



Blanche Nevile School

Pupil Premium Policy

Written by	SLT	Date Written	
Amended / Reviewed by	SLT and Teaching and Learning Committee	Review Date	June 2018
Date agreed by FGB		Next Review Date	June 2019

Blanche Nevile School is a Special School for Deaf Children in North London with places for children aged 3 to 16. Pupil Premium is allocated to students from low income families. There are laid down criteria as to whom and how students qualify. Schools are free to spend the Pupil Premium as they see fit. However, we are accountable as to how the additional funding has been used to support pupils.

From September 2012 Pupil Premium has been targeted at improving students' life and social skills. 'Interventions' is the title the school uses for students who, by our assessment and target setting, are not making as much progress as expected. Pupil Premium has been used to fund some of the teacher led sessions.

At Blanche Nevile, we believe in developing and extending children's learning as much as possible. Enrichment broadens horizons, develops new skills and contributes to children's personal and social development. We try and extend learning beyond the classroom as much as possible and link it to real life experiences.

- Trips and visits
- Visitors to the school
- Specialist Music Workshops
- Kaos Signing Choir for Deaf and Hearing Children
- Access to lunch time and after school clubs

Pupil Premium is also used to fund additional individual or small group programmes for those children on Free School Meals who need a boost to their learning in order to reach their potential. These cover areas such as language development, literacy and numeracy skills and emotional and social development. Our Resources Committee requests quarterly updates concerning how the Pupil Premium is used. This will also be reported to Full Governing Body Meetings.

To improve outcomes our disadvantaged pupils, school leaders will work with colleagues to:

- Make the achievement of pupils eligible for Pupil Premium funding their number one priority.
- Use research evidence, including The Sutton Trust and the Education Endowment Foundation (EEF) Teaching and Learning Toolkit to inform spending decisions.

- Take a whole-school approach to quality first teaching, which sets high aspirations for all pupils.
- Recognise that disadvantaged pupils are not a homogenous group and whilst children may face similar challenges, it is vital to identify each individual's barriers to learning.
- Use different approaches for groups or individuals facing particular barriers.
- Ensure that every member of staff knows who disadvantaged pupils are and takes an interest in their success.
- Provide personalised support for each pupil following a consultation with their parents.
- Ensure governors understand the role to play in providing constructive challenge to the school's Pupil Premium Strategy.
- Effectively monitor and evaluate the impact of spending in improving outcomes for pupils.

Reporting

How will we evaluate the use our funding?

Any decisions about how to spend our Pupil Premium are based on the analysis of performance information. Pupils who are eligible for the Pupil Premium are identified on our school tracking system, BSquared Connecting Steps. This allows us to filter information relating to their attainment and progress throughout the year. This data informs our planning for interventions and is published in the Head's termly report to governors. When evaluating the achievement of pupils in relation to our spending of the Pupil Premium, we consider how well gaps are narrowing between the performances of different groups of pupils in the school and compared to all pupils nationally. We also consider how well pupils make progress relative to their starting points. This data is monitored termly to ensure that all Pupil Premium pupils are on track to meet their targets.

J. Doe
4/7/18