



## HOLTSMERE END JUNIOR SCHOOL

### PUPIL PREMIUM POLICY Summer 2022

To be reviewed Summer 2023

#### Introduction:

This policy should be read with the following documents; Pupil Premium Spending, Action Plan & Impact Statement. This policy should be read in conjunction with the School's Equal Opportunities Policy, DSEN, More Able and EAL Policies and Teaching and Learning Policy.

The pupil premium grant was introduced in April 2017 by the coalition government to address the gap in attainment between children deemed 'disadvantaged' and their peers. Children are considered disadvantaged if:

- Eligible for free school meals (or have been eligible in the last six years, known as 'Ever 6')
- Looked after continuously for more than six months, or
- Within families who work in the armed forces.

The 2018-2019 rate of payment is:

- £1320 per FSM or Ever FSM pupil reception year to year 6
- £1800 per looked after child (who has been looked after for more than a day, has been adopted, has been in care); and
- £300 per service child or Ever 3 service child

The school notes Ofsted inspections report on how the school's use of the funding affects:

- the attainment of the pupils who attract the funding
- the progress made by these pupils
- the gap in attainment between disadvantaged pupils and their peers

As a school in receipt of pupil premium funding, we are accountable to our parents and school community for how we are using this additional resource to narrow the

achievement gaps of our pupils. New measures have been included in the performance tables published annually on a national level. They capture the achievement of disadvantaged pupils covered by the Pupil Premium.

We are aware that under The School Information (England) (Amendment) Regulations 2012 Schedule 4 there is specified information which has to be published on a school's website.

Section 9 of this regulation requires schools to publish '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, and the effect of this expenditure on the educational attainment of those pupils at the school in respect of whom grant funding was allocated'.

Through this policy, we shall publish the above information. In meeting this requirement we will observe our continuing responsibilities under the Data Protection Act 1998, so that individuals or groups of individuals, including funded through the Service Premium cannot be identified.

## **1. School Aims**

1.1 Holtsmere End Junior School is a place for everyone to succeed and thrive. The targeted and strategic use of Pupil Premium Funding (PPF) will support us in achieving our vision.

1.2 We aim to ensure that every child leaves Holtsmere End Junior School excited about learning, resilient to setback and determined to succeed. We want to equip them with confidence, resilience and a passion for justice and equality. These qualities will enable them to thrive and to champion kindness and fairness at all stages of their future lives.

1.3 The targeted and strategic use of Pupil Premium funding will support us in achieving our aims.

## **2. Principles**

2.1 At Holtsmere End Junior School we ensure that all teaching and learning opportunities meet the needs of all pupils. We ensure that appropriate provision is made for pupils who belong to vulnerable 'disadvantaged' groups. This specifically includes ensuring that the needs of socially disadvantaged pupils are addressed. Research, trialling strategies and self-evaluation are used in order to allocate the funding to activities that are most likely to have an impact on achievement.

2.2 In making provision for socially disadvantaged pupils, we recognise that not all pupils who are eligible for free school meals, (or have been eligible in the last 6 years) are socially disadvantaged and further, some children who experience disadvantaged backgrounds are not eligible for free school meals and thereby do not attract Pupil Premium Funding. We will ensure all pupils who have additional needs receive the highest quality of personalised provision which helps them to thrive regardless of their status as disadvantaged or non-disadvantaged.

2.3 We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We therefore allocate Pupil Premium funding to support any pupil or groups of pupils that the school has legitimately identified as being socially disadvantaged. In providing support we will not socially isolate pupils. There it is likely that all groups receiving additional support will be a mix of FSM and non-FSM pupils.

2.4 Pupil Premium Funding will be allocated following annual needs analysis and half termly pupil progress meetings which will identify priority pupils and groups.

### **3. Provision and making decisions regarding the use of Pupil Premium**

3.1 The range of provision the Governors and Senior Leaders may consider making for this group could include:

- \* reducing class sizes where appropriate, thus improving opportunities for effective assessment for learning and accelerating progress.
- \* providing small group work with an experienced teacher focused on overcoming gaps in learning
- \* 1-1 support
- \* offer additional parent workshops and home learning opportunities to support parents to help their children's learning outside school
- \* delivering intervention programmes to target newly arrived children and/or those who do not speak English as their first or main language
- \* targeting more able children and those on the Gifted and Talented register to ensure they reach their full potential
- \* providing small group work with an experienced teacher assistant focussed on overcoming gaps in learning

- \* additional support for assessments, training and advice from specialists such as speech therapists, educational psychologists etc
- \* access to therapeutic interventions and advice
- \* paying or part subsidising activities that broaden the knowledge of the curriculum or participation in school activities
- \* ensure good attendance, punctuality and readiness for learning of disadvantaged pupils through the employment of a school learning mentor.

3.2 All our work through the Pupil Premium will be aiming to accelerate progress moving children to reach their individual full potential.

