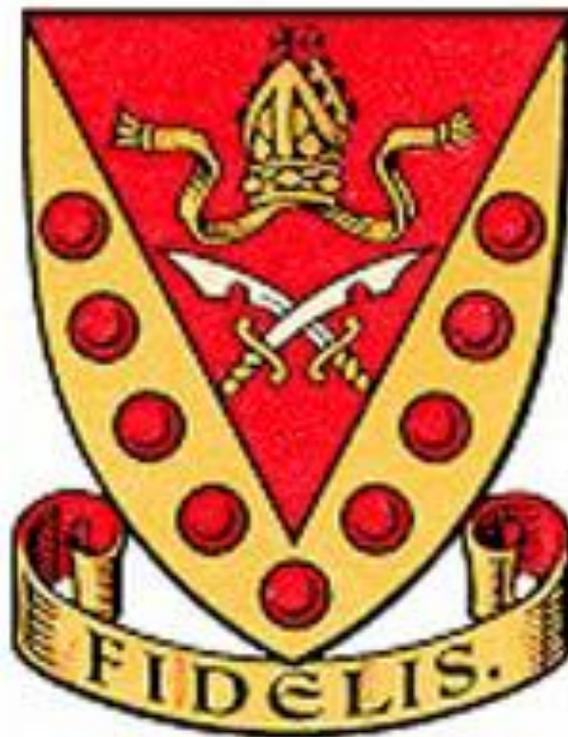


Bishopshalt School

Pupil Premium Policy



Responsibility Mr N Cockcroft

Headteacher Mr L McGillicuddy

Ratified by Governing Body

Date reviewed October 2019

Next review date October 2020

Date Ratified October 2020

Pupil Premium Policy

Purpose

Publicly funded schools in England get extra funding from the government to help them improve the attainment of their disadvantaged pupils.

Evidence shows that children from disadvantaged backgrounds:

- generally face extra challenges in reaching their potential at school
- often do not perform as well as their peers

At Bishopshalt School we aim to use the pupil premium grant to:

- address identified inequalities in progress between groups of students whilst ensuring that all make outstanding progress.
- to raise attainment and maintain improvement for students entitled to the PP
- address both progress and attainment so they are maximised for every PP student not reaching at least their potential.
- raise the self-esteem and career aspirations of these students through targeted pastoral support and extra-curricular activities.

We aim to do this through

Targeted additional support strategies resulting in every student being able to:

- Maximise progress, and so that every student makes at least expected progress and many make more than expected progress
- Maximise attainment
- Access a curriculum that maximises their potential
- Have access to appropriate pastoral support
- Access extra-curricular provision they otherwise may not have accessed

Base expectation

All teachers will have PP identified on their context sheets and will devise strategies and interventions that maximise the outcomes of all students. In consultation with their line manager, departments will monitor outcomes and devise intervention where there is underachievement including adapting setting arrangements, providing catch up strategies on a group and individual basis (for example, Lesson 6, twilight and morning), and engaging other agencies (e.g. SENCO or TA support)

SLT will lead HOYs, HODS and tutors in an identification of specific needs of students and devise strategies to maximise outcomes

- Academic
- Pastoral and personal development
- Participation

Eligibility and funding

The school receives (from April 2020) £955 for every secondary aged pupil who claims free school meals, or who has claimed free school meals in the last 6 years. In addition the school receives £2345 for every pupil who has left local authority care through adoption, a special guardianship order or child arrangement order. Local authorities get the same amount for each child they are looking after and they must work with the school to decide how the money is used to support the child's Personal Education Plan (PEP)

Resources and use of funding

It is up to the school leaders to decide how to spend the pupil premium. This is because the school leaders are best placed to assess their pupils' needs and how the funding should be spent to improve attainment. The rationale for resource deployment is decided by the school, based on the following principles:

- Analysis of data –quantitative and qualitative.
- Effectiveness and impact of proposed intervention, so that progress and achievement is maximised for every PP student not reaching at least their potential.
- Adoption of a flexible approach using funds to make the best outcome for all students
- Value for money

Monitoring and Evaluating

Additional provision is monitored by those staff providing support and SLT. The overall effectiveness and impact is evaluated at assessment points through the year, at KS3 and KS4 subject group meetings, pastoral meetings, middle leaders' line management meetings and summary evaluations driven by the school improvement cycle.

In evaluating effectiveness, a range of evidence will be used including:

- Attainment and progress outcomes.
- Pastoral data
- Participation data
- Feedback from staff, children, parents and other professionals who may be involved.
- Other evidence relating to improved confidence, well-being, attitude and behaviour.

Tiered Approach

Evidence from the Education and Endowment Fund (EEF) suggests that the Pupil Premium spending is most effective when school used a tiered approach targeting spending across the 3 following areas:

1. Teaching

Schools arrange training and professional development for all their staff to improve the impact of teaching and learning for pupils

2. Academic Support

Schools decide on the main issue stopping their pupils from succeeding at school and use the funding to buy extra help

3. Wider Approaches

Activities which increase pupils' confidence, encourage aspiration and ensure important life skill gaps are removed

Non-eligible pupils

The school can spend its pupil premium on pupils who do not meet the eligibility criteria but are in need of extra support. For example, the school can use the pupil premium to support those who:

- are in contact with a social worker
- used to be in contact with a social worker
- are acting as a carer

Reporting and Accountability

The Head Teacher will report annually to the Governor's on progress towards narrowing the gap, pastoral development and participation for socially disadvantaged and other vulnerable groups.

This will include:

- The progress made towards narrowing the gap by year group.
- An outline of provision made since the last meeting and the proposals for future deployment of PP resources
- An evaluation of the cost effectiveness, in terms of progress made by students receiving a particular provision.
- Publishing an online report on the School website