



# The Use of Pupil Premium Funding

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## 1. Aims

*“To enable all members of the School to achieve their full potential by the provision of appropriate high quality teaching, resources and training.”*

This policy aims to

- **Provide background information** about the pupil premium grant so all members of the school community understand its purpose and which pupils are eligible
- Set out **how the school will make decisions** on pupil premium spending
- **Summarise the roles and responsibilities of those involved** in managing the pupil premium in school

## 2. Legislation and guidance

This policy is based on the pupil premium [allocations and conditions of grant guidance 2023 to 2024](#), published by the Education and Skills Funding Agency (ESFA).

## 3. Purpose of the grant

The pupil premium grant is additional funding allocated to publicly funded schools to raise the attainment of disadvantaged pupils and support pupils with parents in the armed forces.

The school will use the grant to support these groups, which comprise pupils with a range of different abilities, to narrow any achievement gaps between them and their peers.

We also recognise that not all pupils eligible for pupil premium funding will have lower attainment than their peers. In such cases, the grant will be used to help improve pupils' progress and attainment so they can reach their full potential.

### *Principles*

- Our spending strategy is informed by research evidence, such as the [guide published by the Education Endowment Foundation \(EEF\)](#)
- Pupil premium funding is ring-fenced, so that the use of the funding can be monitored and evaluated
- Our use of pupil premium aligns with the 3-tiered approach described in the EEF's pupil premium guide. The DfE says your activities must be those that:
  - Support the quality of teaching, such as staff professional development;
  - Provide targeted academic support, such as tutoring; and
  - Tackle non-academic barriers to academic success, such as attendance, behaviour, and social and emotional support
- Eligibility for the pupil premium is never confused with low ability; the aim is to support disadvantaged students to achieve the highest levels
- Pupil progress is monitored closely, so that those who are underachieving, particularly in English and mathematics, are identified at the earliest opportunity and appropriate intervention initiated. We recognise that just aiming for students to reach 'age-related expectations' is often not aspirational enough, and so take a wider perspective on student achievement.
- Pupil premium funding is used to support the activities that have been shown to be most likely to have an impact on improving achievement
- We do not underestimate the importance of ensuring that all day-to-day teaching meets the needs; the pupil premium should not be used to fund interventions to compensate for teaching that is less good
- Achievement data is used frequently to check whether interventions or techniques are working and adjustments are made accordingly (rather than just using the data retrospectively to see if something has worked)
- We ensure that class teachers know which pupils are eligible for the pupil premium so they can take responsibility for accelerating those students' progress
- We recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We will allocate additional funding to support any student or groups of students after the school has legitimately identified as being socially disadvantaged
- Additional funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of additional funding interventions at one time

#### **4. Range of provision**

The school deploys additional resources from the pupil premium funding to extend its programme of individual mentoring, to increase its engagement with parents and carers, and to support the progress of those students in groups most vulnerable to underachievement. We have invested in additional adult support to accelerate achievement, promote attendance and to ensure equality of opportunity in access to extra-curricular activities. Pupil premium Funding may be used specifically for the following:

- Providing small group work with an experienced teacher focussed on overcoming gaps in learning
- Additional emotional and academic support and one to one mentoring
- Additional teaching and learning opportunities provided through learning mentors, trained TAs or external agencies
- Uniform supplies for individual students
- Text books and education equipment support
- Assistance with the cost of curriculum trips, educational visits and experiences
- Breakfast and homework clubs
- Extra staff to take disengaged or disruptive children out of class when they do not engage
- Extra staff to work directly with children who do not have English as a first language and who need extra help with reading and writing
- Additional, targeted, careers advice and guidance for disadvantaged students
- Additional staff time to support parents of disadvantaged students
- Providing specialist software and/or programmes to improve spelling and literacy
- Enabling and encouraging participation in extra-curricular activities (such as sports, CCF, scouts, DofE)
- Improved access to new technologies to aid learning
- Small group work on study skills and revision and examination techniques

How the funding will be used will be determined by the school. There is no “ring-fenced” amount for an individual student. The expenditure on an individual will be based upon a needs-led analysis. The school will not usually use the fund to subsidise non-curricular activities, such as the annual ski trip.

## **5. Key Characteristics of our Provision**

### *Securing Success for All Young People*

When students enter Bournemouth School we ensure we know and understand the starting points for their academic progress. We gain valuable information from their primary schools and additionally we carry out important baseline assessments (e.g. MidYis).

A proportion of the Pupil Premium Funding is spent on ensuring that all pupils are making progress in the key skills needed to succeed at the school and ensure they are properly prepared for the next stage of their education. Throughout their time at Bournemouth School, we will intervene to support students who fall behind in the core skills. This will be done through interventions such as small group interventions and one to one tuition.

