BORROW WOOD PRIMARY SCHOOL
Pupil Premium and Pupil Premium Plus Policy

Written By	Sue Maher	**Date:** March 2023
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Being our Borrow Wood BEST!

At Borrow Wood we work hard to always be our BEST. We aim to make all children at Borrow Wood confident, happy and motivated learners by providing a safe and welcoming environment both indoors and outdoors where our children can be challenged to do their best. We have high expectations of behaviour and achievement recognising that all of our children bring something unique to the 'Borrow Wood' pot. Independence and collaboration are encouraged in equal parts and the whole school community is important in making this happen.

Background

Pupil Premium funding is an annual allocation of funds from the Government given to schools across the country. Disadvantaged pupils have been defined as pupils eligible for Free School Meals (FSM) or have been at some point in the last six years. If they no longer receive FSM, they are known as Ever 6 children. The funding is also allocated to children who are looked after by local authority (in care) or have been adopted from care. There is also a reduced Pupil Premium Grant to support children with parents who are in the armed forces.

This funding is used to provide additional support and intervention for all students, but with a particular focus on those in receipt of FSM and those who are Looked After Children (LAC). A key area where these funds are targeted is to ensure the continued personal, social and emotional progress of children as well as academic achievement.

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. Common barriers for FSM children can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties, and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all".

Aims

At Borrow Wood we want all children to be able to succeed and reach their potential regardless of background. Approximately 30% of our children attract Pupil Premium funding and the purpose of this policy is to:

- Outline how we ensure that the Pupil Premium Grant allocated to us has an impact on closing the attainment gaps, which currently exist between our disadvantaged pupils and their peers.
- Ensure that every young person eligible benefits directly from this additional funding and is not disadvantaged when compared to their peers.
- Ensure there is a transparency, through our reporting procedures, to demonstrate how and why, this funding has been spent.
- Ensure any differences made to the learning and progress of children eligible for the pupil premium are shown in performance data and other evidence.
- Ensure parents of disadvantaged children understand they can make a positive contribution to their children's achievement in school by engaging in school processes and recognising that parent involvement can make a difference.
- Encourage take up of Free School Meals by working proactively with parents and carers in a sensitive and supportive manner and to remove any potential barriers or stigma attached to claiming FSM. In doing so, we also recognise the vital role that parents and carers play in the lives of their children.

- Show that we are mindful of the fact that there are children in our school who are disadvantaged and vulnerable but are not entitled to Free School Meals.
- Ensure there is robust monitoring and evaluation in place to account for the use of the Pupil Premium, by the school and governing body.
- Provide bespoke, high quality CPD for staff so that all children benefit form good teaching and learning opportunities.

Provision
The range of provision the Senior Leadership Team may consider making for this group of learners may include:

- Providing small group work
- Providing 1:1 support
- Additional teaching, learning and social development opportunities
- Purchasing resources or intervention programmes
- Emotional and well-being support including creative mentoring
- Support more broadly for families experiencing a range of challenges including mental health
- Focus on attendance and support to get children into school
- Prioritising CPD to ensure all staff are well-equipped with strategies and knowledge to support disadvantaged learners.

The precise allocation of funds will be outlined annually in the Pupil Premium Strategy Statement Report at the end of the year and will be published on the school website.

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

We will provide a culture where:

- Quality first teaching has the greatest impact on pupil outcomes.
- There are high expectations for all pupils.
- Staff are expected to have professional conversations about the needs of individual pupils.
- Staff are expected to adopt a "solution-focused" approach to overcoming barriers.
- Pupil aspirations are developed through learning opportunities that extend horizons.

