

# **BEDFONT PRIMARY SCHOOL**



## **PUPIL PREMIUM POLICY**

## **Aims:**

At Bedfont Primary School, equality is priority. Therefore, we aim to ensure that our teaching and learning meets the needs of all pupils and enables them to reach their full potential. We are also dedicated to ensuring that pupils who belong to vulnerable groups receive the appropriate provision to meet their needs whatever their funding. The pupil premium will be used to provide additional support to improve the progress and raise standard of achievement for these pupils. The funding will be used to narrow and close the gap between the achievement of these pupils and their peers. In addition, it will be used to address social disadvantage and enrich the children's lives. The head teacher and leadership team regularly monitor and evaluate the strategies in place and report to the governing body. Therefore, the aim of this policy is to ensure that pupils who are entitled to PP funding receive the support they are entitled to. In doing so, targeted provision will enable PP pupils to be able to make the same achievements and have the same or similar experiences as their peers.

## **Roles and responsibilities**

### ***Governing body***

- The governing body will approve the overall strategy for deploying pupil premium funding prepared by the head teacher and presented in the school improvement plan (SIP).
- The governing body will hold senior and middle leaders to account for implementing the school's strategy and for evaluating its impact on the achievement of targeted pupils.
- The Chair of the Finance Committee is the governor designated to ensure that the pupil premium grant is used to support eligible pupils within the context of this policy.

- The Chair of the Standards and Performance Committee is the governor designated to evaluate the impact of increased support on the achievement of targeted pupils.

### ***Headteacher and SLT***

- At Bedfont Primary School the head teacher retains overall responsibility for leading the pupil premium strategy.
- Targets will be produced for reducing the gap between pupil premium pupils and their peers over three years matched to the SIP.
- Termly reports will be presented to the governing body, showing the progress made by socially disadvantaged pupils and projections for each academic year.
- The SLT will have overall responsibility for evaluating the impact of the support programme.

### ***Subject leaders***

- Subject leaders are responsible for the progress of all pupils within their subjects and will contribute to reports to the governing body.

### ***All staff***

- All staff are expected to have an in-depth knowledge of all the pupils they teach and support, especially pupils with disabilities and special needs and those who qualify for additional funding through the pupil premium grant.
- Class and subject teachers are responsible for the progress made by all pupils.
- All staff will give pupils clear feedback that helps them to improve their work.
- 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

## **The principles behind our support strategy are as follows:**

### **1. An ethos of high achievement for all pupils**

*We expect all pupils to reach their potential; we do not stereotype disadvantaged pupils as having less potential or facing similar barriers*

We will provide a culture where:

- staff believe that there are “no limits” to what our children can achieve
- there are “no excuses” made for underperformance
- staff adopt a “solution-focused” approach to overcoming barriers
- staff support children to develop “growth” mindsets towards learning

### **2. Early and targeted support for behaviour and attendance**

*We recognise that good attendance and positive behaviour for learning form the foundation of a successful school experience*

We will ensure that:

- Class teachers will be responsible for monitoring attendance in their class. If they become aware of an unexpected pupil absence during the course of the school day, they will contact the school office immediately. If there is a longer-term general worry about the attendance of a particular child, this will be reported to the Headteacher, who will contact the parents or guardians.
- As adults treat each other with respect at all times, therefore providing a positive role model for the children and each other.
- Support the way in which all members of this school community can live and work together in an environment that is happy, safe and secure and where effective learning can take place.
- Reward good behaviour.
- Provide encouragement and stimulation to all pupils.
- Treat all children fairly and apply this policy in a consistent way.
- Ensure that children are aware of the golden rules and that each class has its own agreed classroom charter linked to articles from the UNCRC.

- Teach, through the school curriculum, values and attitudes as well as knowledge and skills, in order to promote responsible behaviour, self-discipline and respect for self, others and the world around us.
- Support the children in identifying what is acceptable and unacceptable behaviour through exploring children's rights and encouraging respect.

### **3. High quality teaching for all pupils**

*We believe that quality teaching in the classroom is the most effective way to raise standards*

- a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored by class teachers and leaders, and interventions put in place.
- b) If a pupil has been identified as underachieving, or possibly having special educational needs, they will be closely monitored by teaching staff in order to gauge their level of learning and possible difficulties.
- c) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied. Interventions will be monitored, progress assessed and adjustments to differentiation made where necessary.
- d) The Pupil Premium Leader, and SENCo when appropriate, will be consulted as needed for support and advice and may wish to observe the pupil in class.
- e) Through (b) and (d) it can be determined which type of provision the child will need going forward.
- f) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.

#### **4. Tailored support for individual learning needs**

*We identify pupils' needs and provide individualised support if required*

We will ensure that the additional support we provide is effective by:

- Looking at the individual needs of each child and identifying barriers to learning
- Ensuring additional support staff and class teachers communicate regularly
- Using team leaders to provide high quality interventions across their phases
- Matching the skills of the support staff to the interventions they provide
- Working with other agencies to bring in additional expertise
- Providing extensive support for parents to develop their own skills (ESOL, Literacy, ICT, Back to Work, Managing Money)
  - to support their children's learning within the curriculum
  - to manage in times of crisis
- Tailoring interventions to the needs of the child (e.g. Targeted maths sessions in the afternoons for children who struggle in the main lesson)
- Recognising and building on children's strengths to further boost confidence

#### **5. Use of data to monitor impact**

*We are constantly using assessment data to monitor the impact of our work and make adjustments as necessary*

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 (e.g. Education Endowment Foundation Toolkit) to support us in determining the strategies that will be most effective
- 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....."