For any students who enter the school with reading ages below their chronological age we deliver a personalised programme of “catch up” to help them improve on this vital skill. The catch up reading programme will be based on regular intensive small group sessions

Alongside this we want to encourage pupils to read for pleasure. Ensuring that both young people have access to high quality stimulating reading materials is a priority.

Within the curriculum we pay for additional staffing which can help us design learning which is personalised to the needs of individual and to groups of learners.

#### *Data Tracking that Identifies the Gaps*

Data tracking is used rigorously across the whole school and identifies all underachieving pupils. The subsequent interventions are based on underperformance and other factors that contribute. These might be related, for example, to attendance, behaviour, or factors outside of school. The necessary interventions to support vulnerable students draws on Pupil Premium Funding.

#### *The High Profile of Vulnerable Students*

The high profile of disadvantaged students among staff, pupils, and parents and carers ensures that all are aware of their needs and of the support that is available. Staff are made aware of the achievement data surrounding disadvantaged pupils and the research-driven responses that are possible.

#### *Targeted support*

Tailored individual support is provided across the curriculum, and arrangements are made for resources to be available for each students as required. Staff take responsibility for determining the additional resources that students need in order to achieve well. Appropriate requests for resources are met quickly so that students can make the quickest possible progress.

#### *Deploying Teaching Assistants Effectively*

We ensure that teaching assistants thoroughly understood their role in helping to raise achievement, and are given the appropriate training. Teaching assistants’ hours of work are extended or revised to enable them to work with students before and after school, and to work with teachers to plan and review students’ learning. Teaching assistants are deployed where our analysis of student progress indicates that they are most needed, whilst also acknowledging their own strengths with different subjects and age groups.

#### *Good Attendance*

Staff, parents, carers and students understand the causal link between attendance and achievement. Attendance levels for all disadvantaged students are monitored closely and appropriate action taken as necessary.

#### *Supporting Pupils Well-Being and Behaviour*

For many students becoming a teenager is not the easiest of times. This can lead to emotional difficulties both at home and at school. We believe that deploying staff (such as tutors, heads of year, senior staff, and appropriate non-teaching staff) to help students overcome their particular barriers to learning is essential. Without this personal approach some vulnerable students will become disengaged from school. This mentoring will mean supporting students, 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 students identify future opportunities (for example, opening their eyes to the possibilities of further and higher education). This mentoring for vulnerable students is in addition to the one to one mentoring sessions from their tutor to which all students are entitled (and for which all tutors are given timetable time).

The school used some Pupil Premium funding to part-fund a nurture group for a small number of students, including those eligible for the Pupil Premium. All the selected students are identified as underachieving because of social, emotional or behavioural reasons. For several students, their introverted behaviour and lack of confidence may be holding them back in whole-class lessons. The group is led by our 'Inclusion Manager' /SENCO assisted by teaching assistants. The aim of the group is to improve students' behaviour and their social and learning skills and to give them the confidence to participate more fully in whole-class work. Baseline assessments in social and emotional skills, as well as academic skills, give a clear starting point from which to measure improvement. The group leader works closely with parents, giving them good strategies to support their children at home and to manage their own anxieties about their children's development.

#### *Ensuring Equality of Access to the Curriculum*

A key aspect of our ethos at Bournemouth School is our belief that we need to develop memorable learning experiences.

Our enrichment programme is extensive and inclusive. A proportion of the Pupil Premium Funding is used to support students whose families are on low incomes to access a number of aspects of this provision.

A key part of our mission statement focuses on developing the talents of the students. We believe that talents such as sport, music, dance and drama will only develop into a lifelong passion by providing a high quality extended curriculum.

A proportion of the Pupil Premium Funding enables **all** students to access this curriculum and help students discover their talents.

#### *Strong careers information, advice and guidance*

Careers advice and experiences are carefully mapped and recorded for all disadvantaged students. These pupils are provided with the most appropriate work experience placements. Students also receive a wide range of preparation activities for future life: work-related learning activities, access to vocational courses, one-to-one interviews, mock interviews, work experience fairs, careers fairs, post-16 information sessions and outside career events. This ensures that disadvantaged pupils can make informed decisions about their courses and choices and be very well prepared for their future lives beyond 16 and 18.

#### *Good facilities for Supported Self-study*

The school considers this to be vital in order to address many of the disadvantages that students who are eligible for free school meals may face. The school are aware that some students, particularly some who are eligible for the Pupil Premium, do not have any quiet places to study in their homes. Consequently we offer before and after school provision to enable supported self-study. Computer equipment, teaching support and food are all on hand. This provision is available to all students, but those eligible for the Pupil Premium are particularly encouraged to attend.

#### *Supporting Parents*

Bringing up teenagers is never an easy time. The additional stresses provided by financial worries will also impact on this. We believe that providing high quality support to parents of children who are finding it difficult to progress at school can impact greatly on their success at school. We want to provide regular structured meetings where parents can discuss their concerns and jointly identify strategies which can help pupils succeed at school and at home. Such meeting will usually be with the tutor and/or Head of Year.

