

PUPIL PREMIUM POLICY

'...like a tree firmly planted by streams of water which yields its fruit...'

Psalm 1v3



Mission Statement

...‘a tree firmly planted by streams of water which yields its fruit...’ Psalm 1v3

At Bollinbrook CE Primary the Christian value of ‘Love’ is at the heart of who we are as a community. We teach our children to be rooted in Jesus Christ so they develop a love of learning that supports their academic, emotional and spiritual growth. If rooted in Christ, children can grow into who they were created to be. Based on Psalm 1v3, ‘like a tree firmly planted by streams of water which yields its fruit...’ We are helping our children grow spiritually, emotionally and academically laying firm roots that will provide strong foundations and bear fruit that will help them on the next stage of their educational journey.

Bollinbrook CE Primary School Pupil Premium Policy

Recommended by	L.Le Marinel
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Legal Status	

CHANGE RECORD FORM

Version	Date of change	Date of release	Changed by	Reason for change
2	September 2018		L. Le Marinel	Updated information on PP allocation and impact
3	September 2022	September 2022	L. Le Marinel	Review
4	September 2024	September 2024	L. Le Marinel	Bi- Annual Review



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SECTION 1

THE PUPIL PREMIUM

Background

The Pupil Premium is additional funding which is allocated to schools and is aimed at addressing the current underlying inequalities which exist nationally between children from disadvantaged backgrounds and their more affluent peers. The Pupil Premium also provides funding for children who have been looked after continuously for more than six months and the children of service personnel.

The Pupil Premium was initially introduced in April 2011 when schools received an additional £488 for each of their pupils eligible for free school meals and for pupils in care who had been continuously looked after for six months. In April 2012 this was increased to £623 at which point eligibility for the Pupil Premium was also extended to pupils who had been eligible for free school meals at any point in the last six years (known as the Ever 6 Free School Meals measure). A further increase was given in 2013 (£953 for each eligible primary aged pupil) and for 2014 to 2015 the allocation rose to £1300 for each eligible primary aged child and to £1900 for looked after children. This academic year the Pupil Premium is £1320 for primary aged pupils. This amount rises to £1900 for each pupil who has left Local Authority care because of one of the following:

- Adoption
- Special guardianship order
- Child arrangement order
- A residence order

The DfE has given us the freedom to use the Pupil Premium as we see fit, based upon our knowledge of our pupil needs.

'It is for schools to decide how the Pupil Premium, allocated to schools per FSM pupil, is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility.'



However, we are accountable for the use of this additional funding.

The purpose of this policy is to outline how we will ensure that the Pupil Premium allocated to us has an impact on closing the attainment and achievement gaps which currently exist between our disadvantaged pupils and their non-disadvantaged peers.

As a school in receipt of Pupil Premium funding we are accountable to our parents and school community for how we are using this additional resource to close the attainment and achievement gaps of our pupils. New measures have been included in the performance tables published annually on a national level. They capture the attainment and achievement of disadvantaged pupils covered by the Pupil Premium.

We are aware that in order to comply with The School Information (England) (Amendment) Regulations 2016 specified information has to be published on our website including a strategy for the school's use of the pupil premium. This strategy can be found by clicking on the following link; [Pupil Premium Strategy](#)

In line with the requirements, the strategy includes, for the current academic year:

- our pupil premium grant allocation amount
- a summary of the main barriers to educational achievement faced by eligible pupils at our school
- how we spend the pupil premium to address those barriers and the reasons for that approach
- how we measure the impact of the pupil premium
- the date of the next review of the school's pupil premium strategy

For the previous academic year, it includes:

- how we spent the pupil premium allocation
- the impact of the expenditure on eligible and other pupils

In meeting this requirement, we will observe our continuing responsibilities under the Data Protection Act 1998, so that individuals or groups of individuals cannot be identified.

Development of the Policy

In developing this policy we have taken into account our statutory responsibilities in meeting the requirements of the Equality Act 2010. The Equality Act 2010 requires us as a public organisation to comply with the Public Sector Equality Duty (PSED) and two specific duties. Further information is available in our school's Equality Policy.

The overlap with our Equality Policy is in relation to how we are meeting the needs of our pupils who are covered under the 'protected characteristics' of the Equality Act. Some of these pupils can suffer from higher rates of disadvantage and therefore can have higher rates of eligibility for FSM. Where this is the case, we shall take these additional needs into account.

When developing this Pupil Premium Policy, we have also taken into account the Ofsted Inspection Framework, which places a strong focus on improving the learning and progress of different groups and on closing gaps in standards. We also note that Ofsted has a statutory duty to report on the outcomes and provision for pupils who are disabled and those who have special educational needs.



