
1. THE PUPIL PREMIUM

- 1.1 The Pupil Premium is additional funding which is allocated to schools on the basis of the number of pupils who have been eligible for free school meals (FSM) at any point over the last six years (known as 'Ever 6 FSM'). Pupil Premium funding is aimed at addressing the current underlying inequalities which exist between children from disadvantaged backgrounds and their more affluent peers.
- 1.2 The Pupil Premium also provides funding for children who have been looked after continuously for more than six months and the children of service personnel.

2. PURPOSE OF THE PUPIL PREMIUM POLICY

- 2.1 The purpose of this policy is to outline how we will ensure that the Pupil Premium allocated to us has an impact on narrowing the attainment gaps which currently exist between our disadvantaged pupils and their peers.
- 2.2 As a school in receipt of Pupil Premium funding, we are accountable to our parents and school community for how we are using this additional resource to narrow the achievement gaps of our pupils.
- 2.3 We are aware that under The School Information (England) (Amendment) Regulations 2012, Schedule 4 there is specified information which has to be published on a school's website.
- 2.4 Section 9 of this regulation requires schools to publish 'The amount of the school's allocation from the Pupil Premium grant in respect of the current academic year; details of how it is intended that the allocation will be spent; details of how the previous academic year's allocation was spent, and the effect of this expenditure on the educational attainment of those pupils at the school in respect of whom grant funding was allocated'.
- 2.5 Through this policy we shall publish the above information. In meeting this requirement we will observe our continuing responsibilities under the Data Protection Regulations, so that individuals or groups of individuals, including children funded through the Service Premium cannot be identified.

3. HOW WE WILL MAKE DECISIONS REGARDING THE USE OF THE PUPIL PREMIUM

- 3.1 In making decisions on the use of the Pupil Premium we will:
- Ensure that Pupil Premium funding allocated to our school is used for its intended purpose. We also recognise that the Direct Schools Grant (DSG) has an element of deprivation funding included in it to address the attainment of our disadvantaged pupils.
 - Use the latest evidence based research on proven strategies, such as The Sutton Trust - Education Endowment Foundation, Teaching and Learning Toolkit, which work to narrow the attainment gaps and adapt these as necessary to meet the needs of our pupils.
 - Be transparent in our reporting of how we have used the Pupil Premium, so that our parents, interested stakeholders and Ofsted are fully aware of

how this additional resource has been used to make a difference.

- Encourage take up of FSM by working proactively with our 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.
- Be mindful of the fact that eligibility and take up of FSM does not equate with pupils being considered to be of 'low ability' because of their social circumstances.
- Ensure there is robust monitoring and evaluation in place to account for the use of the Pupil Premium, by the school and governing body.
- Recognise the fact that FSM pupils are not a homogeneous group and cover a wide range of needs. As such the strategies we use to raise attainment will take these group and individual needs fully into account. We will endeavour to ensure that the actions we take are linked to a range of needs such as academic, behavioural or pastoral care.
- Use high quality teaching and learning as the preferred way to narrow the gaps in attainment in the first instance. We will also use high quality interventions with proven evidence of impact to assist our pupils who need additional support in a time limited way.
- Use the Pupil Premium for all year groups not just those taking examinations at the end of the year.

4. DEVELOPMENT OF THE POLICY

- 4.1 This policy has been developed in consultation with our stakeholders including pupils, staff, governors and parents and carers. It is part of our commitment to reducing inequalities in outcomes and promoting the inclusive nature of the work we do at Beis Yaakov.
- 4.2 In developing this policy we have taken into account our statutory responsibilities in meeting the requirements of the Equality Act 2010. We recognise that for those pupils where English is an additional language or those pupils who have Special Educational Needs or disabilities there may be higher rates of disadvantage which could lead to higher rates of eligibility for FSM. Where this is the case, we shall take these additional needs into account.
- 4.3 When developing this Pupil Premium Policy, we have also taken into account the Ofsted Inspection Framework 2015, which places a strong focus on improving the learning and progress of different groups and on narrowing gaps in standards. We also note that Ofsted has a statutory duty to report on the outcomes and provision for pupils who are disabled and those who have special educational needs.