## 6. Eligible pupils

The pupil premium is allocated to the school based on the number of eligible pupils in Years 7-11.

Eligible pupils fall into the categories explained below.

### *Ever 6 free school meals*

Pupils recorded in the most recent October school census who are known to have been eligible for free school meals at any point in the last 6 years (as determined by the DfE's latest conditions of grant guidance). This includes pupils first known to be eligible for free school meals in the most recent October census. This also includes pupils with no recourse to public funds (NRPF). The government has permanently extended FSM eligibility to include children in all households with NRPF. It does not include pupils who received universal infant free school meals but would not have otherwise received free lunches.

### *Looked-after children*

Pupils who are in the care of, or provided with accommodation by, a local authority (LA) in England for at least 1 day. Allocations will be provisionally based on the children looked-after data return in March of the previous year, and then confirmed in December of the current year based on the children looked-after data return in March of the current year.

### *Post looked-after children*

Pupils recorded in the most recent October census who were:

- Looked after by an English or Welsh local authority immediately before being adopted, or who left local authority care on a special guardianship order or child arrangements order
- In state care from outside England and Wales before being adopted

### *Ever 6 service children*

Pupils recorded in the most recent October census:

- With a parent serving in the regular armed forces
- Who have been registered as a 'service child' in the school census at any point in the last 6 years (as determined by the DfE's latest conditions of grant guidance), including those first recorded as such in the most recent October census
- In receipt of a child pension from the Ministry of Defence because one of their parents died while serving in the armed forces

## 7. Roles and responsibilities

### *Headteacher and senior leadership team*

- The headteacher and senior leadership team are responsible for:
- Keeping this policy up to date, and ensuring it is implemented across the school
- Ensuring all school staff are aware of their role in raising the attainment of disadvantaged pupils and supporting pupils with parents in the armed forces
- Planning pupil premium spending and keeping this under constant review, using an evidence-based approach and working with virtual school heads where appropriate

- Monitoring the attainment and progress of pupils eligible for the pupil premium to assess the impact of the school's use of the funding
- Reporting on the impact of pupil premium spending to the governing board on an ongoing basis
- Publishing the pupil premium strategy statement on the school's use of the pupil premium in each academic year on the school website, in line with the DfE's [guidance on using the pupil premium](#) and using the templates on GOV.UK.
- Providing relevant training for staff, as necessary, on supporting disadvantaged pupils and raising attainment

#### *Governors*

The governing board is responsible for:

- Holding the headteacher to account for the implementation of this policy
- Ensuring the school is using pupil premium funding appropriately, in line with the rules set out in the conditions of grant
- Monitoring the attainment and progress of pupils eligible for the pupil premium, in conjunction with the headteacher, to assess the impact and effectiveness of the school's use of the funding
- Monitoring whether the school is ensuring value for money in its use of the pupil premium
- Challenging the headteacher to use the pupil premium in the most effective way
- Setting the school's ethos and values around supporting disadvantaged members of the school community

#### *Other school staff*

All school staff are responsible for:

- Implementing this policy on a day-to-day basis
- Setting high expectations for all pupils, including those eligible for the pupil premium
- Identifying pupils whose attainment is not improving in response to interventions funded by the pupil premium, and highlighting these individuals to the senior leadership team
- Sharing insights into effective practice with other school staff

### **8. Evaluating the effectiveness of the provision**

In addition to monitoring attendance rates and the behaviour of vulnerable students, we also routinely compare the results of vulnerable students to those of others using the following measures:

- Percentage of students making expected progress in English
- Percentage of students making expected progress in maths
- Percentage of students attaining five or more 9-1 grades including English and maths
- Percentage of students with at least five 9-1 grades
- Average points per entry

- Value added

We evaluate the effectiveness of our provision annually, reporting the outcomes to the Governing Body.

## 9. Reporting

We will publish our strategy statement on the school's use of the pupil premium in each academic year on the school website, in line with the DfE's [guidance on using the pupil premium](#) and using the templates on GOV.UK. The report will include:

- 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
- The effect of this expenditure on the educational attainment of those pupils at the school in respect of whom the grant funding was allocated

Additionally, it is the responsibility of the Headmaster, or a delegated member of staff, to produce regular reports for the Governors' committees on:

- Headline statistics about our students and those eligible for the Pupil Premium
- Key performance indicators for students that attract the Pupil Premium
- A written summary of your objectives and actions in spending the grant, as well as the outcomes to date
- An evaluation of the cost effectiveness, in terms of the progress made by the students receiving a particular provision, when compared with other forms of support
- the progress made towards narrowing the gap, by year group, for socially disadvantaged students

It will be the responsibility of the Chairpersons of the committees to this information is made known to the full governing body.

*We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.*





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***The latest version of this policy may be accessed through our website – Yes / No***