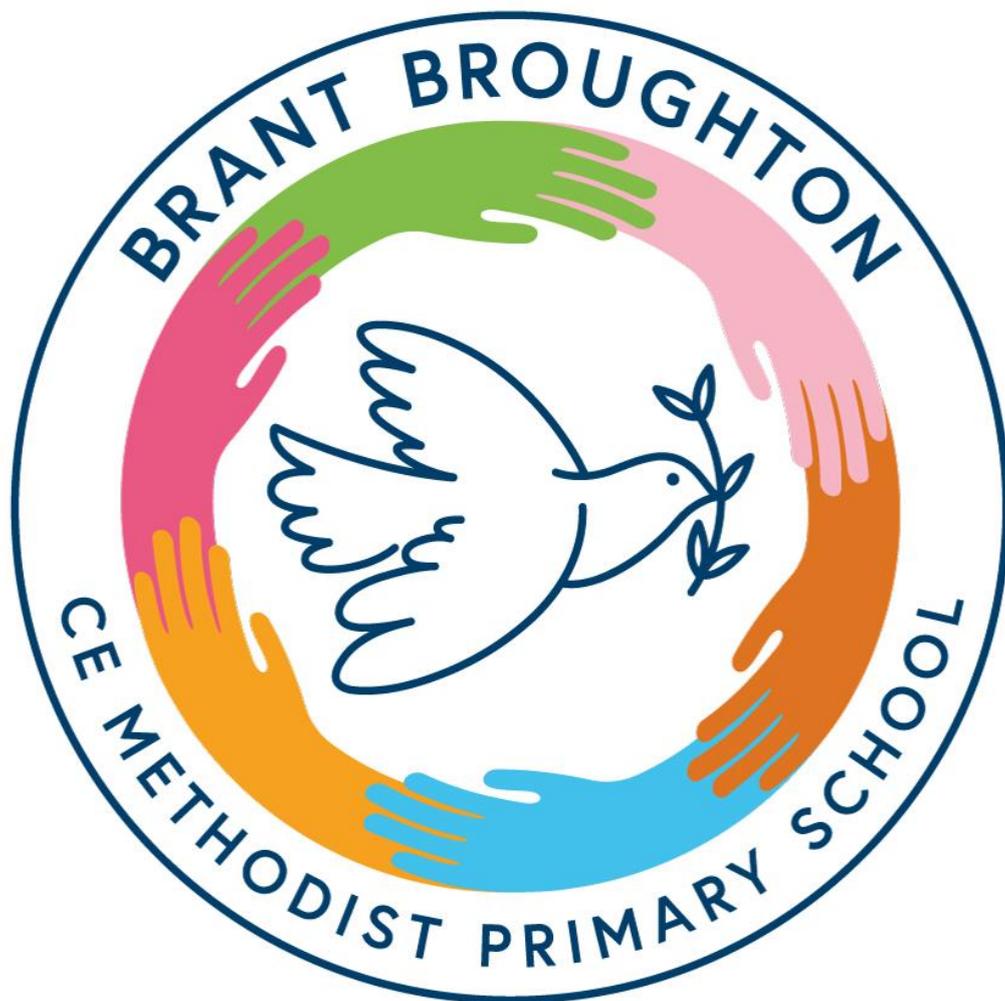


# Brant Broughton CE Methodist Primary School



Pupil Premium Policy  
October 2022

## **School Vision**

*All achieve, all believe, all create, all a family..*

'With the world as our parish, we evolve as a family so that children and adults flourish. Through a Christian lens, we all develop the skills, knowledge, hope, compassion and aspiration to be active in our local and global communities, celebrating, exploring and living life in all its fullness.'

With our school vision at the heart of everything we do, we seek to ensure that 'all' achieve through their school experience at Brant Broughton CE Methodist Primary School and the use of our Pupil Premium Funding should ensure that this happens to all regardless of disadvantage.

## **Background and Aims**

Pupil premium is funding to improve education outcomes for disadvantaged pupils in schools in England. Evidence shows that disadvantaged children generally face additional challenges in reaching their potential at school and often do not perform as well as other pupils.

School leaders are best placed to assess their pupils' needs and use the funding to improve attainment, drawing on evidence of effective practice. Pupil premium is not a personal budget for individual pupils and schools are not required to spend all of the allocated grant on eligible pupils.

It is for school leaders to decide how to spend the pupil premium, within the requirements of the conditions of grant.

Evidence suggests that pupil premium spending is most effective when used across 3 areas.

1. High-quality teaching, such as staff professional development.
2. Targeted academic support, such as tutoring.
3. Wider strategies to address non-academic barriers to success in schools, such as attendance, behaviour and social and emotional support.

The Education Endowment Foundation (EEF) recommend that schools particularly focus their pupil premium on supporting high-quality teaching.

