



Brickhouse Primary School Pupil Premium Policy

Principles

We will ensure that teaching and learning opportunities meet the needs of all of the pupils and that appropriate provision is made for pupils who belong to vulnerable groups. This includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.

In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged. We also recognise that not all pupils 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 pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time

Background

The pupil premium is a Government initiative that targets extra money at pupils from deprived backgrounds, which research shows underachieve compared to their non-deprived peers. The premium is provided in order to support these pupils in reaching their potential.

The Government have used pupils entitled to Free School meals as an indicator for deprivation, and have deployed a fixed amount of money to schools per pupil, based on the number of pupils registered for Free School meals. This fixed amount of money will increase every year of the course of this current Parliament.

At Brickhouse Primary School we will be using the indicator of those eligible for Free School meals as our target children to 'narrow the gap' regarding attainment.

The Government are not dictating how schools should spend this money, but are clear that schools will need to employ the strategies that they know will support their pupils to increase their attainment, and 'narrow the gap'. Schools will be accountable for narrowing the gap, and there is a planned reform to the school performance tables to include new measures that show the attainment of pupils who receive the pupil premium compare with their peers.

Provision

In order to meet the above requirements, the Governing Body of Brickhouse Primary School will ensure that provision is made which secures the teaching and learning opportunities that meet the needs of all pupils.

Our priority in the academic year 2023-24` was focussing on 'narrowing the gap' for those pupils not on track to achieve to expected at the end of Key Stage 1 and 2 due to the COVID-19 pandemic. In 2024-25, we will focus on closing the attainment gaps in learning in Writing and Mathematics

As part of the additional provision made for pupils who belong to vulnerable groups, the Governors of the school will ensure that the needs of socially disadvantaged pupils are adequately assessed and addressed through termly pupil progress meetings.

In making provision for socially disadvantaged pupils, the Governors of the school recognise that not all pupils who receive free school meals will be socially disadvantaged.

The Governors also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. The Governors reserve the right to allocate the Pupil Premium funding to support any pupil of groups of pupils the school has legitimately identified as being socially disadvantaged.

The range of provision

The range of provision the Governors may consider includes:

- Reducing class sizes thus improving opportunities for effective AfL and accelerating progress

- Providing small group work with an experienced teacher focussed on overcoming gaps in learning support
- Additional teaching and learning opportunities provided through learning mentors, trained TAs or external agencies

All our work through the pupil premium will be aimed at accelerating progress moving children to at least age related expectations. Initially this will be in English and Mathematics.

Pupil premium resources may also be used to target able children on FSM to enable them to be assessed as working at greater depth at KS2.

The Governors of the school will publish information annually on how they have used their Pupil Premium Grant to address the issue of 'narrowing the gap', for socially disadvantaged pupils.

The SENCO, in conjunction with the Headteacher, will maintain an ongoing programme of support for socially disadvantaged pupils, which will be subject to the oversight from the Governors' Outcomes Committee.

Reporting

It will be the responsibility of the Headteacher to produce a termly update, as part of the Headteacher's Report for Governors outlining:

- The progress made towards narrowing the gap, by year group, for socially disadvantaged pupils.
- 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 pupils receiving a particular provision, when compared with other forms of support.

It will be the responsibility of the Headteacher to ensure and outline of the school's progress towards 'narrowing the gap' for socially disadvantaged pupils is given to the FGB on a termly basis, via the Headteacher's Report to Governors.

The Governors will ensure that there is an annual statement to the parents on how the Pupil Premium funding has been used to address the issue of 'narrowing the gap', for socially disadvantaged pupils. This task will be carried out within the requirements published by the Department for Education.

Success Criteria

The evaluation of this policy is based on how quickly the school can 'narrow the gap' between socially disadvantaged pupils and their peers.

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 pupil school support.
- Having an effective system for identifying, assessing and monitoring pupils.
- Having a whole-school approach.
- Create a positive school atmosphere in which pupils' differences are recognised and valued as full members of the school community; developing confident and independent learners.

Date: September 2024

Review: September 2025