The Role of the Pupil Premium Lead
The key responsibilities of the Pupil Premium Lead are:

- Overseeing the day-to-day operation of the school's Pupil Premium Policy.
- Co-ordinating provision for children with Pupil Premium funding alongside the head teacher.
- Liaising with teachers, teaching assistants, SENCO and external agencies regarding the children's needs and provision.
- Overseeing the provision and outcomes of all children on the Pupil Premium register and other children identified as disadvantaged.
- Liaising with parents of children with Pupil Premium funding when necessary.
- Keeping up to date with the current policies on Pupil Premium funding.
- Keep staff up to date on who Pupil Premium and vulnerable children are.

- Collect and analyse assessment information to support decision making about interventions and provision.
- Monitor intervention programmes and collect assessment information to measure the impact.
- Keep up to date with research (such as the EEF) to determine strategies that will be most effective.
- Produce reports for the head/governors on provision and progress.
- Write the annual report for parents for publication on the school website.
- Interview children to build up a profile and value their thoughts on their learning.

The Pupil Premium Lead is Natalie Bartlett.

Monitoring and Evaluation

We will ensure that:

- A wide range of evidence is used to monitor and evaluate the impact of the Pupil Premium strategy – pupil voice, assessment information, children's work in books, learning walks.
- Assessments are closely moderated to ensure they are accurate.
- Regular discussions are held with teachers to monitor children's learning outcomes.
- Regular formal and informal feedback about performance is given to children and parents.
- Interventions are adapted or changed in response to monitoring.
- The head teacher, Pupil Premium Lead and Business Manager maintain an overview of pupil premium spending.
- A governor is given responsibility for pupil premium. The Pupil Premium Governor for is Laura Smith.

Reporting

When reporting about pupil premium funding we will include:

1. Information about the context of the school
2. Objectives for the year
   - Reasons for decision making
   - Analysis of assessment information
   - Use of research
3. Nature of support and allocation
   - Learning in the curriculum
   - Social, emotional and behavioural issues
   - Enrichment beyond the curriculum
4. An overview of spending
   - Total Pupil Premium Grant received
   - Total Pupil Premium Grant spent
   - Total Pupil Premium Grant remaining
5. A summary of the impact of PPG
   - Performance of disadvantaged pupils compared to non-pupil premium children nationally
   - Other evidence of impact e.g. Ofsted, School Performance Reviews
   - Implications for pupil premium spending the following year.

Pupil Premium Grant Allocations 2025-2026

Disadvantaged Pupils	**Pupil Premium per pupil**
Pupils in Year Groups Reception to 6, recorded as Ever 6/FSM	£1,515
Looked After Children (LAC)	£2,630

Children adopted from care under the Adoption and Children Act 2002 and children who have left care under a special guardianship order, or child arrangements order (previously known as residence order)	£2,630
Service Children	
Pupils in Year Groups Reception to Year 6 recorded as Ever 4 Service Child or in receipt of a child pension from the Ministry of Defence	£350

Pupil Premium Plus (Also see Looked After Children Policy)
The Pupil Premium Plus Grant is allocated to children who are in care. They are known as Looked After Children (LAC or Children Looked After (CLA). The Pupil Premium Plus grant is £2,630 but it does not go directly to schools.

The grant is managed by the Virtual School Head teacher in consultation with the Designated Teacher for the school and used for the benefit of the Looked After Child's educational needs as described in their Personal Education Plan (PEP). How the funding is spent is discussed and agreed during the child's Personal Education Planning meeting but must be used efficiently and effectively.

As a result, the Personal Education Plan (PEP) is monitored closely by the Designated Teacher, the Virtual School team, the Social Worker, Team Leaders and Independent Reviewing Officers. The PEP is required to be reviewed on a termly basis.

The designated teacher for Looked After Children is Natalie Bartlett.

The Governing Board
The Governing Board will ensure that there is an annual statement to the parents on the school website outlining how the Pupil Premium Grant has been used to address the issue of closing the gap for pupils eligible for Pupil Premium. This task will be carried out in line with the requirements published by the Department for Education.

Data will be processed to be in line with the requirements and protections set out in the UK General Data Protection Regulation.