



# BUGLAWTON PRIMARY SCHOOL

*Be the Best We Can*

## **Pupil Premium Policy**

**Policy written by: Miss A Kennerley / Mr J Mollard Governor Committee:  
Leadership and Management**

**Date approved by Governing body:**

**Spring term 2018**

**Review date:**

**Spring term 2020**

### **Aims:**

At Buglawton, we have high aspirations and ambitions for our children and we believe that no child should be left behind. We strongly believe that it is not about where you come from but your passion and thirst for knowledge, and your dedication and commitment to learning that make the difference between success and failure, and we are determined to ensure that our children are given every chance to develop their potential.

Pupil premium funding represents a significant proportion of our budget and this policy outlines how we will ensure it is spent to maximum effect.

### **Background**

The Pupil Premium (PP) is a specific grant based on school census figures for pupils registered as eligible for Free School Meals (FSM) in Reception to Year 11. The PP funding follows the child and an eligible pupil will receive this for the following 6 years after the award is first made, whether the child continues to be in receipt of FSM or not.

For cared for children, the PP was calculated using the Cared for Children data returns.

A premium has also been introduced for children whose parents are currently serving in the armed forces. This service premium is designed to address the emotional, academic and social well-being of these pupils.

The Pupil Premium is additional to main school funding and it will be used by the school to address any underlying inequalities amongst eligible children.

### **Context**

When making decisions about using pupil premium funding it is important to consider the context of the school and the subsequent challenges faced.

Common barriers for FSM 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. 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.

#### Building Belief

We will provide a culture where:

- staff 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:

- Teachers are involved in the analysis of data so that they are fully aware of strengths and weaknesses across the school.

#### Identification of Pupils and Needs We

will ensure that:

- Teachers and, where appropriate, support staff are involved in the analysis of data and identification of eligible pupils and vulnerable groups.
- 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...”

#### Improving Day to Day Teaching

We will continue to ensure that all children across the school receive good teaching, with increasing percentages of outstanding teaching achieved by using our team leaders to:

- Set high expectations.
- Address any within-school variance.
- Share good practice within the school and draw on external expertise.
- Provide high quality CPD.
- Improve assessment procedures through CPD 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).

### 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.
- Matching the skills of the support staff to the interventions they provide.
- Working with other agencies to bring in additional expertise.
  - o Play therapy and Health and Emotional Well-Being Counsellors are employed by the school
- Tailoring interventions to the needs of the child (e.g. Targeted maths revision sessions in the afternoons for children who struggle in the main lesson).
- Recognising and building on children's strengths to further boost confidence.

### Going the Extra Mile

In our determination to ensure that all children succeed, we recognise the need for and are committed to providing completely individualised interventions for set periods of time to support children in times of crisis.

### Monitoring and Evaluation

We will ensure that:

- A wide range of data is used – achievement data, pupils' work, observations, learning walks, case studies, and staff, parent and pupil voice.
- Assessment Data is collected at least termly so that the impact of interventions can be monitored regularly.
- Assessments are closely moderated to ensure they are accurate.
- Teaching staff and, where appropriate, support staff attend and contribute to pupil progress meetings at least each term.
- Regular feedback about performance is given to children and parents.
- Interventions are adapted or changed if they are not working.
- Case studies are used to evaluate the impact of pastoral interventions, such as on attendance and behaviour.
- The SLT maintain an overview of pupil premium spending.
- A governor is given responsibility for pupil premium.

### Reporting

When reporting about pupil premium funding we will include:

- information about the context of the school;
- objectives for the year;
- analysis of data;
- use of research;
- nature of support and allocation;
  - o Learning in the curriculum
  - o Social, emotional and behavioural issues
  - o Enrichment beyond the curriculum
  - o Families and community
- an overview of spending;
  - o Total PPG (pupil premium grant) received
  - o Total PPG spent

- a summary of the impact of PPG; o Performance of disadvantaged pupils (compared to non-pupil premium children). o Other evidence of impact e.g. Ofsted, Accreditations, Soft data. o Case studies (pastoral support, individualised interventions). o Implications for pupil premium spending the following year.

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.

Signed: Mr J Mollard  
Headteacher

Signed: Mr G Hayes:  
Chair of Governors

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