



# Bleak Hill Primary School

PUPIL PREMIUM POLICY

SPRING 2024

## Pupil Premium

Date	Review Date	Pupil Premium Lead	Nominated Governor
11.3.24	10.3.27	Mr T McCoy & Mr C Dagnall	Mrs R Wilkinson

We believe this policy should be a working document that is fit for purpose, represents the school ethos, enables consistency and quality across the school and is related to the following legislation:

- Adoption and Children Act 2002
- Education Act 2002
- Equality Act 2010

The following documentation is also related to this policy:

- Ofsted School Inspection Handbook (DfE 2023)
- Equality Act 2010: Advice for Schools (DfE)
- Pupil Premium conditions of grant (DfE)

We are aware that the pupil premium grant is extra funding designed to allow schools to help disadvantaged pupils by improving their progress and the assessment results they achieve.

We understand that children from disadvantaged backgrounds generally face extra challenges in reaching their potential at school and often do not perform as well.

It is our duty to use pupil premium effectively in order to raise achievement and narrow the gap between those children receiving free school meals, looked-after children, previously looked-after children, children whose parents are serving in the armed forces and their peers.

We believe that schools that are eligible for Pupil Premium are:

- local authority-maintained schools;
- academies and free schools;
- voluntary aided schools;
- non-maintained special schools.

We understand that we will be held accountable on how we use pupil premium and that the achievements must be quantifiable. This will be done by using the school's performance tables to compare the achievement of pupil premium pupils with their peers.

By using pupil tracking data effectively, we can identify the strengths and weaknesses of individual pupils and groups and then provide the relevant support that is necessary in order to accelerate pupil progress.

Every year, we will publish online details on how we intend to spend our pupil premium allocation plus an evaluation of its impact from the previous year

We will strive to improve the life chances of all disadvantaged pupils by using the extra financial resources of pupil premium wisely and thereby narrow the gap.

We have a clear vision for what all our pupils will achieve through:

- a whole school ethos of attainment for all;
- addressing behaviour and attendance;
- high quality teaching for all;
- meeting individual learning needs;
- deploying staff effectively;
- data driven and responding to evidence;
- clear, responsive leadership.

We believe that by taking a three-year strategy approach, it becomes easier to plan spending, recruitment, teaching practice and staff development. By taking this longer-term approach, we annually review our strategy and publish an updated strategy statement.

We are aware that:

- schools do not have to spend pupil premium solely to benefit eligible pupils but can use it support other pupils with identified needs, such as free school meal pupils who have or have had a social worker or act as a carer;
- using pupil premium funding to improve teaching quality is the most effective way to improve outcomes for disadvantaged pupils, which ultimately will benefit non-eligible pupils as well;
- pupil premium funding is not allocated based on academic ability but based on all eligible pupils;
- academically able pupils from disadvantaged backgrounds are most at risk of underperforming, so they need just as much focus from our use of pupil premium as less academically able pupils;
- pupil premium plus is funding to help improve the attainment of looked-after children and previously looked-after children;
- service pupil premium is additional funding that is not based on disadvantage but is funding for pastoral support for eligible pupils;
- local authority-maintained schools must produce and publish a strategy statement by the 31 December every year;
- the strategy statement is for all schools to demonstrate how their pupil premium funding is being spent and what outcomes that are being achieved;
- Ofsted inspectors will use the strategy statement to help them prepare for their visit;
- pupil premium funding is paid quarterly on a financial year basis, with the first instalment paid in late June for maintained schools and early July for academies.

We wish to work closely with the school council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

We all have a responsibility to ensure equality permeates into all aspects of school life and that everyone is treated equally irrespective of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. We want everyone connected with this school to feel safe, secure, valued and of equal worth.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that are connected with this policy.

### **Aims**

- To use pupil premium effectively in order to raise achievement and narrow the gap between those children receiving free school meals, looked-after children, previously looked-after children, children whose parents are serving in the armed forces and their peers.
- To identify the strengths and weaknesses of individual pupils and groups by the effective use of pupil performance data.
- To provide relevant support that is necessary in order to accelerate pupil progress.
- To ensure compliance with all relevant legislation connected to this policy.
- To work with other schools and the local authority to share good practice in order to improve this policy.

### **Responsibility for the Policy and Procedure**

### **Role of the Governing Body**

The governing body:

- will ensure the pupil premium is used effectively in narrowing the gap between those children eligible for free school meals and their peers;
- has appointed a member of staff to be responsible for analysing school performance data;
- has delegated powers and responsibilities to the headteacher to ensure that all school personnel and stakeholders are aware of and comply with this policy;
- will ensure the school complies with all equalities legislation;
- has nominated a designated equalities governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- will ensure funding is in place to support this policy;
- will ensure this policy and all policies are maintained and updated regularly;
- makes effective use of relevant research and information to improve this policy;
- ensures all policies are made available to parents;

Has nominated a link governor to:

- visit the school regularly;

- work closely with the headteacher and the coordinator;
- ensure that this policy and other linked policies are up to date;
- ensure that everyone connected with the school is aware of this policy;
- attend training related to this policy;
- annually report to the governing body on the success and development of this policy.

We will ensure the effective implementation, monitoring and evaluation of this policy;  
We will ensure an annual statement to parents on the effectiveness of the pupil premium funding addressing the question of narrowing the gap for socially disadvantaged pupils.

