Bushey Heath Primary School
Pupil Premium Policy

A vibrant school inspiring children to realise their potential

A happy and stimulating environment with high expectations delivering outstanding results.

Aims

At Bushey Heath Primary School, we have high aspirations for **all** our children. This policy outlines how we will ensure it is spent to maximum effect.

Background

The pupil premium is a government initiative that targets extra money at pupils from deprived backgrounds. Research shows that pupils from deprived backgrounds underachieve compared to their non-deprived peers. The premium is provided to enable these pupils to be supported to reach their potential.

The Government has used pupils entitled to free school meals (FSM), looked after children and service children as indicators of deprivation, and have provided a fixed amount of money for schools per pupil based on the number of pupils registered for FSM over a rolling six year period.

Key Principles

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

To ensure we maximise the impact of our Pupil Premium spending we ensure data is used to closely track progress.

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

We will ensure that when Pupil Premium are identified the following apply.

- 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).
- Whilst acknowledging the importance of the core skills we consider the child as a whole and look to develop life skills such as confidence and resilience.

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.
- Ensure consistent implementation of the non-negotiables, e.g. active learning differentiation.
- Share good practice within the school and draw on external expertise.
- Provide high quality CPD.
- Improve assessment through joint levelling and moderation.

Individualising Support

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

- Providing earlier intervention (KS1 and EYFS).
- Extended learning out of school hours.
- Looking at the individual needs of each child and identifying their barriers to learning.
- Ensuring additional support staff and class teachers communicate regularly.
- Using key stage leaders to provide high quality interventions across their phases.
- Matching the skills of the support staff to the interventions they provide.
- Providing specialised Teaching staff and a designated specialist TA to provide additional 1:1 teaching and small group work across the key stages.
- 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 (subsidising after school clubs).
- Ensuring that individualised support is given to pupil premium regardless of progress and achievement.
- Funding free school meals for those eligible.

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 half termly so that the impact of interventions can be monitored regularly.
- Assessments are closely moderated to ensure they are accurate.
- Teaching staff and support staff attend and contribute to pupil progress meetings each term and the identification of children is reviewed.
- 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.
- A designated member of the SLT maintains an overview of pupil premium spending.
- A designated TA will provide ongoing feedback and evaluation.
- 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
    - reasons for decision making
    - analysis of data
    - use of research
- Nature of support and allocation
    - Learning in the curriculum
    - Social, emotional and behavioural issues
    - Enrichment beyond the curriculum
    - Families and community
- An overview of spending
    - Total PPG (pupil premium grant) received
    - Total PPG spent
    - Total PPG remaining
- A summary of the impact of PPG
    - Performance of Pupil Premium pupils (compared to non-pupil premium children)

- Other evidence of impact e.g. Ofsted, Accreditations
- Case studies (pastoral support, individualised interventions)
- 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 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.

Date adopted by:	
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Date Policy Reviewed/Amended:	July 2018
Chair of Governors:	James Hughes
Headteacher:	Penny Barefoot
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Reviewed by:	