

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.

Pupil Premium is paid 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 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 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 will be used and managed by the school to tailor support for identified children in a range of ways appropriate to their needs.

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 (see Child Protection - Safeguarding of Children).
- We recognise that not all children who are eligible for Free School Meals register or qualify for the service. At the discretion of Senior Leadership and Pupil Premium Leader, Pupil Premium funding can be used to support any pupil or groups of pupils who could benefit from it alongside Pupil Premium children.
- Pupil Premium funding will be allocated following a needs analysis which will identify groups and individuals that need support.

3 AIMS

- All work is aimed at accelerating progress 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, welfare assistants and support staff are involved in the analysis of data and identification of pupils.
- All staff are aware of who Pupil Premium and vulnerable children are.
- All Pupil Premium children 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 we provide tailored support for children who could achieve more.
- All Pupil Premium children will be included on the SEN/PPG tracker and their assessment data and interventions will be recorded and monitored.

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.
- Ensure consistent implementation of the marking policy.
- Sharing good practice within the school and drawing on external expertise.
- Providing our staff with high quality CPD (Continual Professional Development).
- Improve assessment through joint levelling and moderation.

6 INCREASING LEARNING TIME

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

- Improving attendance and punctuality
- Providing earlier intervention (KS1 and EYFS)
- Extended learning opportunities through:
 - Before and after school tutoring
 - Clubs – by providing free places for PP 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 additional support staff and class teachers communicate regularly.
- By using Teaching Assistants to provide high quality interventions across the phases.
- Matching the skills of the support staff to the interventions they provide.

- Providing extensive support for parents by providing opportunities to develop their own skills (Mathematics workshops, EYFS learning workshops, Parent workshop evening).
- Tailoring interventions to the needs of the child (e.g. targeted tutoring sessions with qualified teachers).
- Recognising and building on children's strengths to further boost confidence.
- Keeping a clear record of pupil achievement through the individual Pupil Profiles, therefore allowing for immediate interventions if needed.

8 TUTORING

- Tutoring via outside agencies and via teaching staff is often organised on a termly basis when needed for certain pupils

9 BEANSTALK READING

- PPG and non-PPG pupils read twice weekly with a volunteer to address comprehension needs and to encourage a love of reading.

10 THIRD SPACE LEARNING

- PPG and non-PPG pupils receive 1:1 tutoring tailored to their needs and to address any gaps in their Maths knowledge. This takes place once a week for 1 hour for 10 sessions.

11 MONITORING AND EVALUATION

We will ensure that:

- A wide range of data is looked at including: attainment and progress results, pupils' work, observations, learning walks, case studies as well as staff, parent and pupil voice.
- Assessment data is collected half-termly and finalised 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. Teachers will ensure that they update the intervention section on the SEN/PPG tracker every half-term. The Pupil Premium Leader will assess the effectiveness of these interventions.
- Feedback is given to parents at Parents' Evenings, informally throughout the year and in the end of year report.
- Interventions are adapted or changed if they are not working.
- The Headteacher maintains an overview of Pupil Premium spending.

- One member of the Governing Body is given responsibility for Pupil Premium 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.

12 REPORTING

When reporting 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 issues
 - 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 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 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](#)