How we make decisions regarding the use of the Pupil Premium Grant

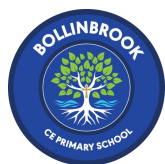
In making decisions on the use of the Pupil Premium Grant we will:

- Ensure that Pupil Premium funding allocated to our school is used solely for its intended purpose.
- Use the latest evidence-based research (see appendix 1) on proven strategies which work to close the attainment gaps and adapt these as necessary to meet the needs of our pupils.
- Be transparent in our reporting of how we have used the Pupil Premium, so that our parents, interested stakeholders and Ofsted are fully aware of how this additional resource has been used to make a difference.
- Ensure that no child is barred from activities in school due to a family's financial status or other needs.
- Encourage take up of FSM by working proactively with our parents and carers in a sensitive and supportive manner and to remove any potential barriers or stigma attached to claiming FSM. In doing so, we also recognise the vital role that parents and carers play in the lives of their children.
- Be mindful of the fact that eligibility and take up of FSM does not equate with pupils being considered to be of 'low ability' because of their social circumstances.
- Ensure there is robust monitoring and evaluation in place to account for the use of the Pupil Premium, by the school and governing body.
- Recognise the fact that FSM pupils are not a homogeneous group and cover a wide range of needs. As such the strategies we use to raise attainment will take these group and individual needs fully into account.
- Use high quality teaching and learning as the preferred way to close the gaps in attainment in the first instance. We will also use high quality interventions with proven evidence of impact to assist our pupils who need additional support in a time limited way.
- Use the Pupil Premium for all year groups not just those taking national tests at the end of the year.

Underpinning these decisions will be the ethos and values of the school as follows:

For our less advantaged children to be treated with equality we need to provide resources and support above and beyond their classmates. While only a small percentage of their cohort, their progress is of the highest priority. We aim to support the full range of activities that their classmates enjoy, enabling them to be full participants in the culture and wider life of their local community. In order to provide a deep, rich and interesting curriculum, including out of hours provision, we have a wide range of additional opportunities and activities for children to choose from. Some of these activities are chargeable: for example, clubs run by external providers or individual / small group music lessons. For other activities, such as educational visits and visitors into school, we may request a voluntary contribution from parents for the activity to be financially viable. It is against this backdrop that decisions regarding the use of Pupil Premium funding are made as follows:

- **Within or after school tuition** in small groups or one to one may be provided for pupils requiring accelerated progress. As other children receive tuition outside of the school day, this will not identify children.
- **Extra-curricular clubs** that are chargeable and activities run by private providers in school are covered in full.
- **Music lessons** and as necessary music and examinations are covered in full.
- **Wider participation** - Some children may want to participate in clubs and activities outside school provision. Governors will consider funding all or part of the costs for these through the



pupil premium for pupils entitled to the pupil premium. Possible examples include sports clubs or swimming lessons.

- **Privacy** - Activities and support is funded so that no other family or child is aware who is funded through school and who from their parents.

Notwithstanding this and while having full regard to social and emotional aspects of learning, Governors and staff also recognise that the best 'therapy' for children who lack the opportunities and confidence of their peers is to learn and achieve. Underpinning this is the understanding that the attainment and progress of pupil premium children is primarily the responsibility of the class teacher and is hugely dependent upon quality first teaching.

Roles and Responsibilities

We expect all members of our school community, particularly staff and governors, to be committed to raising standards and closing the attainment gaps for our pupils.

The Head teacher and Senior Leadership Team

The Head teacher, Deputy Head teacher and School Business Manager are responsible for implementing this policy. They will ensure that all staff are aware of their responsibilities in closing the gaps of our pupils. They will also ensure that staff are given appropriate support and relevant professional development opportunities to accelerate pupil's progress and attainment. Through pupil progress meetings and appraisal arrangements, they will make sure closing the gaps is a priority area of focus for the school.

It will be the responsibility of the Head to include the following information in the annual report for Governors:

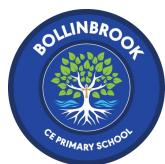
- the progress made towards closing the gap, by year group, for disadvantaged pupils
- an outline of the provision that has been made since the last annual report
- an evaluation of the cost effectiveness, in terms of the progress, made by the pupils receiving a particular provision, when compared with other forms of support

The Senior Leadership Team will monitor the use of the Pupil Premium on a termly basis to track the allocation and use of Pupil Premium funding. They will also check to see that it is providing value for money.

Teaching and Support Staff will:

- maintain the highest expectations of all pupils and not equate disadvantage of circumstance with 'low ability',
- promote an inclusive and collaborative ethos in their classrooms which enable pupils from disadvantaged backgrounds to thrive,
- plan and deliver curricula and lessons to a high standard and support the acceleration of progress in learning, so that gaps can be closed and improvements maintained.
- support disadvantaged groups of pupils in their class through differentiated planning and teaching, especially for those who find aspects of learning difficult and are in danger of falling behind,
- keep up to date with teaching strategies and research, which have proven track record in closing the gaps in attainment and achievement.

We will provide opportunities for staff to engage in a range of professional development opportunities suited to their particular needs and role. This will support them in implementing successful strategies to accelerate progress of pupils and close the gaps.



