

BOWER PARK ACADEMY



PUPIL PREMIUM POLICY

Originated: Not known

Revised: February 2016

Approved by Curriculum Committee: March 2016

Next Review Date: Any amendments to policy
Responsible for Policy: Curriculum Committee
School Policy

Committee



Date 9/3/16

Approved by Full Governing Body : N/A
Next Review Date: Any amendments to

Chair of Curriculum Signature:



Pupil Premium Policy

Background

The Pupil Premium is allocated by local authorities, or the DfE, to schools and academies with pupils between Foundation Stage 2 and Year 11 on roll in January of each year, who are known to have been eligible for free school meals (FSM) at any time in the last six years (Ever 6 Pupils). Each of these pupils attracted £935 in the financial year 2014-15. The grant per eligible pupil will be £935 for the next financial year 2015-16.

Schools have the freedom to spend the Premium, which is additional to their underlying budget, in a way they think will best support raising the achievement of funded pupils in comparison with their non-Pupil Premium peers within the school and nationally, whatever their academic starting point and potential. Ofsted uses the term 'Disadvantaged' to describe Pupil Premium and looked after students, but Bower Park prefers not to attach this label to them, apart from in documents designed for an Ofsted audience.

The school values of honesty, integrity, loyalty, accountability, and fairness of actions underpin the targeted and strategic use of Pupil Premium which, will support us in achieving this for our students.

Principles

- The designated Assistant Head Teacher will be responsible for Pupil Premium provision, with specific delegated responsibilities taken by members of the Senior Leadership Team or wider school staff (e.g. English and maths provision, welfare and inclusion support)
- We will ensure that teaching, learning and assessment opportunities meet the needs of all students, since our primary purpose is to ensure that the highest possible quality of teaching, learning and assessment is provided throughout the school
- We will ensure that appropriate provision is made for students who belong to vulnerable groups; this includes ensuring that the needs of 'socially disadvantaged' students are adequately assessed and addressed
- In making provision for 'socially disadvantaged students', we recognise that not all students who receive free school meals will be at a disadvantage
- We recognise that not all students who are 'socially disadvantaged' are registered or qualify for Free School Meals (FSM), so we will ensure that entitled parents and carers are supported sensitively in applying for the meals, but also therefore the additional funding.
- Pupil premium funding will be allocated to those students who are eligible, including proportional funding of strategies accessed by Pupil Premium and non-Pupil Premium students alike
- The majority of our work through the Pupil Premium will be aimed at accelerating progress, moving students to at least expected levels of progress, especially in English and maths, but even further where they have the potential to achieve above expected progress



- We will also use Pupil Premium in areas where eligible students show a particular aptitude, but where their parents' financial circumstances prevent them from accessing specialist coaching or instruction
- The Pupil Premium funding will be allocated to a series of interventions grouped progressively, the ultimate outcome of which will be that pupils will achieve their academic and personal potential.
- Funded interventions will include pastoral support where appropriate, e.g. attendance support, family liaison and development of social skills
- Additional provision for SEN students will be funded through a combination of any SEN funding and their Pupil Premium allocation where applicable
- We will constantly monitor the effectiveness of strategies used, and review provision in the light of tracking data and other evidence
- We will involve the widest possible group of appropriate stakeholders, especially members of the staff team, the Governing Body, students and their families, in making suggestions about Pupil Premium strategies and evaluating their outcomes

Provision

The Senior Leadership Team and the Governing Body will consider evidence from a variety of sources, including the school's own data, external evaluative material such as the Education Endowment Foundation Teaching and Learning Toolkit, Ofsted Case Studies and visits to other settings, when choosing which approaches or interventions will be appropriate for a particular group of Pupil Premium children or an individual pupil.

Key contacts

Ian Smith	School Governor
Jacqueline Mcleod	Assistant Headteacher Pupil Premium

Monitoring and Reviewing the Policy

This policy will be reviewed annually in the light of any statutory or advisory changes (eg Ofsted Reports)

Reporting

It will be the responsibility of the Head Teacher to present termly Pupil Premium reports to the Governing Body, including the following:

- An account of the progress made towards closing the gap for 'socially disadvantaged' students (Pupil Premium against non-Pupil Premium pupils);
- an outline of any changes to provision that have been made since the last meeting;
- an evaluation of the cost effectiveness, in terms of the progress made by the students receiving a particular provision, when compared with other forms of support (using attendance, attitudinal and academic measures depending on the intervention)

2016

The Governing Body and its committees will share responsibility with the Senior Leadership Team for evaluating and improving the interventions used to close the achievement gap through Pupil Premium funding.

Members of the Governing Body will ensure that an annual statement is published on how the Pupil Premium funding has been used to address the issue of 'closing the gap' for 'socially disadvantaged students', and what the impact has been. Publication will include posting the statement on the school website.

Appeal

Any appeals against this policy will be through the school's complaints procedure

February

