



# Pupil Premium Policy

**Date Approved** March 2014  
**Revised** Feb 2018  
**Author / Owner** Mrs R Sharp  
**Review date** Feb 2020

**Version 3**

## 1. Context

The Pupil Premium Grant (PPG) is additional funding given to:

- raise the attainment of disadvantaged pupils and close the gap with their peers
- support children with parents in the armed forces
- provide funding for looked-after children (LAC)

In the academic year 2018 - 2019 the grant is:

<b>Disadvantaged pupils</b>	<b>Grant amount per pupil</b>
Pupils in Year Groups R to 6 recorded as Ever 6 FSM	£1,320
Looked After Children (LAC) Bradford LA retain £1,150 / £1,150 released to the school on a termly basis	£2,300
Children adopted from care and children who have left care under a Special Guardianship or Residence Order	£2,300
Service children	£300

## 2. Policy Statement & Aims

- a) to provide additional educational support to raise the achievement of pupils in receipt of the PPG
- b) to diminish the difference between the educational achievement of these pupils and their non-disadvantaged peers
- c) to address underlying inequalities, as far as possible, between pupils
- d) to make a significant impact on the education and lives of these pupils
- e) to work in partnership with the parents/carers to collectively ensure their success

## 3. Strategies

'Schools have the freedom to spend the Premium, which is additional to the underlying schools budget, in a way they think will best support the raising of attainment for the most vulnerable pupils.'

In making decisions on the use of the Pupil Premium Grant we will:

- assign a staff and Governor pupil premium lead to champion the educational needs of PPG recipients and ensure the implementation of this policy
- ensure PPG funds are identified within the school's budget and be transparent in our reporting of how we have used the Pupil Premium, so that our parents, interested stakeholders and Ofsted are fully aware of how this additional resource has been used to make a difference
- encourage take up of FSM by working proactively with our parents and carers in a sensitive and supportive manner and to remove any potential barriers or stigma attached to claiming FSM. In doing so, we also recognise the vital role that parents and carers play in the lives of their children
- ensure robust assessment, monitoring and evaluation of individual provisions for each pupil in receipt of PPG

### 3. Equal Opportunities / Cultural Diversity

Teachers need to:

- be sensitive to issues around the Pupil Premium Grant and ensure that all individual pupil needs are met,
- take into account the Children Act 1989 and the Equality Act 2010, especially the protected characteristics: age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, pregnancy and maternity; marriage and civil partnership (for employees).
- be mindful of the fact that eligibility and take up of FSM does not equate with pupils being considered to be of 'low ability' because of their social circumstances.

### 4. School Governors, Leaders and Staff Responsibilities

The Headteacher and school Governing Body is accountable for the impact of pupil premium funding in:

- performance tables, which show the performance of disadvantaged pupils compared with their non-disadvantaged peers
- publishing details online each year of how they are using the pupil premium and the impact it is having on pupil achievement
- the Ofsted inspection framework, where inspectors focus on the attainment of pupil groups, and in particular those who attract the pupil premium (including the more able).

We expect all members of our school community, to be committed to raising standards and diminishing the difference for our Pupil Premium pupils.

Teaching and Support Staff will:

- promote the highest expectations for all pupils and not equate disadvantage of circumstance with 'low ability'
- promote an inclusive and collaborative ethos in their classrooms which enable pupils from disadvantaged backgrounds to thrive
- plan and deliver curricula and lessons to a high standard and support the acceleration of progress in learning, so that differences can be diminished and improvements maintained
- support disadvantaged groups of pupils in their class through high quality teaching and an individualised approach to addressing barriers to learning and emotional support at an early stage, especially for the more

able or those who find aspects of learning difficult and are in danger of falling behind

- keep up-to-date with teaching strategies and research, which have a proven track record in diminishing the difference in attainment and achievement
- make decisions based on data and respond to evidence, intervening quickly to address learning needs

We will provide opportunities for staff to engage in a range of professional development opportunities suited to their particular needs and role. This will support them in implementing successful strategies to accelerate progress of pupils and diminish differences.

#### Reporting

- the school will monitor, evaluate and review the success of PPG funding, in terms of improving educational outcomes and cost effectiveness
- PPG will be a standing item on the Curriculum and Pastoral Committee agenda
- the PP lead will report termly to the Named Disadvantaged Governors and annually to parents/carers on how effective PPG spending has been and what impact has been made
- an annual statement regarding PPG spending will be published on the school website

The above information will lead the thinking and development of additional or alternative strategies and interventions to further improve the attainment and progress of these pupils.

#### **5. Dissemination of the Policy**

This policy along with details of actions will be published: on the School Website, SLT drive, Teacherdrive. A paper copy will also be kept in the non-curriculum folder (at Reception).

We will also use other methods and occasions such as parents' evenings and information evenings, as appropriate to share information about Pupil Premium.

#### **7. Document History**

Policy written by R.Sharp

Reviewed by R.Sharp Feb 2014, Jan 2015, Jan 2016, Jan 2017, Feb 2018, Feb 2019

Links to related policies:

PSHE and Citizenship, Inclusion, Child Protection, Teaching and Learning