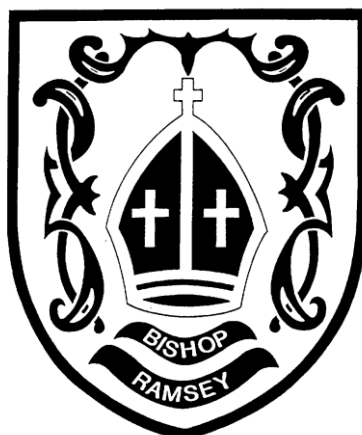


# BISHOP RAMSEY CHURCH OF ENGLAND SCHOOL



## PUPIL PREMIUM POLICY

**Policy Review Date:** October 2021

**Next Review Date:** October 2022

**Review Body:** LTAC

**Person Responsible:** Ms C Wells

# The Pupil Premium

*“Our Lord, we belong to you. We tell you what worries us, and you won’t let us fail”  
Psalm 55.22 (CEV translation)*

## 1. Use of the Pupil Premium

The Pupil Premium grant for an academic year is allocated to schools with pupils on roll in the January of that year that either receive free school meals (FSM) or are known to have been eligible for FSM at any time in the previous six years. It is also allocated to Looked-After Children (LAC), children who have previously been in care (PP+), and children whose parents serve in the Armed Forces.

Schools have the freedom to spend the Pupil Premium, which is additional to the underlying schools budget, in a way they think will best support the raising of attainment for the most vulnerable pupils.

The targeted and strategic use of Pupil Premium funding will support us in achieving our vision and enable every student to fully experience the rich and varied curriculum at Bishop Ramsey School and achieve their potential.

## 2. Principles

- We ensure that teaching and learning opportunities meet the needs of all pupils, based on the research that shows high quality teaching has the greatest impact on students’ academic outcomes.
- We ensure 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 evaluation, identifying 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. The parents of students in receipt of Service or Plus funding will be contacted individually, to ensure their specific needs are considered and met.

### 3. Research and Successful strategies

Research evidence compiled by the **EEF** suggests that:

- It is not simply a question of spending more to get better results
- There is a link between spending and outcomes, but that it is a complex picture.
- Much depends on the context, the school, the teachers (their levels of knowledge and experience), the learners (their level of attainment and their social background) and the educational outcomes that you want to improve (knowledge, skills or dispositions).

It seems that the following **low-cost strategies** have the most impact:

- effective feedback
- homework
- meta-cognitive and self-regulation strategies
- peer tutoring / peer-assisted learning strategies

Other **high-cost strategies** with high impact include:

- early intervention
- one-to-one tutoring
- summer schools
- parental involvement

### 4. Provision

The range of provision the Trustees consider making for this group fall within the following broad categories:

#### 4.1. Curriculum Support

- Additional teaching and learning opportunities provided through learning mentors, trained HLTAs/LSAs or external agencies.
- Investment in and support of the development of high-quality teaching, alongside teaching and learning resources
- All our curriculum-based work funded from the Pupil Premium will be aimed at accelerating progress and moving pupils towards target related expectations.
- Providing small group work with an experienced teacher/teaching assistant focused on overcoming gaps in learning or learning skills.
- Targeted tuition by 6<sup>th</sup> form 'core learning mentors'.
- Where the need is identified a mentor or peer mentor may be put in place in order to support literacy and numeracy.
- Where appropriate, additional careers and further education advice will also be provided.
- Where appropriate, we will support the funding of enrichment activities and educational visits and workshops, across all year groups.
- The provision of laptops from Y7 and throughout their time at BR.

## **4.2. Supporting Pupils' Well-Being and Behaviour**

For many pupils becoming a teenager is not the easiest of times. This can lead to emotional difficulties both at home and at school. We believe that employing high quality staff, including a counselling service (Place2Be), to help pupils overcome their particular barriers to learning is essential. There are many pupils who do rely on this to succeed at school and without this personal approach will become disengaged from school.

Additional mentoring from external agencies, trained 6<sup>th</sup> formers or school staff will also be made available. This mentoring will mean supporting pupils, emotionally but also ensuring that they are challenged to work hard, succeed and overcome their barriers to learning. Some of this work involves helping pupils to raise their aspirations. Therefore, some funding will be targeted at helping pupils identify future opportunities e.g. considering the possibility of further and higher education by providing bespoke careers advice.

## **4.3. Extra-curricular support**

This could include sports coaching, after school learning opportunities, Easter revision classes, enrichment days, university visits, a breakfast club, uniform grants and financial support for enrichment or residential experiences.

## **4.4. Hardship Grants**

In addition to the support outlined above there may be occasions where discretionary 'one-off' payments are agreed upon. We anticipate that this provision will be used sparingly to allow this defined group of pupils to fully participate and thrive. Funding to support vulnerable groups to be properly attired and kitted for school will be supported.

The Pupil Premium will also be used to provide equipment and textbooks when the need is identified.

## **5. Reporting**

It will be the responsibility of the Head of Inclusion and the assigned Assistant Head Teacher to report to the SLT, Executive Head and the Trust Board on:

- The progress made towards closing the gap, for socially disadvantaged pupils
- A report on how the funding has been spent, with evaluation of the impact and plans for future spending.

The Trustees 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 'closing

the gap' for socially disadvantaged pupils. This task will be carried out within the requirements published by the Department for Education and will appear on our school website.