

Pupil Premium Policy

Signed (chair):	Name:	Date:
Signed (Head):	Name: A Hodge	Date:
Reviewed by: A Hodge	Reviewed on:	Note of Revisions:
Ratified by: Governing Body on		Next Review: March 2022

Equality Impact Assessment (EIA) Part 1: EIA Screening

Policies, Procedures or Practices		Date	
EIA CARRIED OUT BY:		EIA APPROVED BY:	

Groups that may be affected:

Are there any concerns that the policy could have a different impact on any of the following groups? (please tick the relevant boxes)	Existing or potential adverse impact	Existing or potential for positive impact
Age (young people, the elderly: issues surrounding protection and welfare, recruitment, training, pay, promotion)		
Disability (physical and mental disability, learning difficulties; issues surrounding access to buildings, curriculum and communication).		
Gender Reassignment (transsexual)		
Marriage and civil partnership		
Pregnancy and maternity		
Racial Groups (consider: language, culture, ethnicity including gypsy/traveller groups and asylum seekers)		
Religion or belief (practices of worship, religious or cultural observance, including non-belief)		
Gender (male, female)		
Sexual orientation (gay, lesbian, bisexual; actual or perceived)		

Any adverse impacts are explored in a Full Impact Assessment.

Join the Learning Adventure

Pupil Premium Policy

1. Principles

1.1 At Bromley Heath Junior School all teaching and learning opportunities should meet the needs of all pupils. Where necessary our provision will be varied and adapted (funded by pupil premium) to meet the differing needs of our pupils.

1.2 Variation of need is determined by analysis of pupil data and tracking, discussion with parents, pupils and staff. The school has made use of research information around the topic of nurture groups and alternative provision to create a designated area within Key Stage 2 to address the more specific needs of some of our pupils and maximise the use of pupil premium funding and impact on pupil progress.

1.3 In structuring our provision, funded by pupil premium, we recognise that not all pupils who receive or have previously received free school meals (FSM) will be “socially disadvantaged” or “vulnerable”. Furthermore, we also recognise that not all pupils who could be described as “socially disadvantaged” or “vulnerable” are registered or qualify for free school meals, either at the present or in the past. As a result, whilst always linked to a pupil or a group of pupils receiving pupil premium, additional pupils identified as “socially disadvantaged” or “vulnerable”, may also benefit from variation or adaptation in provision. Therefore, groups funded by the grant may be made up of FSM pupils and non-FSM pupils, where needs are similar, or where meeting their needs helps to create a learning environment conducive to success for all.

1.4 Pupil premium funding will be allocated following the needs analysis, described above, by the Senior Leadership Team (SLT).

2. Aims

Bromley Heath Junior School is determined and committed to providing all pupils with the best education possible; assisting all to achieve the very best they can. The pupil premium grant is used strategically to support targeted pupils to achieve this aim in a number of ways:

- Assuring quality first teaching for all pupils

- High quality professional development for staff
- Targeted support for pupils who require a more personalised curriculum or intervention to access learning
- Offering provision with a more specialised focus on nurture type activities to motivate pupils and raise aspirations to create a positive view of learning
- Ensuring pupils are able to engage with learning opportunities off site or outside of the usual school day

3. **Provision**

The provision may include:

- **Achievement and standards work** including additional class based or intervention activities to accelerate progress for targeted groups or individuals, alongside tracking systems to monitor pupil progress.
- **Social skills work** through sport and/or mentoring, developing self-esteem, resilience and social skills, including positive playtimes
- **Pastoral work** with a qualified counsellor or coach supporting pupils with emotional or socially related issues which inhibit learning, impact on self-esteem or mental health.
- **Enrichment** to ensure that pupils are given the opportunity to develop a range of talents including

Though varied in its nature and form, all our work through the use of pupil premium will be aimed towards a common outcome: accelerating progress, ensuring pupils make expected or better than expected progress to enable them to achieve or exceed age related expectations.

4. **Continuous Professional Development for teachers and support staff**

Pupil premium funding may also be used to provide sustained professional development opportunities for teaching staff. This will be targeted to improve the quality of teaching in relation to specific strategies or approaches that research suggests will disproportionately benefit “vulnerable” pupils.

5. Reporting

