regardless of funding.
- We will ensure that all pupil premium children benefit from the funding.
- We will target underachievement at all levels (not just with regard to lower attaining pupils.)

### **Quality First Teaching**

Quality first teaching (QFT) is provided throughout the Federation and we work to deliver meaningful teaching and learning opportunities which address the needs of all pupils.

- All teachers will share good practice within the school and draw on external expertise.
- The school will provide high quality CPD.
- The Senior Leadership Team will facilitate the improvement of assessment through joint levelling and moderation.

### **Individualising Support**

We will ensure that the additional support we provide is effective by;

- Looking at the individual needs of the child and identifying their barriers to learning.
- Aiming to accelerate progress, moving children to at least the national expected standard, especially in English and maths, as well as in areas where eligible pupils show a particular aptitude, but where their parents' financial circumstances prevent them from accessing specialist coaching or instruction.
- Tailoring interventions to the needs of the child.
- Allocating funding to a series of interventions grouped in progressive waves, with the aim that pupils will fully achieve their academic and personal potential.
- Funded interventions will include pastoral support where appropriate eg. attendance support, family liaison or development of social skills.
- Providing extensive support for parents to support their children's learning within the curriculum.
- Providing extensive support for parents to manage in times of crisis.
- Providing additional support for SEND pupils which will be funded through a combination of any SEND funding and their Pupil Premium allocation where applicable.
- Recognising and building on children's strengths to further boost confidence.
- Providing individualised interventions for set periods of time to support children in times of crisis.

### **Monitoring and Evaluation**

We will ensure that:

- A wide range of data is used – achievement data, pupils' work, observations, learning walks, case studies, and staff, parent and pupil voice.
- Assessment data is collected each term and the impact of interventions is monitored regularly.
- Teaching staff attend and support staff contribute to regular pupil progress meetings.
- We will involve appropriate stakeholders, including members of the staff team and the Governing Body, in making suggestions about pupil premium strategies and evaluating their outcomes.
- Governors responsible for pupil premium are updated regularly on expenditure and impact.
- All teachers are held accountable through data scrutiny in accountability meetings and where appropriate, have a focus as part of their Performance Management – either as class teacher and/or as subject leader.

## Provision

Type of provision	Examples
Family Engagement	<ul style="list-style-type: none"><li>• Family support</li></ul>
Attendance	<ul style="list-style-type: none"><li>• Staff time and commitment to attendance strategies and monitoring</li></ul>
Engagement in Learning and widening experiences	<ul style="list-style-type: none"><li>• Educational visits</li><li>• Some residential visits (or pro rata contribution to the overall cost) – as appropriate</li><li>• Wellbeing support, including talk time</li><li>• Purposeful practice and positive play development eg support at lunchtimes, problem solving activities, reward systems or sports activities</li></ul>
Accelerated Progress	<ul style="list-style-type: none"><li>• Providing small group work focused on overcoming gaps in learning</li><li>• 1-1 support from a specialist teacher or teaching assistant</li><li>• Additional group teaching and learning opportunities provided by trained TAs</li><li>• Smaller teaching group.</li><li>• Additional curriculum resources (fully or partly funded through pupil premium)</li><li>• Staff CPD</li></ul>
Pupils as enablers	<ul style="list-style-type: none"><li>• Monitor and mentor opportunities for pupils eg. roles within the classroom, Y6 buddies, Eco-Warriors, Food Ambassadors or sports leaders</li></ul>

## Reporting

It will be the responsibility of the Head teacher to produce pupil premium reports for the Governing Body.

In line with the statutory requirement from the academic year 2021 to 2022, the Federation will demonstrate how spending decisions are informed by research evidence, making reference to a range of sources including the Education Endowment Foundation's toolkit. In line with the EEF's [pupil premium guide](#), activities will include those that:

- support the quality of teaching, such as staff professional development;
- provide targeted academic support, such as tutoring; and
- tackle non-academic barriers to success in school, such as attendance, behaviour and social and emotional support.

The Federation will publish an updated pupil premium strategy annually and in accordance with statutory requirements, will use the templates available on GOV.UK to publish their 2021 to 2022 pupil premium strategy, by the end of December 2021. The Federation is aware that the Department for Education will undertake monitoring checks on a sample of schools' published reports.

As fitting for their role in ensuring that the Federation spends funding appropriately and in holding the Federation to account for educational performance, Governors will scrutinise plans, including those plans for and use of their pupil premium funding. The Federation is held accountable for the outcomes achieved with all funding, including through Ofsted inspections and by Governors and this will be no exception.