

# BISHOP VESEY'S GRAMMAR SCHOOL

## Pupil Premium Policy

<b>Staff covered by this procedure:</b>	Teaching and support staff
<b>Review prepared by:</b>	Headteacher – Dominic Robson
<b>Reviewed by and date:</b>	Learning and Teaching Committee September 2022 Reviewed by FGB July 2023
<b>Date of Next Review/by whom</b>	FGB July 2024

## **1. Introduction**

The targeted and strategic use of Pupil Premium is central in achieving our whole-school mission to deliver inspiration and excellence for all young people in our care. This policy has been written with this, as well as the United Nations Convention of the Rights of The Child, in mind. All of our policies consider Articles 3 and 28 - the child's best interests and the right of the child to an education. This policy also reflects Articles 2 and 29 - every child has the right to have their abilities and interests developed.

## **2. Eligibility**

The Pupil Premium grant is funding to improve educational outcomes for disadvantaged students in state-funded schools in England.

Pupil Premium funding is allocated based on the following criteria:

- pupils who are recorded as eligible for free school meals, or have been recorded as eligible in the past 6 years, including eligible children of families who have no recourse to public funds (NRPF)
- children looked after by local authorities, referred to as looked-after children
- children previously looked after by a local authority or other state care, referred to as previously looked-after children

Service pupil premium is additional funding for schools with pupils who have parents serving in the armed forces. The criteria are:

- one of their parents is serving in the regular armed forces, including pupils with a parent who is on full commitment as part of the full-time reserve service - this includes pupils with a parent who is in the armed forces of another nation and is stationed in England
- registered as a 'service child' on any school census in the past 6 years
- one of their parents died while serving in the armed forces and the pupil receives a pension under the Armed Forces Compensation Scheme or the War Pensions Scheme

## **3. Principles**

We ensure that teaching and learning opportunities meet the needs of all of the pupils. Pupil Premium funding will be used to raise the attainment of disadvantaged pupils. The funding will be used to narrow any achievement gaps between disadvantaged students and their peers. Not all students eligible for Pupil Premium funding will have lower attainment than their peers. In such cases the funding will be used to help maximise pupils' progress and attainment so that they can reach their full potential. In making provision for socially disadvantaged pupils, we recognise that not all those who receive Pupil Premium will be socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for Pupil Premium funding. We reserve the right to allocate the Pupil Premium funding to support any pupil or group of pupils that the school has legitimately identified as being socially disadvantaged. We would expect that a disproportionate percentage of any group will be made up of students receiving Pupil Premium.

Pupil Premium funding will be allocated following an analysis to identify priority classes, groups or individuals. Limited funding and resources means that, at any one time, not all children eligible for Pupil Premium will necessarily be in receipt of these interventions.

Our principles are in-line with the DfE '5 step' approach to delivering an effective strategy (March 2023) and the EEF Guide tiered approach to Pupil Premium spending (April 2022).

**a) Identifying the challenges faced by the school's disadvantaged pupils**

- Using data from internal and external assessments, to identify the specific areas where intervention and support will improve each pupil's academic progress.
- Using data to develop an understanding of any non-academic challenges that pupils are facing which negatively affect their education and readiness to engage with teaching, including:
  - attendance and levels of persistent absence
  - behaviour incidences and exclusions data
  - wellbeing, mental health and safeguarding concerns
- Identifying students' access to technology and curricular material

**b) Using evidence to support the strategy**

**1. High quality teaching**

High quality teaching, assessment and a curriculum which responds to the needs of pupils and professional development on evidence-based approaches. Technology and other resources focussed on supporting high quality teaching and learning.

**2. Targeted academic support**

This includes interventions to support literacy and numeracy, Teaching Assistant deployment and interventions and 1:1 or small group tuition

**3. Wider strategies**

This includes strategies relating to non-academic challenges to success in school including attendance, behaviour and social and emotional support. In addition, extra curricular activities including sports, music and culture

**c) Developing the strategy**

The funding will focus on the challenges that are having the most significant impact and will be allocated to activities that will deliver the best outcomes, based on evidence of what works.

**d) Implementing the strategy**

Strategies are integrated with the curriculum, and are consistent with the ethos of the school. We ensure the strategy is implemented consistently by staff through communicating effectively with staff and ensuring professional development requirements are taken into account.

**e) Evaluating the strategy**

Evaluation is an on-going process and will measure success based on improved outcomes for disadvantaged pupils.

## 4. Provision

The range of provision the Governors may consider making could include:

- Reducing class sizes and thus improving opportunities for effective assessment and increased progress
- Providing small group work with an experienced teacher focussed on overcoming gaps in learning
- Support of an academic nature, including possible interventions for able students receiving Pupil Premium to enable them to achieve higher levels of attainment.
- Provision of increased private study facilities, or additional resources such as ICT equipment
- Additional teaching and learning opportunities provided through learning mentors, trained TAs or external agencies
- Financial support towards the cost of enrichment activities
- The provision of facilities or professional support from other appropriate agencies
- Independent careers advice

,Additionally, the School, through its Charity, provides all families whose children attract Pupil Premium funding a £200 subsidy towards costs incurred for LAMDA lessons, peripatetic music lessons, sports match fees, non-essential educational visits and uniform or sports kit.

Class teachers should be aware of students in their class who are receiving Pupil Premium funding. They should:

- Maintain the highest expectations of all pupils
- Promote an inclusive ethos in their classrooms which enable pupils from disadvantaged backgrounds to thrive.
- Plan and deliver lessons to a high standard and support the acceleration of progress in learning so that gaps can be narrowed.

If they have any concerns that constraints relating to their background are impacting upon the learning of these students, staff should speak to the member of the Senior Leadership Team with responsibility for Pupil Premium.

## 4. Reporting

It will be the responsibility of the SLT member with responsibility for Pupil Premium, to produce regular reports to the Governing Body on:

- the progress made towards narrowing the gap, by year group, for socially disadvantaged pupils
- an outline of the provision that was made 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 Chairperson of the Teaching and Learning Committee to ensure this information is made known to the Full Governing Body

The Governors of the school will ensure that there is an annual statement to 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.

## **5. Appeal**

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