



**BREDON HILL ACADEMY
PUPIL PREMIUM POLICY**

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Author: SLT (Data)
Reviewer: LGB
Audience: Staff Share, Governors Website

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Statement of intent

At Bredon Hill Academy, we have high aspirations and ambitions for all our students and we believe that no student should be left behind. We aim to ensure that our students are given every chance to reach their potential.

The Secretary of State for Education lays down the following terms and conditions on which assistance is given in relation to the pupil premium grant (PPG) payable to schools and local authorities for the financial year beginning 1 April 2021. PPG provides funding for two policies:

- raising the attainment of disadvantaged pupils of all abilities to reach their potential
- supporting children and young people with parents in the regular armed forces

This policy outlines the amount of funding available, the school's strategy for spending the PPG effectively, and the procedures for ensuring the funding is allocated correctly.

The staff and Governors of Bredon Hill Academy are fully committed to inclusion and access for all learners. This commitment incorporates ensuring that provision is made which secures the learning and teaching opportunities that meet the needs of all students, so that all are encouraged to make maximum progress and fulfil their potential. We recognise that Pupil Premium funding is allocated to children in receipt of Free School Meals and is a means of addressing some of the issues associated with social disadvantage and in particular, in diminishing the difference in attainment where it exists. Bredon Hill Academy and its governors allocate and monitor Pupil Premium funding in line with the guidance provided by the DfE: Using pupil premium: guidance for school leaders. (last updated March 2022) This stipulates that we 'do not have to spend pupil premium so it solely benefits eligible pupils' and we 'can use it to support other pupils with identified needs.' Bredon Hill Academy and its governors therefore reserve the right to allocate funding to support the learning or well-being of specific individuals or groups of pupils with needs identified by means other than through pupil premium eligibility.

1. Legal framework

This policy has due regard to all relevant legislation and guidance including, but not limited to, the following:

- Children Act 1989
- Equality Act 2010
- ESFA (2021) 'Pupil premium 2021 to 2022: conditions of grant'
- DfE (2018) 'Promoting the education of looked-after children and previously looked-after children'
- NCTL and the Teaching Schools Council (TSC) (2018) 'Effective pupil premium reviews'
- MoD (2019) 'The Service Pupil Premium: what you need to know'
- Education Endowment Foundation (EEF) (2019) 'The EEF Guide to the Pupil Premium'

2. PPG allocation rates

For the academic year 2021 to 2022, grant allocations are as follows:

Disadvantaged pupils	PPG amount per pupil
Pupils in Reception to Year 6 recorded as 'Ever 6 FSM'	£1,345
Pupils in Year 7 to Year 11 recorded as 'Ever 6 FSM'	£955
Looked After Children (LAC) as defined in the Children Act 1989 – children who are in the care of, or provided with accommodation by, an English LA	£2,345
PLAC who have ceased to be looked after by an LA in England or Wales because of adoption, a special guardianship order, a child arrangements order or a residence order	£2,345
Service children	Grant amount per pupil
Any pupil in Reception to Year 11 recorded as an 'Ever 6 service child' or in receipt of a child pension from the MoD	£310

3. Objectives

- To provide additional educational support to raise the attainment of pupils in receipt of the PPG.
- To narrow the gap between the educational attainment of these pupils and their peers.
- To address underlying inequalities, as far as possible, between pupils.

- To ensure that the PPG reaches the pupils who need it most.
- To make a significant impact on the education and lives of these pupils.
- To work in partnership with the parents/carers of pupils to collectively ensure pupils' success.

4. How Pupil Premium grant can be spent

Under the terms of the PPG, the funding may be spent in the following ways:

- For the purposes of the school, i.e. for the educational benefit of pupils registered at the school.
- For the benefit of pupils registered at other maintained schools or academies.
- On community facilities, i.e. services whose provision furthers any charitable purpose for the benefit of pupils at the school or their families, or people who live or work in the locality in which the school is situated.

If the PPG is not used within the academic year, some or all of it may be carried forward to the following year.

5. Approaches to Pupil Premium grant spending

We maximise use of the PPG by:

Ensuring PPG funding and spending can be identified within the school's budget.

Assessing the individual provisions required for each pupil in receipt of the PPG.

We focus on approaches that:

- Are individually tailored to the strengths and needs of each pupil.
- Are consistent (based on agreed core principles and components) but also flexible and responsive.
- Are evidence-based, for example through the EEF toolkit.
- Are focussed on clear short-term goals providing opportunities for pupils to experience success.
- Include regular, high-quality feedback from teaching staff.
- Support pupil transition through the stages of education (e.g. from primary to secondary).
- Raise aspirations through access to high-quality educational experiences.
- Promote each pupil's awareness and understanding of their own thought process (metacognition) and help them to develop problem-solving strategies.

We choose approaches that emphasise:

- Relationship-building, both with appropriate adults and with their peers.
- An emotionally-intelligent approach to the setting of clear behaviour boundaries.
- Increasing pupils' understanding of their emotions and identity.
- Positive reinforcement.