5. LINKS TO OTHER POLICIES

- 5.1 Although this policy is the key document outlining our approach to narrowing the gaps in attainment and achievement for our disadvantaged pupils, we will, however ensure that information about our responsibilities under the Equality Act

2010 for other pupils for whom narrowing the gap remains an issue but are not covered by the Pupil Premium, are also included in key documents such as our School Development Plan, self – evaluation review, the school prospectus, school web site and newsletters.

- 5.2 There will also be references to disadvantaged pupils in our behaviour, admissions, SEN and anti-bullying policies, as well as minutes of meetings involving governors, the whole staff, and the senior leadership team and school council.

6. ROLES AND RESPONSIBILITIES

- 6.1 We expect all members of our school community, particularly staff and governors to be committed to raising standards and narrowing the attainment gaps for our pupils.

6.2 The Head and Senior Leadership Team

The Head, Deputy Head and Assistant Head are responsible for implementing this policy. They will ensure that all staff are aware of their responsibilities in narrowing the gaps of our pupils. Phase Leaders also provide support in implementing this policy. They will also ensure that staff are given appropriate support and relevant professional development opportunities to accelerate pupil's progress and attainment. Through performance management arrangements, they will make sure narrowing the gaps is a priority area of focus for the school.

- 6.3 It will be the responsibility of the Head to include the following information in the annual report for Governors:
- the progress made towards narrowing the gap, by year group, for disadvantaged pupils
 - an outline of the provision that has been made since the last annual report
 - 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

- 6.4 The School Business Manager will monitor the use of the Pupil Premium on an annual basis to track the allocation and use of Pupil Premium funding and will also check to see that it is providing value for money.

6.5 Teaching and Support Staff will:

- maintain the highest expectations of all pupils and not equate disadvantage of circumstance with 'low ability',
- promote an inclusive and collaborative ethos in their classrooms which enable pupils from disadvantaged backgrounds to thrive,
- plan and deliver curricula and lessons to a high standard and support the acceleration of progress in learning, so that gaps can be narrowed and improvements maintained.
- support disadvantaged groups of pupils in their class through differentiated planning and teaching, especially for those who find aspects

- of learning difficult and are in danger of falling behind,
- through ongoing CPD keep themselves informed about teaching strategies and research, which have proven track records in narrowing the gaps in attainment and achievement.

6.6 The school leadership provides opportunities for a range of professional development opportunities suited to their particular needs and role. This will support them in implementing successful strategies to accelerate progress of pupils and narrow the gaps.

6.7 **Governing Body**

Our governing body has an important role in ensuring our school complies with legislation and that this policy, along with its specific stated actions for narrowing the gaps is implemented.

6.8 On an annual basis the governing body will keep our work in narrowing the gaps under review so that they can monitor the use of the Pupil Premium. In monitoring and evaluating the work of the school in relation to the Pupil Premium, the governing body will take into account a range of information, including quantitative (data on progress and attainment) and qualitative (case studies, views, surveys etc.) data as evidence of impact.

6.9 At the end of the academic year, our Governors 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 gaps in our school and the impact this has had.

6.10 **Key Contacts**

Mrs S Lebrecht, Assistant Head teacher

7. MONITORING AND REVIEWING THE POLICY

7.1 Our work in relation to the Pupil Premium will be reviewed on a termly basis to ensure it is having the intended impact in narrowing the gaps. This will allow us to make any necessary adjustments.

7.2 Our Pupil Premium Policy will be reviewed on an annual basis and adjustments will be made to it according to the impact the school is having in narrowing the gaps. It will also take into consideration the increased funding that becomes available under the Pupil Premium Grant.

7.3 We recognise the importance of context and will evaluate new strategies as robustly as possible to ensure that the approaches we are using have the desired effect. In order to do this effectively, we will where relevant, undertake ongoing evaluations of the strategies we are using.

Our annual review will involve staff, pupils, governors and parents and carers.

8. DISSEMINATING THE POLICY

- 8.1 This Pupil Premium policy along with the details of actions will be published:
- on our website (with paper copies available on request in the school office)
 - as part of induction for new staff
 - included in newsletters for parents and carers
- 8.2 We will also use other methods and occasions such as Parents' Evenings and assemblies, as appropriate to share information about the Pupil Premium.

9. APPEALS PROCEDURE

- 9.1 Any appeals against this policy can be made through the governor's complaints procedure.

Ratified by the Governing Body

Signed: 

Chair of Governors

Date: 23rd October 2018

This policy will be reviewed on or before the following date: October 2019