

Beech Hill School



Pupil Premium Policy

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 2018 to 2019 financial year, schools will receive £1,320 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 £2,300 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.

Aims

- To promote a high profile approach to meeting the needs of disadvantaged pupils.
- To analyse pupil data and information in order to identify circumstances which may be barriers to learning.
- To provide a plan of support provision based on pupil data and current relevant pupil information.
- To ensure the best possible delivery of teaching and learning provision in all classrooms.
- To provide a wide range of targeted group and individual support packages designed to meet the needs of specific vulnerable pupils.
- To ensure provisions are set with clear success criteria for each actions linked to measureable outcomes.
- To raise the aspirations and broaden experiences of pupils.
- To provide support for pupil positive thinking through effective mentoring in order to be able to maintain high aspirations during any time of personal crisis.
- To support and promote good attendance patterns.
- To offer a rich and varied menu of educational experiences to broaden the opportunities of specific vulnerable pupils.
- To ensure regular monitoring and evaluation of support measures in order to assess impact and ensure effectiveness. This will inform future plans, provide accountability and develop best value measures.

Guidelines

Pupils identified as pupil premium will be clearly identified to staff in order for their specific support to be provided, monitored and reviewed appropriately.

The needs of individual pupils will be analysed using a wide range of information including:

- Vulnerable register information on specifically identified needs
- Child protection information
- Class teacher observations and Assessment information/data
- Behaviour log reports
- Outcomes from lesson observations, learning walks, book scrutinies and parent/pupil questionnaires

The range of provision will include:

Achievement and Standards

- Effective Quality First teaching and learning classroom provision as seen in teachers planning and evaluations in 1:1 meetings with senior staff
- Targeted intervention for underachieving pupils or pre-teaching prior to a lesson
- Targeted “booster” sessions aimed at encouraging greater aspirations
- Access to specifically tailored resources matched to needs, support requirements and aspirations.

All our work through the Pupil Premium will be aimed at accelerating progress, moving children to at least age related expectations (2 ARE at the end of Key Stage 1, 6 ARE at the end of Key Stage 2) and/or children making at least two levels progress from the end of Key Stage 1 to the end of Key Stage 2. This will be in English and Maths.

Pupil Premium resources may also be used to target able children on Free School Meals to achieve 2 GD at the end of Key Stage 1 or 6 GD at the end of Key Stage 2.

Learning Support

- Access to the specialist support to be able to accurately assess individual needs in order to remove any barriers to learning
- Allocation of Learning Mentors to specific individuals/ groups to provide opportunities for focused feedback
- Learning support packages for specific year groups to limit the need for intervention in Upper Key Stage 2
- Support from the Attendance officer to ensure they have high attendance and are punctual.

Pastoral Support

- Access to Learning Mentors to promote appropriate choices in order to maximise learning opportunities
- Availability of friendship groups to promote and support personal and social development
- Behaviour Management strategies from assigned mentors to guide pupils
- Support from the Learning mentor team around raising self-esteem, developing confidence and resilience.

Enrichment

- Access to a full range of educational experiences and inspirations including trips, visitors and special events.

Out of hours support

- Homework clubs and after school provision to ensure all pupils have the appropriate support and encouragement in order to promote self-study skills.
- Out of hours enrichment to ensure children have access to develop their talents.

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.