

# Bishop Perrin Church of England Primary School

## Pupil Premium Policy

Non-Statutory Policy



*Our school is a Church of England School and works in partnership with our two local parish churches, St Augustine's and Ss Philip & James'. We aim to reflect the values, traditions and beliefs of the Christian Faith and therefore our Spiritual Values underpin everything that we do.*

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## **1 INTRODUCTION**

In addition to the 'Age-weighted Pupil Unit' funding, schools also receive additional funding to specifically address inequalities between pupils eligible for free school meals (FSM) and their peers.

The Pupil Premium Grant is paid to schools for any pupils who have been eligible for FSM at any point in the last six years. Pupil Premium Plus is allocated to Looked After Children (LAC) and children adopted from care. The Service Pupil Premium is allocated to children of regular armed services personnel.

It is the responsibility of the governors and staff at Bishop Perrin School to ensure the children have the opportunity to achieve to the best of their ability and in order to do this, we seek to meet the individual needs of every child. The Pupil Premium Grant (PPG) will be used and managed by the school to tailor support for identified children in a range of ways appropriate to their needs whilst also benefiting the wider school population.

## **2 PRINCIPLES**

- We ensure that teaching and learning opportunities meet the needs of all the pupils in school.
- We ensure that appropriate support and provision is made for pupils who belong to vulnerable groups.
- We recognise that not all children who are eligible for Free School Meals register or qualify for this funding. At the discretion of the Senior Leadership Team, the Pupil Premium Grant can be used to support any pupil or groups of pupils who could benefit from it alongside those who qualify for the funding.
- PPG will be allocated following a needs analysis which will identify groups and individuals who may need support.
- PPG funding is utilised to support quality first teaching and ensure high quality provision for all children, including the most vulnerable.

## **3 AIMS**

- All work is aimed at accelerating progress in learning and supporting pupils to achieve to their best ability.
- We endeavour to provide all children with wider extra-curricular opportunities that will support and enhance their educational experience.

## **4 IDENTIFICATION OF PUPILS**

We will ensure that:

- All teaching staff and support staff are involved in the analysis of data and identification of individuals and key groups of pupils.
- All staff are aware of which children are eligible for the PPG.
- All children eligible for PPG benefit from the funding, not just those who are underperforming.
- Underachievement at all levels is targeted (not just lower attaining pupils).
- Children's individual needs are considered carefully so that tailored support for children who could achieve more is provided.
- The assessment data of all children in receipt of PPG will be analysed and evaluated for impact at termly pupil progress meetings.

## **5 IMPROVING DAY TO DAY TEACHING**

We will continue to ensure that all children across the school receive an 'outstanding' education by:

- Setting high expectations.
- Addressing any within - school variance in attainment and progress.
- Ensuring consistent implementation of the marking and feedback policy.
- Sharing good practice within the school and drawing on external expertise as appropriate.
- Providing our staff with high quality Continual Professional Development (CPD) in line with the school's self-evaluation and development plan.
- Ensuing rigorous assessment processes through joint assessment opportunities and moderation both internally and externally.

## **6 INCREASING LEARNING TIME**

We will endeavour to maximise opportunities for teaching and learning by:

- Monitoring and improving attendance and punctuality.
- Providing early intervention as far as possible to close gaps in learning.
- Extending learning opportunities through:
  - Before and after school tutoring (where viable).
  - Extra-curricular opportunities clubs – by providing free places for PPG children for fee-paying clubs.

## **7 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 support staff and class teachers communicate regularly and that there is a shared understanding of the needs of all pupils.
- By using Teaching and Learning Assistants and qualified teachers to provide high quality interventions across all phases of the school.

- Matching the skills of support staff to the interventions they provide.
- Providing support for parents through opportunities to develop their own skills (for example, mathematics, EYFS and phonics learning workshops) and with comprehensive signposting to external support available locally and nationally via the school website.
- Tailoring interventions to the needs of the child (e.g. targeted tutoring sessions with qualified staff).
- Recognising and building on children's strengths to further boost confidence.
- Using assessment recording systems to monitor and evaluate the effectiveness of interventions and keeping an accurate record of pupil achievement and progress over time.

## **8 TUTORING**

- Tutoring for certain pupils via outside agencies and via teaching staff is often can be organised when required and if appropriate.

## **9 ONE TO ONE READING**

- In addition to a school commitment to ensuring that the lowest attaining readers have the opportunity to read daily with an adult, provision is made for PPG and non-PPG pupils read twice weekly with a volunteer to address comprehension needs and to encourage a love of reading. This provision is made through the engagement of an external charity: Coram Beanstalk Reading.

## **10 MONITORING AND EVALUATION**

We will ensure that:

- When reviewing impact, we will ensure that a wide range of data is looked at including: attainment and progress results, pupils' work, observations, learning walks, and case studies as well as staff, parent and pupil voice.
- Assessment data is collected termly (half termly for phonics) and reviewed on a termly basis, so that the impact of interventions can be monitored regularly.
- Assessments are closely moderated to ensure they are accurate. The Pupil Premium Leader and teachers will evaluate interventions at the beginning of each academic year. This will inform the following year's provision.
- The Pupil Premium Leader and class teachers communicate regularly regarding interventions for Pupil Premium children. The Pupil Premium Leader will assess the effectiveness of these interventions using internal assessment systems to analyse available data.
- Feedback is given to parents at parent consultations, informally throughout the year and in the end of year report.

- Interventions are adapted or changed if they are not working or if evidence of impact is not seen.
- The headteacher maintains an overview of Pupil Premium spending in line with overall budget planning and monitoring.
- One member of the governing board is given particular responsibility for Pupil Premium Funding and another for Looked After Children.

This policy will be reviewed regularly by the Pupil Premium Leader and the teaching staff. It will be updated in line with any changes in school procedures or guidance from the DfE and recommended best practice.

## **11 REPORTING – PPG Strategy (updated annually and written every three years)**

When reporting externally about Pupil Premium funding we will include:

- Information about the context of the school
- Objectives for the year
  - Reasons for decision making
  - Analysis of data
- Nature of support and allocation
  - Learning in the curriculum
  - Social, emotional and behavioural concerns
  - Enrichment beyond the curriculum
  - Families and community
- An overview of spending
  - Total PPG (pupil premium grant) received
  - Total PPG spent
  - Total PPG remaining
- A summary of the impact of PPG
  - Performance of Pupil Premium children (compared to non-pupil premium children)
  - Other evidence of impact e.g. Ofsted, Accreditations
  - Implications for Pupil Premium spending the following year

The Senior Leadership Team and governing board will consider the information provided and will ensure that the annual strategy is published on the school website outlining how the Pupil Premium funding has been used to address the issue of closing the gap for pupils eligible for Pupil Premium. This task will be carried out in line with the requirements published by the Department of Education.

This policy has been written with contributions from: Pakeman Primary School – Islington

## **13 RELATED DOCUMENTS**

[DFE Guidance Pupil Premium: funding and accountability for schools](#)