## **Eligibility**

The criteria for eligibility for the funding are those children who

- are eligible for free school meals (FSM)
- have been eligible for free school meals at some point over the last 6 years (known as Ever6 pupils)
- have been looked after by the local authority continuously for more than six months (LAC) or post looked after (PLAC)
- have parents serving in the armed forces

*For the remainder of this document, the above children will be known as PP.*

Pupil Premium funding is allocated per child. This is currently £1385 for FSM and ever 6 children, £320 for forces children and £2410 for LAC (Looked After Children) and PLAC (Pupils who have been adopted from care or have left care). This policy outlines how we will ensure it is spent to maximum effect.

### **Context**

When making decisions about using this funding it is important to consider the context of the school and the subsequent challenges faced. This alongside research conducted by the EEF. Common barriers for PP children can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties, and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing due to emotional difficulties. The challenges are varied and there is no “one size fits all”.

### **Key Principles**

By following the key principles below, we believe we can maximise the impact of our pupil premium spending by:

- We will ensure that teaching and learning opportunities meet the needs of all the pupils
- We will ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources mean that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

- We have understanding of the non-academic challenges that pupils may face such as attendance and levels of persistent absences, behaviour incidences, mental health and wellbeing concerns and high pupil mobility

### *Building Belief*

We provide a culture where:

- staff and governors believe in ALL children
- there are “no excuses” made for underperformance
- staff adopt a “solution-focused” approach to overcoming barriers
- staff support children to develop “growth” mind sets towards learning

### *Analysing Data*

We will ensure that:

- all staff are involved in the analysis of data so that they are fully aware of strengths and weaknesses across the school
- we use research (such as the EEF) to support us in determining the strategies that will be most effective
- Draw on a range of data sources including discussions with teachers and support staff and engagement with pupils and families

### *Identification of Pupils*

We will ensure that:

- all teaching staff 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 support for those children who could be doing “even better if.....”

### *Identifying appropriate and effective responses*

We will continue to ensure that we use a wide range of evidence to inform our decision-making, alongside our expert knowledge of pupils. We use this evidence to help us understand:

- which specific activities have been found to be the most effective in addressing the types of challenge that your pupils face
- what implementation strategies may be important to ensure success in your school
- the potential scale of impact that you can achieve for specific activities

### *Developing a plan for using pupil premium to maximum effect*

Our plan:

- focuses on the challenges that are having the most significant impact, and are within your control
- sets ambitious, but realistic, targets
- allocates funding to activities most likely to deliver those outcomes, based on evidence of what works

### *Ensuring high quality teaching for all pupils*

We continue to ensure that all children across the school receive good teaching, with increasing percentages of outstanding teaching that:

- sets high expectations
- ensures consistent implementation of key areas, e.g. marking and feedback, target setting
- shares good practice within the school and draws on external expertise
- provides high quality CPD
- improves assessment through collaborative levelling and moderation

### *Increasing learning time*

We will maximise the time children have to “catch up” through:

- improving attendance and punctuality
- providing earlier intervention (KS1 and EYFS)
- extended learning out of school hours (as appropriate)

### *Individualising support*

Whilst this policy refers specifically to the use of funding to support a specific group of children, there should be no stigma attached to this. PP children do not ‘wear a label’ – we ensure that all children are targeted to receive individualised learning programmes – everyone receives something

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
- provide high quality interventions
- matching the skills of the support staff to the interventions they provide
- working with other agencies to bring in additional expertise
- using volunteer readers
- providing information and support for parents to develop their own skills to support their children’s learning within the curriculum
- tailoring interventions to the needs of the child (e.g. targeted sessions in the afternoons for children who struggle in the main lesson)

- recognising and building on children's strengths to further boost confidence

## **Monitoring and Evaluation**

When evaluating impact, we:

- measure success based on outcomes for disadvantaged and vulnerable pupils
- implement a robust and transparent evaluation framework and report outcomes against this
- ensure evaluation is an ongoing process - strategies that have been effective in one year may not continue to be effective

When evaluating impact, we do not:

- use data that does not focus on pupil outcomes
- base evaluation on the reactions of those delivering the activity
- use vague intended outcomes from the start, making an accurate assessment of improvements more difficult

The outcomes of our evaluation inform our decisions about whether to sustain or stop each activity. We believe that it is particularly important to continue monitoring implementation. Enthusiasm for approaches may reduce in subsequent years and additional professional development and resources are likely to be required for new and existing staff to maintain successful outcomes.

## **Reporting**

It will be the responsibility of the headteacher, or pupil premium lead, to produce the DFE Pupil Premium Strategy template and to show on the school website. In addition, regular reports will be produced for the Governing Body, which will include:

When reporting about pupil premium funding we will include:

- information about the context of the school
- objectives for the year
- nature of support and allocation
- an overview of spending
- a summary of the impact of PPG

The 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 for Education.

Pupil Premium Lead: Rachael Simeoli

Pupil Premium Link Governor: Muriel George

**Approval Date – September 2022**

**Review date – October 2024**