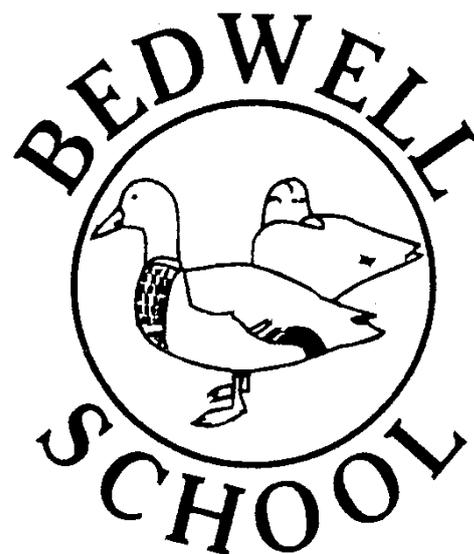


BEDWELL PRIMARY SCHOOL

Pupil Premium Policy 2017-2018



ETHOS STATEMENT

Bedwell Primary School offers a positive, safe & stimulating learning environment for its community where everyone is recognised as an individual. We celebrate success and are committed to the continuous improvement and fulfilment of potential in every child. Our school encourages, increasing independence and self-discipline amongst the pupils. Everyone within the school plays an important role in sharing responsibility for the development of positive behaviour and attitudes.

Aims

At Bedwell, we have high aspirations and ambitions for our children and we believe that no child should be left behind. We strongly believe that it is not about where you come from but your passion and thirst for knowledge, and your dedication and commitment to learning that make the difference between success and failure, and we are determined to ensure that our children are given every chance to realise their full potential. Pupil Premium funding represents 12% of our whole school budget and this policy will give guidance to show how we will ensure it is spent to maximum effect.

Background

The pupil premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils of all abilities and to diminish the difference in attainment between disadvantaged pupils and other (non-disadvantaged) pupils both nationally and within the school.

The Government has identified a deprivation indicator based upon three significant factors which have been proven to have an impact upon the attainment of pupils nationally and has used this to determine pupils entitled to additional funding known as Pupil Premium Grant (PPG). These are:

- pupils' entitlement to free school meals at any point in a rolling six year period(Ever 6 FSM),
- Looked after children (CLA) defined in the Children's Act 1989 as one who is in the care of, or provided with accommodation by an English Local Authority. This includes children who have ceased to be looked after by a local authority in England or Wales due to adoption, a special guardianship or a child arrangements order or a residence order.
- Children whose parents are in the regular armed forces.

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 identified barriers for disadvantaged children in the school are 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:

Building Belief

We provide a culture where;

- Staff believe in ALL children
- There are 'no excuses' made for underperformance
- Staff adopt a 'solution-focused' approach to overcoming barriers
- Staff support children to develop positive attitudes towards learning, with children wanting to succeed

Analysing Data

We ensure that;

- All teaching staff are involved in the analysis of data so that they are fully aware of strengths and weaknesses across the school
- We use research (Such as the Education Endowment Foundation Toolkit) to support us in determining the strategies that will be most effective

Identification of Pupils

We ensure that:

- ALL teaching staff are involved in the analysis of data and identification of pupils
- ALL staff are aware of which pupils are entitled to pupil premium grant
- ALL pupils entitled to PPG benefit from the funding, not just those who are under performing

- Underachievement at all levels is targeted (not just lower attaining pupils).
- Children's individual needs are considered carefully so that we provide support for those children who could be doing 'even better if.....'

Improving Day to Day Teaching

We ensure that **all** children across the school benefit from good or better high quality first teaching for all, with increasing percentages of outstanding teaching achieved, by using our team leaders to:

- Set high expectations
- Address any within-school variance
- Ensure consistent implementation of the non-negotiables e.g. marking and guided reading
- Share good practice within the school and draw on external expertise
- Provide high quality CPD
- Improve assessment through joint moderation of teacher assessments.

Increasing learning time

We will maximise the time children have to 'catch up' through:

- Improving attendance and punctuality
- Providing earlier intervention (KS1 and EYFS)
- Extended learning out of school hours
- Early morning/after school

Individualising support

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

- Looking at the individual needs of each child and identifying their barriers to learning

- Ensuring additional support staff and class teachers communicate regularly
- Providing high quality interventions across all phases
- Matching the skills of the support staff to the interventions they provide
- Working with other agencies to bring in additional expertise such as:

Counsellors
 Protective Behaviours Workshops
 Intensive Families First Support
 ADDVANCE
 PALMS

- Providing support for parents by
- developing their own skills (parenting classes/family support worker)
- supporting their children's learning within the curriculum
- managing in times of crisis

- Strategies to improve attendance and punctuality when needed
- Tailoring interventions to the needs of the child
- Recognising and building on children's strengths to further boost confidence

In our determination to ensure that ALL children succeed we recognise the need for and are committed to providing completely individualised interventions for set periods of time to support children in times of crisis.

Monitoring and Evaluation

We 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 termly so that the impact of interventions can be monitored regularly
- Assessments are closely moderated to ensure they are accurate
- Teaching staff attend and contribute to pupil progress meetings each term and the identification of children is reviewed
- Feedback about performance is given to children and parents
- Interventions are adapted or changed if they are not working
- A designated member of the SLT maintains an overview of pupil premium spending
- A governor is given responsibility for pupil premium

Reporting

When reporting about pupil premium funding we include:

- **Information about the context of the school**
- **Objectives for the year**
- Reasons for decision making
- Analysis of data
- Use of research
- **Nature of support and allocation**
- Learning in the curriculum
- Social, emotional and behavioural issues
- Enrichment beyond the curriculum
- Families and community
- **an overview of spending**
- Total PPG (pupil premium grant) received
- Total PPG spent
- Total PPG remaining
- **Summary of the impact of PPG**
- Performance of disadvantaged pupils (compared to non-disadvantaged pupils both nationally and in school)
- Other evidence of impact e.g. Ofsted, Accreditations

- Case studies (pastoral support, individualised interventions)
- Implications for pupil premium spending the following year

The Governing Body will consider the information provided and will ensure that there is an annual statement to the parents on the school website outlining how the Pupil Premium funding has been used to address the issue of diminishing the difference between disadvantaged pupils and non-disadvantaged pupils both nationally and in our school. This task will be carried out in line with the requirements published by the Department for Education.