



HOLTSMERE END JUNIOR SCHOOL

PUPIL PREMIUM POLICY

Summer 2022

To be reviewed Summer 2024

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.

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 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.

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.

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

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.

4. Reporting

4.1 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

4.2 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.

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.