

Vision statement
BRIDGE is a family of schools committed to high performance. We embrace a universal culture of excellence in the learning communities we build.
Aims
To continue building a Multi Academy Trust that promotes strong values, an excellent education for all children, develops highly effective School Teams, is financially secure, and ensures effective governance.
To nurture, support and encourage aspirations by providing excellent learning opportunities, inspiring teaching environments, and a creative approach to curriculum subjects that secures engagement from all our learners resulting in high levels of academic progress and outcomes.
To develop outstanding leadership, teaching and support teams by valuing committed, reflective staff, and providing rigorous and challenging professional development for continual School Improvement.
To develop hubs as centres of learning excellence to disseminate best practice, firstly within and then beyond, the Trust.
To successfully engage and communicate with parents/carers in our local communities, supporting the children's progress, well-being and achievement.

Pupil Premium Policy

Purpose
Bridge Schools Trust is committed to ensuring that barriers to learning are identified for all pupils entitled to Pupil Premium in all of its academies, and to using the relevant grant to diminish differences between the attendance, well-being and learning outcomes for this group of pupils and their ineligible peers. Wherever appropriate we will ensure that the funding also has impact on those pupils not entitled to it, and we will enable schools to share information about their use of the funding with all stake holders.

September 2021

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Background

The Pupil Premium is allocated by local authorities, or the DfE, to publicly funded schools and academies with pupils between Foundation Stage 2 and Year 11, on roll in January of each year, that are known to have been eligible for free school meals (FSM) at any time in the last six years (so-called Ever 6 Pupils). Schools have the freedom to spend the Pupil Premium, which is additional to their underlying budget, in a way they think will best support raising the achievement of funded pupils in comparison with their non-Pupil Premium peers within the school and nationally, whatever their academic starting point and potential.

Pupil Premium Plus pupils are children looked after (CLAs. Schools are accountable to the LA Virtual School Headteacher for the ways in which LAC funding is spent, so it may be held back until the VSH is satisfied with the school's plans in respect of each pupil (Personal Education Plan or PEP).

Post LAC pupils are those who have been adopted out of LA care.

Service Premium pupils are eligible for funding but are not deemed to be 'Disadvantaged'. We welcome parents applying for this funding, but we will not include reference to these pupils or their funding on our website for security reasons.

The targeted and strategic use of Pupil Premium will support us in achieving our overall vision.

Principles

- The designated Pupil Premium Lead (PPL) will be responsible for the informed use of the Pupil Premium Grant (PPG) and members of the Senior Leadership Team or wider staff (e.g. English/Maths Lead, Pastoral team and SENDCo) will support as required.
- A link governor will work with the PPL, and other staff where appropriate, to ensure that the Local Governing Body (LGB) is directly involved in monitoring the use of Pupil Premium funding, and making decisions about provision.
- We will ensure that teaching and learning opportunities meet the needs of all pupils, since our primary purpose is to ensure that quality first teaching (QFT) is provided throughout the academy, and we value the contribution that Pupil Premium funding is able to make to training for staff in key knowledge and skills.
- We will ensure that appropriate provision is made for pupils who belong to vulnerable groups; this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- We will identify the likely barriers to learning for our Pupil Premium children and link them to desirable outcomes as the basis for choosing appropriate actions and approaches to address them.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive, or have received, free school meals will be socially disadvantaged.
- We recognise that not all pupils who are socially disadvantaged are registered or qualify for Free School Meals (FSM), so we will ensure that entitled parents and carers are supported sensitively in applying for the meals, but also therefore the additional funding.

- For KS1 pupils, who are all entitled to receive Free School Meals, we may liaise with the Local Authority to support us identify those who are eligible for Pupil Premium funding, and make this clear to parents and carers of pupils in EYFS and KS1, especially where they mistakenly believe that eligibility for EYPP will carry forward.
- Pupil Premium funding will be nominally allocated to those pupils who are eligible, including proportional funding of strategies accessed by Pupil Premium and non-Pupil Premium children alike.
- The majority of our work through the Pupil Premium will be aimed at accelerating progress, moving children to age related expectations (ARE) and beyond.
- Additional provision for DSEN pupils will be funded through a combination of any DSEN funding and their Pupil Premium allocation where applicable.
- We will constantly monitor the effectiveness of strategies used and review provision in the light of tracking data and other evidence (e.g. Arbor, individual Intervention Impact Reports, Pupil Progress Meetings, assessment and financial systems)
- We will involve the widest possible group of appropriate stakeholders, these may include members of the staff team, the LGB, pupils and their families, in making suggestions about Pupil Premium strategies and evaluating their outcomes.

Provision

The SLT and the LGB will consider evidence from a variety of sources, including: MAT Pupil Premium strategic resources, school's own data, external evaluative material such as the Education Endowment Foundation Teaching and Learning Toolkit, Ofsted case studies and visits to other settings, when choosing which actions and approaches will be appropriate for a particular group of Pupil Premium children, or an individual pupil.

Reporting

It will be the responsibility of the Headteacher to ensure the governing body are kept informed about:

- the progress made towards diminishing the differences for socially disadvantaged pupils (Pupil Premium against non-Pupil Premium pupils)
- an outline of any changes to provision that have been made since the last meeting
- an evaluation of the impact of strategies employed. This may make reference to cost.

The SLT and LGB will share responsibility with the Trust Board and relevant trust officers for evaluating and improving the actions and approaches used to close the achievement difference through Pupil Premium funding.

Members of the LGB will ensure that a Pupil Premium Statement is published on the website which uses the DfE proforma. This will detail the barriers faced by pupils, the actions/approaches chosen and the rationale or evidence for the choices made. The document will also detail the impact of the spend from the previous academic year.

Appeal

Any appeals against this policy will be through the school's and trust's complaints procedure.

Review

This policy will be reviewed annually in the light of any statutory or advisory changes.