- Building self-esteem.
- Relevance to the learner – the approach relates to pupils' interests and make success matter to them.
- A joined-up approach involving the pupil's social worker, carer, VSH and other relevant professionals, where relevant
- A child-centred approach to assessment for learning.

We operate a tiered approach to PPG spending to ensure spending is both balanced and focussed. Spending priorities are as follows:

- 1: Teaching
- 2: Targeted academic support
- 3: Wider strategies

Ensuring effective teaching in every classroom is the priority for PPG spending. To achieve this, we spend the PPG in the following ways:

- Professional development
- Supporting early career teachers

Evidence shows that targeted support has a positive impact and is a key component of effective PPG use. We spend the PPG on targeted support in the following ways:

- Structured interventions
- Small group tuition

Wider strategies are used to overcome non-academic barriers to success. We spend the PPG on the following wider strategies:

- Academic or pastoral support and welfare
- Activities that engage pupils and/or parents/carers in school life
- Attendance initiatives

6. Strategies and Allocation of funding

In order to identify the correct interventions for Pupil Premium entitled students it is important that all staff address potential underperformance for pupils in their classroom and ensure 'quality first teaching'. They should make appropriate modifications to their own whole class teaching to suit the needs of individuals. All Pupil Premium students are identified on Bromcom and seating plans. Staff are expected to sit Pupil Premium students strategically to support their academic and pastoral development, based on individual knowledge of the students and their needs. They are expected to go 'above and beyond' to prioritise these students in terms of targeted questioning and checks on engagement, progress and wellbeing. Staff are also able to access information on Pupil Premium eligible students, such as SEN details and reading ages in order to support engagement with individual students. A questionnaire is completed by all students, but analysis of the data is focused around Pupil Premium students to allow all staff to have a greater understanding of the context of each

individual student, such as access to technology and what cultural activities they have experienced.

Strategies and allocation of funding are both grounded in the EEF's 'Using your Pupil Premium Funding Effectively' document.

Should the need arise for an intervention, where classroom intervention has not succeeded, then additional support can be discussed with the Assistant Headteacher responsible for Pupil Premium. A 'bid form' operates to enable the interventions to be focused, precise and evaluated at the end of the intervention.

Some funding will be allocated from the overall Pupil Premium budget for the provision of staff who will provide additional services in school, for example specialist teaching assistants in English, Maths and Science and to partly fund School-Led Tutoring.

Funding can also be requested for the following list of things (this is not exhaustive and will depend upon individual circumstances):

- For small group tuition
- Some items of uniform (this is usually only funded for current FSM students)
- Materials (e.g. ingredients, calculator, revision guide or essential specialist clothing)
- Instrumental lessons
- Curriculum based trips
- Enrichment based activities, such as a non-fiction book to support learning in a particular topic

7. Accountability and Reporting

The Assistant Headteacher with oversight of Pupil Premium will be responsible for the quality assurance of the interventions and will report back to all parties named and to the governing body. A report to parents will also be available on the school website. The Assistant Headteacher with oversight of Pupil Premium will feedback to the full Governing Body in September on the performance of the previous cohort and the impact of Pupil Premium funding. Interim feedback will also be given to the governors' Curriculum Committee once per term. The school's governor linked to Pupil Premium is Rachel Stevens. She can be contacted via the clerk to the governors.

Individual targets are set for each pupil who has been identified as requiring intervention or who is benefiting from School-Led Tutoring and their progress towards achieving these targets is analysed at the end of interventions.

The progress of pupils in receipt of the PPG is regularly discussed with subject teachers.

Ofsted inspections will report on the attainment and progress of disadvantaged pupils in receipt of the PPG.

The school publishes its strategy for using the pupil premium on the school website.

Commented [AB1]: @M Horton BHA Mike, is this covered in the right section of this policy? This does not seem to relate to the allocation of funding? Do we need a section on roles and responsibilities that calls out what is expected of staff in regards to pupil premium?

Commented [MB2R1]: @A Bailey Gov @ BHA I've tweaked the sub-heading to take your query into account, Alistair, rather than a separate section as there is some overlap.

The school publishes a link to the school and college performance tables and the schools' performance table page on the school website.

8. Pupil Premium reviews

If disadvantaged pupils are not meeting expected levels, or slow progress means they are failing to realise their full potential, the school will consider undertaking a pupil premium review to objectively review the pupil premium strategy and identify ways to use the PPG more effectively.

If requested to do so by Ofsted, the LA or the DfE, the school will commission a pupil premium review.

The review will be undertaken in partnership with an experienced, independent system leader with a proven track record in improving outcomes for disadvantaged pupils.

The cost will reflect the DfE's guideline that day rates for external reviews should reflect pay and expenses for a senior leader, including any costs incurred by their school to release them.

9. Overpayments

The school will repay any overpayment of PPG.