

Pupil Premium Policy

Beech Hill School



Approved by:	Shameem Hussain	Date: December 2022
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Last reviewed on:	December 2022
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Next review due by:	December 2024
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The pupil premium is additional funding for publicly funded schools in England. It's designed to help disadvantaged pupils of all abilities perform better, and close the gap between them and their peers.

In the 2022 to 2023 financial year, schools will receive £1,385 for pupils in Reception to Year 6 who are eligible for free school meals or have been at any point in the last 6 years.

Children who have been in local authority care, for one day or more, also attract £2,345 of pupil premium funding.

Schools are free to spend the pupil premium as they see fit. However they will be held accountable for how they have used the additional funding to support pupils from low-income families.

Rationale

To ensure targeted and strategic use of pupil premium provision to support Beech Hill School in achieving our aim of nurturing academic, personal, spiritual and social development so that all children can achieve their full potential.

To focus specific ring fenced funding on supporting disadvantaged pupils to aspire to achieve their highest levels of achievement and attainment possible so the gap between them and pupils from more affluent backgrounds is closed.

Guidelines

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. This alongside research conducted by the EEF. Common barriers to learning for disadvantaged 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".

Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

Aims:

- To ensure that teaching and learning opportunities meet the needs of all the pupils
- To 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 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 the school has legitimately identified as being socially disadvantaged.

Provision

The range of provision the Governors consider making for this group could include and would not be inclusive of:

- Reducing class sizes thus improving opportunities for effective teaching and accelerating progress
- Providing small group work with an experienced teacher/teaching assistant focussed on overcoming gaps in learning
- 1-1 support
- Use of the in-house Tutors
- Additional teaching and learning opportunities provided through trained support staff or external agencies
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations
- Pupil premium resources may also be used to target able children on Free School Meals to achieve Age Related Expectations
- Transition from primary to secondary
- Additional learning support.
- Pay for all activities, educational visits and residentials. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Support the funding of specialist learning software.
- Pastoral support through our learning mentor team
- PE provision
- Music provision
- Behaviour support

This list is not exhausted and will change according to the needs and support our socially disadvantaged pupils require.

The Role of the Class Teacher

- Being aware of the school's procedures for identification and assessment of, and subsequent provision for PP pupils.
- Collaborating with the SLT (Senior Leadership Team) to decide the action required to assist the PP pupils to progress.

- Working with PP pupils on a daily basis to deliver a broad and balanced, appropriately differentiated curriculum, to ensure that they are making expected or accelerated progress.
- Keeping records of PP pupils' progress and report to SLT on pupil progress when required.
- Working closely with TAs, the SENDCO team and pastoral team to ensure PP pupils reach their full potential.
- Liaising with outside agencies when appropriate.

The provision will be led by the Head teacher with the allocation, planning, monitoring and reviewing carried out in conjunction with the SLT and the nominated named governor for Pupil Premium.

Assessment and Reporting

It is the responsibility of the Head teacher, or delegated member of staff, to produce termly reports for Governors on:

- the progress made towards diminishing the gap for socially disadvantaged pupils.
- the provisions currently in place at the school.
- monitoring of the effectiveness of the provisions in order to evaluate best value.
- evaluation of the impact of the provisions in terms of progress made by pupils.
- future plans for provision.

The Governors of the school will ensure there is an annual statement to parents on how the Pupil Premium funding has been used to address the issue of closing the gap for socially disadvantaged pupils.

Pupil Premium Governor: Nadim Najib