



Statutory Policy

Pupil Premium

Drafted by:

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Signed by Chair of Governors:

Martyn Caldwell – Chair of Culture & Ethos

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Pupil Premium Policy

The pupil premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged students of all abilities and to close the gaps between them and their peers.

The DfE has given us the freedom to use the Pupil Premium grant as we see fit, based upon our knowledge of our students' needs. However, we are accountable for the use of this additional Pupil Premium funding.

The purpose of the Pupil Premium Policy

There is a significant national gap in the academic performance (attainment and achievement) of students who receive free school meals (and/or who are looked after) and other students. On average, they underperform academically compared to their peers. The reason for this gap is complex but it should be noted that some Pupil Premium (PP) students do exceptionally well in school.

We have therefore used the Pupil Premium and Recovery Premium funding in a number of different ways in order to attempt to accelerate the progress of these students and to remove their various barriers to success. The grant has been used to either expand existing initiatives or to fund new strategies to provide support, intervention and enrichment activities. The way that the funding is spent is based on our analysis of the needs of the individual students and on the best evidence we have of the most effective way of supporting eligible students.

To facilitate eligible students' participation in enrichment activities the school will consider, at parental request, a proportion of the activity to be funded so long as the activity fits with the school's curriculum on the following basis:

- Funding in its entirety for activities that are under £50.
- Funding of up to 10% of the total cost for activities over £500

Objectives for Pupil Premium in this School

1. The Pupil Premium will be used to remove barriers to learning and provide additional educational support to improve the progress and to raise the standard of achievement for students in this category
2. The funding will be used to close the gap between the achievement of our students and their peers both nationally and within the school
3. As far as its powers allow, the school will use the additional funding to address any underlying inequalities between children eligible for Pupil Premium and others
4. We will ensure that the additional funding reaches the students who need it most and that it makes a significant impact on their education. We will endeavour to broaden experiences and widen opportunities for students by ensuring they have access to and are fully engaged in all aspects of school life.
5. We will ensure secure and well supported transitions, including future destinations

6. The school will recognise that disadvantaged students are diverse, that many also come into 'LAC' and 'SEND' categories, and that all have many other unique characteristics. Therefore, provision will be tailored to each student
7. We will develop governance further so that monitoring and evaluation of the achievement and progress of those students supported by the pupil premium is a systematic focus. Governors will continue to monitor funded activities ensuring that they are targeted specifically at eligible students and evaluate the outcomes

When students enter Blythe Bridge High School & Sixth Form we ensure that we know and understand the starting points for their academic progress. We gain valuable information from their primary schools and additionally undertake several important assessments so that teaching is matched to the individual needs of all learners. Adjustments are made to Pupil Premium students' targets to ensure their learning is accelerated where appropriate.

The Pupil Premium funding will be spent on ensuring that all students are making progress in the key skills needed to succeed at Blythe Bridge High School & Sixth Form and ensure that they are appropriately prepared for the next stage of their education.

Pupil Premium funding provides specialist staffing to help us design and deliver learning which is personalised to the needs of individuals and to groups of learners. As part of this targeted support, we employ a Student Welfare Officer who works exclusively with students supported by the Pupil Premium funding, providing a programme of personalised intervention and support aimed at closing progress gaps and addressing any barriers to their learning.

Supporting Students Well-Being and Behaviour

Through our pastoral system, tutors are able to develop positive relationships with students which allow them to identify areas where Pupil Premium funding can have a positive impact on a students' achievements. This system is also used to monitor attendance and to take action quickly when issues arise that are impacting on a student's progress.

We ensure that all students have access to high quality careers guidance through independent careers advice and guidance. Pupil Premium students have priority interviews as career aspirations are a significant motivator. These interviews are supported by our Information, Advice & Guidance policy and relevant and timely careers related activities, from work experience to careers days and external speakers and our Business, Enterprise and Skills Training Week.

Through homework clubs, intervention sessions and pre-school provision, students are able to access facilities that will support them in completing work to a high standard, and gain access to the help of the student welfare officer and teaching assistants in and out of the school day.

Interventions

We believe that the following strategies have the potential to improve the achievement of disadvantaged students:

- Ensuring that all students eligible for FSM are given appropriate forms for application
- Using assessment systems and longitudinal as well as national data to accurately track data and identify any gaps to learning
- Targeting underachieving sub-groups including Pupil Premium students in action planning and improvement plans to ensure intervention informed by data tracking is effective
- Providing good and outstanding quality first teaching in the classroom so that all students including sub-groups of potentially vulnerable students, make at least expected progress, and ensuring this is monitored carefully
- Providing effective literacy and numeracy support
- Providing personalised targeted support by assessing the needs of students to ensure intervention is relevant and effective
- Supporting and monitoring good attendance and punctuality
- Ensuring strong careers support through information, advice and guidance
- Providing good facilities for supported self-study
- Ensuring students experience the full range of educational experiences by making sure funding does not become a barrier to access.

Success criteria

- Close in-school gap in attainment between PP and NPP
- Positive Progress 8 figure for eligible students
- Removal of literacy barriers for eligible students at KS3
- Most able eligible students achieve in line with their peers
- Attendance of eligible students at least 95%