



Pupil Premium / Service Premium Policy

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Pupil Premium / Service Premium Policy

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1 About Our School

Brookside Primary School is a welcoming and caring community of children, parents, staff and Governors. Together we continually strive to provide a happy and supportive environment in which the unique potential in every child is realised. Our vision is that within a creative curriculum, we will enable each child to share the responsibility for becoming independent and confident learners and achievers in a continually changing world.

2 Background

The Pupil Premium and the Service Premium were introduced in 2011, as a government initiative to target extra funding at pupils from deprived backgrounds or from vulnerable groups who, according to research, underachieve compared to their non-deprived peers. The funding is provided to support these pupils in reaching their full potential.

3 Eligibility

3.1 Pupil Premium

The Pupil Premium is allocated to schools with pupils on roll that are:

- Disadvantaged – i.e., they have been eligible for benefit-based free school meals (FSM) at any time in the last six years
- Looked-after or formerly looked-after children
- From armed services families

The school will also receive a pupil premium for those children who have left local authority care because of one of the following:

- Adoption
- A special guardianship order
- A child arrangements order
- A residence order

3.2 Service Premium

Pupils will be eligible for the Service Premium where they are identified as having:

- One of their parents serving in the regular armed forces
- One of their parents having served in the regular armed forces in the last three years
- One of their parents having died while serving in the armed forces and the pupil is in receipt of a pension under the Armed Forces Compensation Scheme (AFCS) and the War Pensions Scheme (WPS)

4 Allocation of Funding

The Government allows schools to decide how the Pupil Premium and the Service Premium should be spent, however, is clear that schools are expected to employ the strategies that they know are conducive to their pupils in increase their attainment or progress. Schools will be accountable for 'Narrowing the Gap' and there is a planned reform to the school performance tables to include new measures that show the attainment of pupils who receive the Pupil Premium and the Service Premium compared with their peers.

Ofsted will review and evaluate the efficacy and impact of such spending.

5 Provision

In order to meet the above requirements, Brookside Primary School will ensure that provision is made which secures the teaching and learning opportunities that meet the needs of all pupils. Our priority is focused on 'Narrowing the Gap' for those pupils where a gap exists between Pupil Premium children and other pupils.

As part of the additional provision made for pupils who belong to vulnerable groups, the school will ensure that the needs of socially disadvantaged pupils are adequately assessed and addressed through consistently monitoring and tracking pupil progress. In making provision for socially disadvantaged pupils, the Governing Body recognises that not all pupils who receive free school meals will be socially disadvantaged and, in turn, that not all pupils within such groups or are registered or qualify for free school meals.

We reserve the right to allocate the Pupil Premium and Service Premium to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged or 'in need of intervention'. The Governing Body has delegated the responsibility for such decision-

making to the Headteacher and other appropriate staff, such as the SENCo, working collegiately on the allocation of funds and the type of provision offered to pupils.

6 Brookside's Use of the Pupil Premium and Service Premium

Brookside Primary School has used the funding to pay for:

- Trips and residentials for eligible pupils
- The acquisition of individual learning resources
- One-to-one learning provision to narrow the attainment gap between pupils
- Extracurricular and enrichment activities, including school clubs, music and foreign language tuition
- Rushcliffe primary schools' Behaviour Support Specialist
- School uniform

7 Impact

The impact of our procedures relating to supporting pupils on the Pupil Premium Register is reported routinely to the school's Governing Body (see below). A statement of impact is also published on the school's website.

8 Reporting

It will be the responsibility of the Headteacher, in conjunction with the Senior Leadership Team, the SENCo and the Finance Manager, to produce a regular report for the Finance, General Purposes & Personnel Sub-Committee (FGP&P) on:

- An outline of the provision made
- The process made towards 'Narrowing the Gap'
- Effective clear audit trails and records of how monies are allocated and spent
- An evaluation of cost effectiveness, in terms of the progress made by the pupils receiving a particular provision

The Headteacher will also ensure that:

- Parents / Carers receive information on how the funding has been used to address the issue of 'Narrowing the Gap' for socially disadvantaged pupils
- Information will be published on the school website

9 Success Criteria

The evaluation of this policy is based on how effectively the school can 'Narrow the Gap' between socially disadvantaged pupils and their peers.

The success criteria for the Pupil Premium and Service Premium Policy are:

- Early intervention and support for vulnerable groups or individuals
- The vast majority of such children meeting their individual targets
- Effective school as well as family support
- Having an effective system for identifying, assessing and monitoring pupils
- Having a whole-school approach
- Creating a positive school atmosphere in which pupils' differences are recognised and valued as full members of the school community
- Developing confident and independent learners

10 Equality, Diversity and Inclusion

At Brookside Primary School, we aim to ensure that no member of the school community experiences harassment, less favourable treatment or discrimination within the learning environment because of their age; any disability they may have; their ethnicity, colour or national origin; their gender; their religion or beliefs.

We value the diversity of individuals within our school and do not discriminate against anyone because of 'differences'. We believe that all our children matter and we value their families too. We give our children every opportunity to achieve their best by taking account of our children's range of life experiences when devising and implementing school policies and procedures.

11 Policy Review

This policy will be regularly reviewed by the Governing Body and updated in line with Policy Schedule set out by Equals Trust.