Governing board

Our governing board has an important role in ensuring our school complies with legislation and that this policy, along with its specific stated actions for closing the gaps is implemented.

Our governing board will, at least termly, keep our work in closing the gaps under review so that they can monitor the use of the Pupil Premium. In monitoring and evaluating the work of the school in relation to the Pupil Premium, the governing board will take into account a range of information, including quantitative (data on progress and attainment) and qualitative (case studies, views, surveys etc.) data as evidence of impact.

At the end of the academic year, our Governors will ensure that there is an annual statement to parents on how the Pupil Premium funding has been used to address the issue of closing the gaps in our school and the impact this has had.

Monitoring and Reviewing the Policy

Our work in relation to the Pupil Premium will be reviewed on a termly basis to ensure it is having the intended impact in closing the gaps. This will allow us to make adjustments if particular strategies are not working well, rather than leaving things to the end of the year.

Our Pupil Premium Policy will be reviewed on a bi-annual basis and adjustments will be made to it according to the impact the school is having in closing the gaps. It will also take into consideration the increased funding that becomes available under the Pupil Premium Grant.

We recognise the importance of context and will evaluate new strategies as robustly as possible to ensure that the approaches we are using have the desired effect. In order to do this effectively, we will where relevant, undertake ongoing evaluations of the strategies we are using, such as that outlined in The DIY Evaluation Guide provided by the Education Endowment Foundation.

Our annual review will involve staff, pupils, governors and parents and carers.

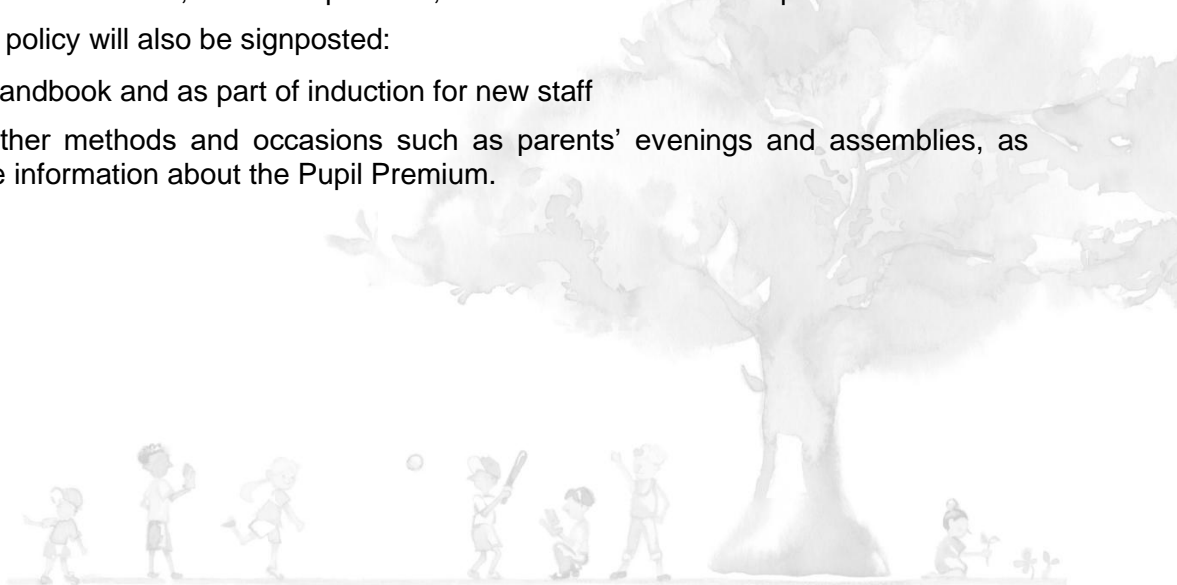
Communicating the Policy

For best use to be made of additional support, families need to be aware of their rights and entitlement. The headteacher communicates the Pupil Premium and eligibility of children to parents and carers. This is done through this policy (made available on the school website) and supplemented by newsletters and, wherever possible, individual letters to those parents entitled.

This Pupil Premium policy will also be signposted:

- in the staff handbook and as part of induction for new staff

We will also use other methods and occasions such as parents' evenings and assemblies, as appropriate to share information about the Pupil Premium.





Appendix 1

Evidence based research Such as The Sutton Trust - Education Endowment Foundation, Teaching and Learning Toolkit

<https://educationendowmentfoundation.org.uk/toolkit/>

which is regularly updated & The Institute of Effective Education at University of York, <https://www.york.ac.uk/iee/> which researches 'what works' in teaching and learning and promotes the use of evidence in education policy and practice.

The two Ofsted reports – 'Pupil Premium', 20th September 2012, The pupil premium how schools used the funding and the latest 11th February 2013, 'The Pupil Premium: How schools are spending the funding successfully to maximise achievement' <https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully> are examples of the research evidence and case studies of best practice which we use.

