

Policy for Pupil Premium

Principles:-

- To ensure that all pupils, regardless of their background and socio-economic position, achieve their very best at Boorley Park School.
- To ensure that all pupils across the ability range have access to a broad, balanced and differentiated curriculum.
- To enable all pupils, regardless of their abilities and behaviour, to fully develop their academic potential, interests and aptitudes by making appropriate additional provision.
- To create a supportive learning environment, which helps all pupils to achieve confidence, self-esteem and increased independence.

Our intent is to ensure that every child has an equal opportunity to succeed in all aspects of their life and that they have equal access to the life experiences that will enable them to grow and develop. We aim to accurately identify barriers to learning for each individual child and provide opportunities and support to overcome them. In many cases, these are academic challenges, with children receiving additional support and intervention within school to enable them to keep up with their peers. For others, this may be social, emotional or behavioural support to ensure their mental and physical wellbeing is developed.

We aim to prepare all children to be confident, creative, independent and resilient learners to enable them to make a difference to the world.

At Boorley Park Primary we will:

- Ensure that teaching and learning opportunities meet the needs of all pupils.
- Ensure that appropriate provision is made for pupils who belong to vulnerable groups.
- Make provision for socially disadvantaged pupils, whilst recognising that not all pupils who receive free school meals will be socially disadvantaged.
- Reserve the right to allocate the Pupil Premium (PP) funding to support any student or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Allocate Pupil Premium funding following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving the Pupil Premium will be in receipt of interventions at any one time.

Practice

- Each Year Group to have specific provision and intervention programmes for the Pupil Premium and vulnerable pupils based on academic need.
- Each Year Group to have specific provision and intervention programmes for the Pupil Premium and vulnerable pupils based on cultural, social and emotional need.
- A register of all interventions will be completed to monitor the individual provision for each student and ensure that all pupils receive appropriate intervention.
- All pupils will have their own 'Pupil Premium' plan that identifies their context, their barriers to learning, the provision in place to support them and the outcomes from this support.
- Each Class Teacher will be responsible for updating the pupil premium plans half termly.
- The Pupil Premium Lead will be responsible for updating the register.
- Half termly analysis of the provision will take place in order that all pupils' needs are met and that outcomes are shown to make a positive impact.
- Ongoing analysis of data will compare the progress of Pupil Premium pupils compared to those who are not eligible for the funding to ascertain whether there is a gap in achievement and to develop interventions to close any gaps.

Provision:-

In Early Years and KS1 the curriculum provision includes the following:

- Additional support for transition from pre-school or between year groups
- Phonics (reading, writing and spelling) and maths groups
- Learning Support Assistant (LSA) 1:1 or small group support
- Additional input/small group work from class teachers matched to need
- Emotional support for personal, social and emotional needs
- Adapted resources and provision within the classroom to meet need (e.g. areas of continuous provision in EYFS matched to specific interests of individuals)
- Support with uniform
- Support with curriculum off site visits and visitors to the school to support learning

At KS2 the curriculum provision includes the following:

- Booster sessions (with class teachers or LSAs) – English and Maths
- Additional support for transition between year groups
- Learning Support Assistant (LSA) 1:1 or small group support – planned on an ongoing basis to meet gaps in learning
- Additional input/small group work from class teachers matched to need
- Emotional support for personal, social and emotional needs
- Mentor support for targeted PP pupils
- Support with participation in extra curricular activities (e.g. music, sport, drama)
- Additional support for participation in school activities (e.g. standing for election as school councillor, House Captain etc)
- Emotional Literacy Support Assistant support
- Revision guides and curriculum resources (end of KS2)
- Additional support for transition to secondary school

Responsibilities

The Headteacher will:

- Ensure that all required reporting on the PP funding is completed.
- Ensure appropriately targeted PP pupils are supported by appropriate interventions.
- Ensure the Census information is correct for each of the data collections.
- Analyse the PP register to ensure that pupils' needs are met.
- Liaise with the Finance Manager in monitoring the spend of the PP grant.
- Continue to develop the range of intervention strategies based on the impact analysis with year leaders and class teachers.
- Raise at SLT (Senior Leadership Team) PP discussions on intervention across the school.
- Regular discussion at Governor meetings to update regarding spending and impact.
- Create the whole school PP data sheet at the start of each academic year

The Pupil Premium Lead will:

- Write the PP strategy and share this with staff, SLT, governors, trustees and publish on the school website.
- Complete all monitoring and evaluation of the PP strategy.
- Lead on whole school PP intervention.
- Liaise and coordinate intervention with year leaders and other staff.
- Lead on staff training and development regarding PP.
- Resource outside agency intervention where needed to support PP.
- Develop and implement PP strategy in school.
- Ensure that all teams know who their Pupil Premium pupils are and that these pupils are receiving the appropriate interventions.
- Keep an up-to-date pupil premium register, liaising with admin staff to ensure the eligibility of pupils is checked regularly.
- Complete a progress report for all PP pupils in comparison to non PP pupils, identifying any gaps in achievement.

- Work with SLT to discuss this data in meetings with year teams to identify any issues and develop interventions.

Year Leaders will:

- Monitor 'Back on Track' provision for targeted PP pupils.
- Be known as the Pupil Premium Champion for their respective Year Group.
- Analyse the progress of PP pupils at each data collection point and work with year teams to plan any further intervention.
- Ensure that all teams know who their Pupil Premium pupils are and that these pupils are receiving the appropriate interventions.
- Manage the transition of pupils into the school, between year groups and moving to secondary school, ensuring that additional support is put in place as needed.

Class teachers will:

- Create and review half termly 'Pupil Premium Plans' for individual pupils identifying their context, their barriers to learning, the provision in place to support them and the outcomes from this support.
- Refer pupils for additional support after discussion with other staff (e.g. ELSA support).
- Work with learning support assistants to provide appropriate support and challenge for PP pupils in class on a daily basis.

MAC (Most Able Children) Co-ordinator will:-

- Identify pupils on the PP data sheet who have been identified as MAC and are participating in any enrichment programme.
- Identify further opportunities to support these pupils with their studies to promote achievement.

The SENCo (Special Educational Needs Coordinator) will:-

- Identify pupils on the PP data sheet who also have special educational needs.
- Work with class teachers and learning support assistants to co-ordinate pupil premium interventions with SEN interventions.
- Analyse the provision and progress of pupils and make recommendations for any further intervention through any meetings.

Linked Policies: Curriculum Policy
More Able Children Policy
Special Educational Needs and Disability (SEND) Policy
Teaching and Learning Policy