

BRINE LEAS SCHOOL
(An Academy)

PUPIL PREMIUM POLICY

1. ETHOS STATEMENT

Brine Leas School offers a positive, safe learning environment for its community, in which everyone has equal and individual recognition, opportunity and respect. We celebrate success and are committed to the continuous improvement and fulfilment of potential in every child. We encourage increasing independence and self-discipline amongst students. Everyone within the school has an important role to play in sharing responsibility for the development of positive learning behaviour and attitudes.

2. AIMS

At Brine Leas, we have high aspirations and ambitions for our children and we believe that no child should be left behind. We strongly believe that it is not about where you come from but your passion and thirst for knowledge, and your dedication and commitment to learning that make the difference between success and failure, and we are determined to ensure that our children are given every chance to realise and exceed their potential. The targeted and strategic use of Pupil Premium funding will support us in achieving our aims.

In addition this policy aims to:

- Provide background information about the pupil premium grant so that all members of the school community understand its purpose and which students are eligible.
- Set out how the school will make decisions on pupil premium spending
- Summarise the roles and responsibilities of those involved in managing the pupil premium in school.

3. LEGISLATION AND GUIDANCE

This policy is based on the 'Pupil Premium Conditions of Grand Conditions (2017-18)', published by the Education and Skills Funding Agency. It is also based on guidance from the Department for Education (DfE) on virtual schools heads' responsibilities concerning the pupil premium, and the service premium.

In addition, this policy refers to the DfE's information on what academies should publish online, and complies with our funding agreement and articles of association

4. BACKGROUND

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

The Government has used students 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 student based on the number of students registered for FSM (for any length of time) over a rolling six year period.

It is for schools to decide how the Pupil Premium is spent, since they are best placed to assess what additional provision should be made for the individual students for whom they are responsible. At Brine Leas School, a small proportion of children are eligible for Pupil Premium.

In making provision for socially disadvantaged students, we recognise that not all students who receive free school meals will be socially disadvantaged. We also recognise that not all students who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any student or groups of students the school has legitimately identified as being in need of intervention and support. The challenges are varied and there is no 'one size fits all'.

5. ELIGIBLE PUPILS

The pupil premium is allocated to the school based on the number of eligible students in Years 7-11. Eligible students fall into the categories below:-

- **Ever 6 free school meals**
 - Students recorded in the most recent January school census that is known to have been eligible for free school meals at any point in the last 6 years (as determined by the DfE's latest conditions of grant guidance).
 - This includes students first known to be eligible for free school meals in the most recent January census.
 - It does not include pupil who received universal infant free school meals but would not have otherwise received free lunches.
- **Looked after children**
 - Students who are in the care of, or provided with accommodation by, a local authority in England or Wales.
- **Post-looked after children**
 - Students recorded in the most recent January census and alternative provision census who were looked after by an English or Welsh authority immediately before being adopted, or who left local authority care on a special guardianship or child arrangements order.
- **Ever 6 service children**
 - Students with a parent serving in the regular armed forces
 - Students who have been registered as a 'service child' in the school census at any point in the last 6 years (as determined by DfE's latest conditions of grant service), including those first recorded as such in the most recent January census.
 - Students in receipt of a child pension from the Ministry of Defence because one of their parents died while serving in the armed forces.

6. KEY PRINCIPLES

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

- ***Building Belief***

We will provide a culture where:

- Staff believe in *all* children.
- 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.