3.3 The school recognises that disadvantage does not mean and is not an excuse for low attainment or progress. Pupil Premium resources will be used to support all qualifying pupils including higher attaining children with previously high levels of achievement.

3.4 When making decision about using pupil premium funding it is important to consider the context of the school and subsequent challenges faced.

3.5 Common barriers for FSM children can be less support at home, weak language skills, and a lack of confidence, more frequent behavioural difficulties, and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied.

3.6 We also recognise that the Direct School Grant (DSG) has an element of deprivation funding included in it to address the attainment of our disadvantaged pupils: We will:

- use the latest evidence based research<sup>1</sup> on proven strategies which work to narrow the attainment gaps and adapt these as necessary to meet the needs of our pupils
- be mindful of the fact that eligibility and take up of FSM does not equate with pupils being considered to be of 'low ability' because of their social circumstances
- recognise the fact that FSM pupils are not a homogenous group and cover a wide range of needs
- use high quality teaching and learning as the preferred way to narrow the gaps in attainment in the first instance.
- we will also use high quality interventions with proven evidence of impact to assist our pupils who need additional support in a time limited way

- use the Pupil Premium for all year groups not just those taking examinations at the end of the year.

#### **4. Roles and responsibilities**

4.1 We expect all members of our school community, particularly staff and governors to be committed to raising standards and narrowing the attainment gaps for our pupils.

4.2 The Headteacher and the Senior Leadership Team are responsible for implementing this policy. They will ensure that:

- all staff are aware of their responsibilities in narrowing the gaps of our pupils.
- all staff are given appropriate support and relevant professional development opportunities to accelerate pupil's progress and attainment
- Through performance management arrangements, they will make sure narrowing the gaps is a priority of focus for the school
- All strategies are evaluated as robustly as possible to ensure that the approach applied is having the desired effect. In order to do this effectively, the Headteacher and SLT will, where relevant, undertake ongoing evaluations of the strategies being used.

4.3 Teaching and support staff will:

- maintain the highest expectations of all pupils and not equate disadvantage of circumstance with 'low ability'
- promote an inclusive and collaborative ethos in their classrooms which enable pupils from disadvantaged backgrounds to thrive
- plan and deliver curricula and lessons to a high standard and support the acceleration of progress in learning, so that gaps can be narrowed and improvements maintained.

4.4 Governing Body has an important role in ensuring our school complies with legislation and that this policy, along with its specific stated actions for narrowing the gaps in implemented. The SEN Governor is responsible for ensuring the implementation of this policy. Our governing body will keep our work in narrowing the gaps under review so that they can monitor the use of the Pupil Premium. In monitoring and evaluation the work of the school in relation to the Pupil Premium, the governing body will take into account a range of information, including quantitative (data on progress and attainment) and qualitative (case studies, views, surveys etc.) data as evidence of impact. At the end academic year, our Governors will ensure that there is an annual statement to parents on how the Pupil Premium finding has been used to address the issue of narrowing the gaps in our school and the impact this has had.

## **5. Reporting**

5.1 The Head Teacher will produce annual reports for the Governors:

- \* the progress made towards narrowing the gap, by year group, for socially disadvantaged pupils
- \* an outline of the provision
- \* an evaluation of the cost effectiveness, in terms of the progress made by the pupils receiving a particular provision, when compared with other forms of support.

5.2 The Governing Body of the school will ensure that there is an annual statement to parents and carers on how the Pupil Premium Funding has been used to address the issue of 'narrowing the gap', for socially disadvantaged pupils. This statement will be published on the schools website. This task will be carried out within the requirements published by the Department for Education

This policy should be read in conjunction with the School's Equal Opportunities Policy, SEN information report and the Teaching and Learning Policy. It is also included in the school's Induction pack for new staff.

## **6. Outcomes**

6.1 Students eligible for Pupil premium will have been identified and monitored

6.2 Pupil premium students will have achieved above the national average and gaps in attainment will have narrowed.

6.3 Students will have developed confidence and independence and have been supported with aspirations and ambitions

## **6. Review:**

6.1 This policy shall be reviewed annually and ratified by the Full Governing Body or a committee as directed by the Chair of Governors. The Full Governing Body shall then ratify the policy upon the recommendation(s) of the committee.

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<sup>i</sup> 1 Such as The Sutton Trust – Education Endowment Foundation, Teaching and Learning Toolkit <http://educationendowmentfoundation.org.uk/toolkit/> which is regularly updated & The Institute of Effective Education at University of York, <https://www.york.ac.uk/iee/> , which researches ‘what works’ in teaching and learning and promotes the use of evidence in education policy and practice. The two Ofsted reports – ‘Pupil Premium’, 20th September 2012, <http://www.ofsted.gov.uk/resources/pupil-premium> and the latest on 11th February 2013, ‘The Pupil Premium: How schools are spending the funding successfully to maximise achievement’ <http://www.ofsted.gov.uk/resources/pupil-premium-how-schools-arespendingfunding-successfully-maximise-acheivement> are examples of the research evidence and case studies of best practise which we use.