

Beecroft Primary School - Pupil Premium Policy 2020 - 2021

Principles

At Beecroft Primary School we ensure that teaching and learning opportunities meet the needs of all of the pupils and 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. Pupils in receipt of pupil premium at Beecroft Primary School do particularly well due to the supportive structure of the school balanced with the rigour, repetition and the in-built teaching of resilience within the school ethos.

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 therefore 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 means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time; however the interventions will be balanced across the school year.

Background

The pupil premium is a Government initiative that targets extra money at pupils from deprived backgrounds, which research shows underachieve compared to their non-deprived peers. The premium is provided in order

to support these pupils in reaching their potential. The Government have used pupils entitled to Free School meals as an indicator for deprivation, and have deployed a fixed amount of money to schools per pupil, based on the number of pupils registered for Free School meals. At Beecroft Primary School we will be using the indicator of those eligible for Free School meals as our target children to 'narrow the gap' regarding attainment.

The Government are not dictating how schools should spend this money, but are clear that schools will need to employ the strategies that they know will support their pupils to increase their attainment, and 'narrow the gap'.

Provision

In order to meet the above requirements, the Governing Body of Beecroft Primary School will ensure that provision is made which secures the teaching and learning opportunities that meet the needs of all pupils. As part of the additional provision made for pupils who belong to vulnerable groups, the Governors of the school will ensure that the needs of socially disadvantaged pupils are adequately assessed and addressed through termly pupil progress tracking and reviews.

The Range Of Provision

The range of provision includes:

- Reducing class sizes/ groups thus improving opportunities for effective AfL and accelerating progress. Homework is used very effectively and linked to the next day's learning.
- Providing small group work focussed on overcoming gaps in learning support. Additional teaching on the day's mathematics

and English in groups of 1 or 2 in the afternoon for a short session. This is with an educated support member of staff (degree level). Time before and after school.

- Additional teaching and learning opportunities provided through Booster classes and teaching assistants providing pre and post learning sessions.
- Pastoral and emotional support. Resilience when learning is explicitly taught which enables those pupils on pupil premium to develop self-confidence and application. Determination to achieve is talked about daily and rewarded when demonstrated by pupils. Very high standards of behaviour, expected from all, and high attendance levels, support strongly the high expectations and our belief, communicated to the pupils' that 'All pupils can achieve high standards of work, behaviour and attitudes to others.' Pupils have a strong moral code based on the lead given by the school. It is achieved through the on-going dialogue with all pupils in the school and their inclusion in the policy making and developments.
- Work with parents on attitudes. Using the local library to raise expectation. Attendance and behaviour: zero tolerance of anything other than excellent and the policy to support this.

Reporting

The Governors of the school will publish information annually on how they have used their Pupil Premium Grant to address the issue of 'narrowing the gap', for socially disadvantaged pupils. This task will be carried out within the requirements published by the Department for Education. The SENCO, in conjunction with the Headteacher, will maintain an ongoing programme of support for socially disadvantaged

pupils. It will be the responsibility of the SENCO to report to Governors outlining:

- The progress made towards narrowing the gap, by year group, for socially disadvantaged pupils.
- An outline of the provision that was made since the last meeting.
- An evaluation of the cost effectiveness, in terms of the progress made by the pupils receiving a particular provision, when compared with other forms of support.

Success Criteria

The evaluation of this policy is based on how quickly the school can 'narrow the gap' between socially disadvantaged pupils and their peers.

The success criteria for the Pupil Premium Policy are:

- Early intervention and support for socially disadvantaged children.
- The vast majority of socially disadvantaged children will meet their individual targets.
- Effective parental pupil school support.
- Having an effective system for identifying, assessing and monitoring pupils.
- Having a whole-school approach.
- Create a positive school atmosphere in which pupils' differences are recognised and valued as full members of the school community; developing confident and independent learners.

Date: September 2020

Review: September 2021