### **Role of the Headteacher and Senior Leadership Team**

The headteacher and the senior leadership team will:

- ensure all school personnel, pupils and parents are aware of and comply with this policy;
- develop and deliver an effective pupil premium strategy by:
  - identifying the specific challenges faced by our disadvantaged and vulnerable pupils;
  - creating a strategy plan to address the key challenges;
  - using evidence to assess the merit of any activity that is considered for implementation;
  - being flexible to changing circumstances and responsiveness to new issues;
  - ensuring it lies within the overall school ethos;
  - being supported by the aims of the school curriculum;
  - providing evidence that the school has ambition and high expectations for disadvantaged pupils;
  - taking into consideration specific circumstances of the school, its context and catchment;
  - reflecting data that the school has analysed;
  - providing evidence that that it works;
  - providing evidence of the action that the school has taken when things have not worked;
  - ensuring that recovery premium is used alongside pupil premium funding and is reported on the use of them as a single sum in the strategy statement;
- ensure the governing body is aware of the importance of closing the gap and the role that the pupil premium has in this;
- ensure the school business manager is closely involved in preparing financial reports which indicate the spending on specific initiatives and support future decision making;
- ensure individual members of the school personnel are involved as appropriate in the evaluation of strategies;

- ensure individual members of the school personnel are involved when discussing the performance of pupils who are eligible for pupil premium funding;
- provide strong leadership and have high expectations to raise achievement;
- lead by example and accept no excuses;
- make creative, evidence-based decisions based on a detailed understanding of pupils' needs;
- use data effectively to identify children who are underachieving;
- put in to place effective strategies and interventions, such as:
  - additional teaching and support staff;
  - one-to-one support;
  - small group work;
  - specialised curriculum tuition;
  - specialised IT software;
  - educational visits;
- evaluate the impact of these strategies and interventions;
- annually report to parents under the following headings:
  - A description of the pupil premium.
  - The total amount allocated for the current academic year.
  - How the money will be spent.
- ensure that the pupil premium grant is a prominent element of the school development plan;
- work closely with the link governor and coordinator;
- provide leadership and vision in respect of equality;
- make effective use of relevant research and information to improve this policy;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy by:
  - monitoring learning and teaching through observing lessons;
  - monitoring planning and assessment;
  - speaking with pupils, school personnel, parents and governors.
- provide termly reports to the governing body outlining:
  - what progress that has been made towards narrowing the gap for socially disadvantaged pupils;
  - the provision that has been used since the last report;
  - a pupil progress cost effectiveness evaluation.
- annually report to the governing body on the success and development of this policy.

## **Role of School Personnel**

School personnel will:

- identify barriers that pupils experiencing disadvantage face;
- identify those pupils not on track to make expected progress
- use pupil data effectively;
- use support staff effectively;
- put into place a number of strategies and interventions;
- praise and celebrate achievement;
- be aware of all other linked policies;
- maintain high standards of ethics and behaviour within and outside school and not to undermine fundamental British values;
- work in partnership with parents and carers in keeping them up to date with their child's progress and behaviour at school;
- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination;
- attend appropriate training sessions on equality;
- report any concerns that they have on any aspect of the school community.

## **Role of Pupils**

Pupils will:

- be aware of and comply with this policy;
- be encouraged to work in partnership with the school by making decisions and exercising choice in relation to their educational programme;
- listen carefully to all instructions given by the teacher;
- ask for further help if they do not understand;
- treat others, their work and equipment with respect;
- support the school code of conduct and guidance necessary to ensure the smooth running of the school;
- liaise with the school council;
- take part in questionnaires and surveys.

## **Role of Parents/Carers**

Parents/carers will:

- be aware of and comply with this policy;
- be encouraged to take an active role in the life of the school by attending:
  - parents and open evenings;
  - class assemblies;
  - fundraising and social events.
- be asked to take part periodic surveys conducted by the school;
- ensure regular and punctual attendance;
- notify school on the first day of pupil absence;
- have holidays in term time and authorised by school;
- encourage effort and achievement;
- encourage completion of homework and return it to school;
- provide the right conditions for homework to take place;

- hand in homework on time;
- support the school code of conduct and guidance necessary to ensure smooth running of the school;
- ensure correct school uniform is worn.

### **Raising Awareness of this Policy**

We will raise awareness of this policy via:

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|---|---|
| ▪ School website  | ▪ Headteacher reports to the governing body |
| ▪ Meetings with parents such as introductory, transition, parents evenings, and periodic curriculum workshops | ▪ School Spider                             |
| ▪ Meetings with school personnel  | ▪ School events                             |
| ▪ Written communications with home such as weekly newsletters   | ▪ Email                                     |

### **Training**

We have in place appropriate training for this policy that is undertaken by a registered training provider that covers:

- All aspects of this policy
- School Improvement
- School Effectiveness
- Emotional Health and Wellbeing of Children and Young People
- Looked After Children
- Equal opportunities
- Inclusion

### **Equality Impact Assessment**

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

### **Monitoring the Implementation and Effectiveness of the Policy**

The practical application of this policy will be reviewed annually or when the need arises by the coordinator, the Headteacher and the nominated governor.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the governing body for further discussion and endorsement.



## Linked Documents

- Looked After Children.
- School Self Evaluation.
- School Development Plan.

We believe that this school policy:

- is an essential part of the school;
- supports staff in managing certain situations;
- forms an important framework that will ensure consistency in applying values and principles throughout the establishment;
- provides guidance, consistency, accountability, efficiency, and clarity on how the school operates;
- provides a roadmap for day-to-day operations;
- ensures compliance with laws and regulations, gives guidance for decision-making, and streamlining internal processes;
- is designed to influence and determine all major decisions, actions and all activities taking place within the boundaries set by them;
- stems from the school's vision and objectives which are formed in strategic management meetings.

<b>Headteacher:</b>		<b>Date:</b>	
<b>Chair of Governing Body:</b>		<b>Date:</b>	