



Ball Green Primary School

Pupil Premium Policy

2019-2020

Signed by:

Mr. J Hankey **Head Teacher** **Date:**

Mrs. C Burrow. **Chair of Governors** **Date:**

Next review date: **September 2020**

Every child. Every chance. Every day.

Article 28: Every child has the right to an education.

Article 29: Ball Green Primary School has a responsibility to develop every child's personality, talents and abilities to the full.



Ball Green Primary School

Pupil Premium Report

Aims:

At Ball Green Primary School we have high expectations for **ALL** our children. We believe that **ALL** children including those identified, as '*disadvantaged*' should have the right to be successful learners, to have access to opportunities that develop their creative skills, raise their aspirations and enable them to achieve the highest levels regardless of any underlying inequalities that they may be subject to.

Context:

Pupil Premium funding is a government initiative that provides additional money for children from low income families in order to boost their attainment and close any gaps that may appear between them and children from higher income families. Funding is based on children who have registered for free school meals [FSM] at any point in the last 6 years, children who are or have been 'Looked After' [CLA] and children whose parents are currently serving in the armed forces. In 2018/19 funding was set at £1320. The funding for CLA is £1900 in 2019/20. Children with Special Guardianship are also eligible for this funding.

Schools have the freedom to spend the Pupil Premium funding in any way that they think appropriate **but** they are obliged to ensure that the funding makes a **positive impact** on raising the attainment of the identified children and closes the attainment gap with their peers.

Objectives in spending Pupil Premium Funding:

The school has a consistent approach to creating successful learners through:

- *Quality of Teaching and Learning*, i.e. financing of additional staff to reduce class sizes and ensure effective feedback, staff training in meta-cognitive approaches to learning, staff training in Assessment for Learning, staff training in collaborative assessment, etc.
- *Enrichment*, i.e. supporting development in the Arts, pre-school provision, after-school clubs, sports participation, educational visits, etc.
- *Inclusion*, i.e. personalised learning programmes, multi-sensory learning, small group interventions, nurture group, Bug Club Reading, MathsWhizz, Times Tables Rock Stars, etc.
- *High Expectations, Stretch and Challenge*, i.e. the use of interactive communication technologies to support school-based and home-learning, improving home/school relationships through increased adult education opportunities on site, booster classes, metacognitive approaches, etc.

A mixed yet carefully planned programme of opportunities is provided to match each individual child's needs. Through targeted interventions we are working to eliminate barriers to learning and to develop the right attitude and behaviour to ensure pupils make accelerated progress in order to '*at least*' reach their Age Related Expectations.

We recognise the need for, and we are committed to providing, completely individualised interventions for set periods of time to support children in times of difficulty.

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The school recognises the importance of focussing on providing high quality teaching as a key factor in closing the gap between children identified as 'disadvantaged' and their 'non-disadvantaged' peers.

The Governing Body has an in depth understanding of the school community and the barriers to learning that children may face and they are committed to working in partnership with parents and carers to ensure that their views are considered and to raise awareness in how parental engagement in children's learning makes a dramatic and positive difference.

The Governing Body and Senior Leadership Team have used the Pupil Premium Toolkit from the Educational Endowment Fund (previously the Sutton Trust) to identify appropriate ways to spend the funding in the most effective way, carefully targeting the identified children.

The Governing Body understands that the six Nurture principals need to be used to provide pastoral and other support to parents, carers and children, in order to break down barriers to learning, such as a detrimental attitude and/or poor attendance/punctuality.

- ✓ Children's learning must be understood developmentally;
- ✓ The school must offer a safe base ;
- ✓ Nurture is essential for the development of self esteem;
- ✓ Language is a vital means of communication;
- ✓ All behaviour is a form of communication;
- ✓ Transitions in children's lives are important and must be handled with care.

The Governing Body understands that they must challenge the school on the use of the additional funding and the impact that it has had on reducing barriers to learning and attainment.

Reporting

It is the responsibility of the Headteacher, supported by the Senior Leadership Team, to produce Pupil Premium reports for the Governing Body. Information will include progress towards closing the gap for socially disadvantaged groups against non-disadvantaged groups, i.e. FSM compared to Non-FSM, Pupil Premium compared to Non-Pupil Premium, etc. The Governing Body will ensure an annual statement is published on how the Pupil Premium has been used to close the gap and what impact this has had on the outcomes for children identified as in receipt of this additional funding.

For further information on the spending of the Pupil Premium Fund please refer to the Pupil Premium Report and held on the school website, - www.ballgreenprimary.co.uk - or ask at the office for a hard copy of the report.

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