- ***Analysing Data***

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 (Such as the Sutton Trust Toolkit) to support us in determining the strategies that will be most effective

- ***Identification of Students***

We will ensure that:

- *All* teaching staff and support staff are involved in the analysis of data and identification of students
- *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 students)
- Children's individual needs are considered carefully, so that we provide support for those children who could be doing "*even better if.....*"

- ***Quality First Teaching***

We will continue to ensure that *all* children across the school receive teaching that is at least good, 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. marking, setting meaningful homework.
- Share good practice within the school and draw on external expertise
 - Provide high quality CPD

- ***Increasing Learning Time***

We will maximise the time children have to 'catch up' through:

- Improving attendance and punctuality
- Providing earlier intervention (transition and KS3)
- Extended learning out of school hours which could include:
 - Early mornings and after school
 - Extra lessons
 - Lunchtime and after-school sessions
- Individual interventions

- ***Individualising Support***

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

- Looking at the individual needs of each child and identifying their barriers to learning
- Ensuring additional support staff and class teachers communicate regularly
- Using Pupil Premium Lead and Assistant Headteacher of Pastoral & Safeguarding as well as a dedicated Pupil Premium Learning Mentor to provide high quality interventions across year groups.
- Matching the skills of the support staff to the interventions they provide
- Working with other agencies to bring in additional expertise

7. USE OF THE GRANT

We will publish information on the school's use of the pupil premium on the school website in line with the requirements set out in our Funding Agreement and the DfE's guidance on what academies should publish online.

8. MONITORING AND EVALUATION

We will ensure that:

- A wide range of data is used – achievement data, students' work, observations, merits, sanctions, learning walks, case studies, and staff, parent and student voice.
- Assessment Data is collected half termly so that the impact of interventions can be monitored regularly.
- Teaching staff and support staff attend and contribute to student 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 governor is given responsibility for Pupil Premium.
- The Pupil Premium Lead will be responsible for liaison with designated Assistant Headteacher to ensure that planned activities are happening; and that solutions to barriers are set up as appropriate.

9. 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 disadvantaged students (compared to non-Pupil Premium children)
 - Other evidence of impact e.g. Ofsted, Accreditations
 - Implications for Pupil Premium spending the following year
- It will be the responsibility of the Assistant Headteacher, to produce a termly report for the Local Governing Board, to include:-
 - The progress made towards narrowing the gap, by year group, for PP students.
 - An outline of the provision that was made during the term 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.

The Local Governing Board will consider the information provided and will ensure that there is an annual statement to the parents on the school website outlining how the Pupil Premium funding has been used to address the issue of closing the gap for students eligible for Pupil Premium. Updates will also be provided during the school year. This task will be carried out in line with the requirements published by the Department for Education.

10. **SUCCESS CRITERIA**

The evaluation of this policy is based on how the school can close the gap between socially disadvantaged students and their peers. Targets will be identified and evaluated annually and included in the School Development Plan.

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-student-school support, including effective transition.

- Having an effective system for identifying, assessing and monitoring students.
- Having a whole-school approach where all staff are accountable for progress. All staff on TLR's will have a performance management target based on PP.
- Creating a positive and purposeful learning atmosphere in which students' differences are recognised and valued as full members of the school community; developing confident and independent learners.
- Students are able to contribute positively to society when they leave.

11. **APPEAL**

Any appeals against this policy will be through the school's Complaints Procedure.

Reviewed by: Lucy Darling / Jessica Bavin	Date: May 2018
Approved by Governors: May 2018 Students' Committee	Review Date: May 2020
Initial Policy Prepared By: E Fenech/P Whitehead	Date: April 2016

Workload Impact Assessment

This policy has been reviewed in consultation with the staff members it will affect? **YES**/NO

This policy has been workload impact assessed **YES** / NO

The impact on workload is HIGH / MEDIUM / LOW / **ZERO**

If you have answered YES, YES and ZERO above then do not complete the rest of this assessment.

Ways in which changes to this policy will increase the workload of staff:

1. N/A

Actions taken to minimise the impact:

1.The school has identified the resources necessary to support the policy, including staff time, and any additional staffing and appropriate equipment required **YES**/NO

2.All staff, including the Headteacher, have had training to ensure that the policy and any related procedures are carried out without increasing workload burden **YES**/NO

3. The implementation of the policy will not result in any additional meetings or activities that have not already been identified in the school calendar **YES**/NO

Signature: Lucy Darling, Assistant Headteacher

Date: May 2018