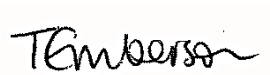
Pupil Premium Policy

Approval Date: **April 2018**

Review Date: **July 2028**

Headteacher: 

"WORK, FUN AND FRIENDSHIP"

Three Bridges Primary School promotes high achievement, understanding and a love of learning by working with children to:

- achieve high standards in all areas of the curriculum
- become highly motivated, inquisitive, life-long learners
- be flexible and adaptable for the modern world
- have high self-esteem - respecting themselves, their community and the environment
- to be able to work independently and collaboratively, solving problems and connecting areas
- of learning
- gain technological skills which enable them to extend and enhance learning.

We believe that each child will succeed through experiencing quality in:

- learning partnerships between school, home and the community
- a culturally rich, creative curriculum which is responsive to children's' academic and
- personal/social needs
- an enriching programme of extra-curricular activities and visits
- innovative teaching and an experiential approach to learning
- an ethos of support, challenge and encouragement to succeed.

We demonstrate our commitment to working as a learning community by:

- putting the children's needs first
- working together towards common goals
- striving for continuous improvement in all that we do.

BEHAVIOUR FOR LEARNING
LEARN
ENJOY
ACHIEVE
RESPECT
NURTURE
ENGAGE
RESILIENCE

Purpose

At Three Bridges Primary School, we are committed to ensuring that all pupils, regardless of their background or circumstances, achieve their full potential.

Pupil Premium is additional funding provided by the government to improve educational outcomes for disadvantaged pupils. We aim to use this funding strategically and effectively to improve attainment, attendance, engagement, wellbeing and future life chances, enabling pupils to achieve and thrive regardless of background.

Eligible Pupils

Pupil Premium funding is allocated for pupils who are:

- Currently eligible for Free School Meals (FSM);
- Have been eligible for FSM at any point during the previous six years;
- Previously looked-after children;
- Children who have left local authority care through adoption, a special guardianship order, child arrangements order or residence order;
- Service children who meet the Department for Education eligibility criteria.

Disadvantage and Wider Vulnerability

While Pupil Premium funding is allocated according to national eligibility criteria, Three Bridges Primary School recognises that some pupils experience significant barriers to learning despite not meeting the formal eligibility requirements for funding.

When planning provision for disadvantaged pupils, the school may also consider pupils who:

- have an identified social worker;
- are young carers;
- have significant attendance concerns;
- experience social, emotional or mental health difficulties;
- face housing instability or financial hardship;
- have experienced adverse childhood experiences or family difficulties;
- are at risk of underachievement due to multiple vulnerabilities.

The school uses whole-school and targeted approaches funded through the Pupil Premium strategy where these approaches are likely to improve outcomes for disadvantaged pupils and others facing similar barriers to success. Funding allocations and accountability will continue to be based on pupils who meet the Department for Education eligibility criteria.

Principles

Our approach to spending Pupil Premium funding is based upon:

- High expectations for all pupils.
- Early identification of barriers to learning.
- Evidence-informed decision making.

- High-quality teaching for every pupil.
- Targeted academic support where needed.
- Effective pastoral, attendance and wellbeing support.
- Careful monitoring and evaluation of impact.

We recognise that strong attendance is fundamental to educational success. Pupil Premium funding may be used to remove barriers that prevent pupils from attending, belonging and succeeding in school.

Funding is not allocated automatically to individual pupils. Decisions about expenditure are made according to identified need, evidence of effective practice and the likely impact on educational outcomes.

While funding is allocated according to national eligibility criteria, the school may use Pupil Premium funded approaches to support other pupils whose circumstances present similar barriers to achievement.

Use of Funding: DfE Menu of Approaches

The school will use Pupil Premium funding through the three areas identified within Department for Education guidance.

High-Quality Teaching

The school may use funding to support:

- Professional development for teachers and support staff.
- Curriculum development and improvement.
- Effective assessment practices.
- Evidence-informed teaching approaches.
- Resources and training that improve teaching and learning.

Research demonstrates that high-quality teaching is the most important factor in improving outcomes for disadvantaged pupils.

Targeted Academic Support

The school may provide:

- Small-group tuition.
- One-to-one support.
- Reading, writing and mathematics interventions.
- Speech and language provision.
- Programmes designed to accelerate progress and overcome specific barriers to learning.

Support will be identified through assessment and ongoing monitoring of pupil progress.

Wider Strategies

The school may use funding to support:

- Attendance and punctuality.
- Social, emotional and mental health needs.

- Behaviour and inclusion support.
- Family engagement.
- Enrichment opportunities.
- Educational visits and residential experiences.
- Access to equipment, resources and wider curriculum opportunities.

These approaches help pupils to attend, belong and succeed within school.

Identification, Monitoring and Evaluation

Pupil Premium pupils are identified through school records and information supplied by parents and external agencies.

The progress, attendance, engagement and wellbeing of eligible pupils will be reviewed regularly through:

- Assessment information;
- Pupil progress meetings;
- Attendance monitoring;
- Learning observations;
- Work scrutiny;
- Pupil voice;
- Parent voice;
- Evaluation of intervention programmes.

Where provision is not securing the intended impact, strategies will be reviewed, adapted or discontinued.

Roles and Responsibilities

Headteacher and Senior Leadership Team

The Headteacher and Senior Leadership Team will:

- Oversee the effective use of Pupil Premium funding.
- Monitor the impact of funded provision.
- Ensure disadvantaged pupils receive appropriate support.
- Report regularly to Governors.
- Ensure statutory publication requirements are met.

Governing Body

The Governing Body will:

- Monitor the effectiveness of Pupil Premium spending.
- Support and challenge leaders regarding outcomes for disadvantaged pupils.
- Ensure statutory responsibilities are fulfilled.
- Review the impact of the school's Pupil Premium Strategy.

Reporting and Accountability

The school's detailed annual Pupil Premium Strategy Statement should be read alongside this policy.

In accordance with Department for Education requirements, the school will publish an updated Pupil Premium Strategy Statement on its website by 31 December each academic year using the Department for Education template. The statement will include:

- The challenges faced by disadvantaged pupils.
- Intended outcomes.
- Planned expenditure and rationale.
- Evidence underpinning chosen approaches.
- A review of the impact of previous spending.

The Governing Body will monitor the effectiveness of the strategy and hold leaders to account for the educational outcomes of disadvantaged pupils.

Information regarding eligibility for Free School Meals and Pupil Premium is available from the school office and through West Sussex County Council. The school will promote registration and encourage eligible families to apply in order to access all available support.