



**Name of Policy:**

## **Pupil Premium Policy**

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<b>Person responsible for updating policy</b>	SENDCO

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## Introduction

At Wallace Fields Junior School the targeted and strategic use of pupil premium funding will support us in achieving our vision for these disadvantaged pupils, which broadens their cultural capital and facilitates **closing the attainment gap** between them and their peers.

We reserve the right to allocate the pupil premium funding to support any pupil, or groups of pupils, the school has legitimately identified as being socially disadvantaged. The policy goes on to set out details of the types of provision the school makes, how the school makes decisions surrounding the pupil premium, and how the school will report on the use of the pupil premium.

## Pupil Premium Policy

At Wallace Fields Junior School we believe that all pupils should achieve their full potential and benefit from enjoyable learning experiences, whatever their background or circumstances. We pride ourselves on realising that every pupil in our school is unique, and therefore we need to make sure that all our activities reach out to each and every pupil.

### Aims:

The targeted and strategic use of pupil premium will support us in achieving our vision for all disadvantaged pupils, which is to close the attainment gap between them and their peers.

### Principles:

- We ensure that quality first teaching and learning opportunities meet the needs of all of the pupils, considering cultural capital.
- We 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 recognise that not all pupils who are socially disadvantaged are registered for or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil, or groups of pupils, the school has legitimately identified as being socially disadvantaged. The greater proportion of any group, supported through Pupil Premium funding, will be made up of disadvantaged pupils.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals.
- Due to the continual nature of teaching, assessment and learning cycle, not all pupils receiving free school meals will be in receipt of pupil premium interventions at all times.
- Pupil premium funding will also be allocated to looked after pupils and those who are the children of members of the armed forces.

### Provision:

The range of provision for this group includes:

- Daily reading or well-being check ins
- Providing small group work focussed on gaps in learning
- 1-to-1 support from Teaching support staff
- Additional teaching, learning opportunities and class support provided by trained support staff or external agencies, including the funding of training to support these opportunities
- Resources to meet the need of particular individuals or groups of pupils (allocation of decommissioned library books, pens, pencil and other practical resources).

- Memorable opportunities created for pupils (trips, clubs, and associated resources assistance)
- Dyslexia screening provided where there is need.
- Cultural enrichment and pre-teaching
- Emotional support (well-being team or ELSA).

All our work through the Pupil Premium will be aimed at accelerating progress, moving disadvantaged pupils to at least age-related expectations (mostly matching the attainment of their peers).

Pupil Premium resources will also be used to target able pupils on Free School Meals to achieve a higher score or greater depth at the end of Key Stage 2.

## **How we will make decisions regarding the use of the Pupil Premium**

In making decisions on the use of the Pupil Premium we will:

- Ensure that the Pupil Premium funding allocated to our school is used solely for its intended purpose.
- Use the latest evidence-based research on proven strategies which work to narrow the attainment gap and adapt these as necessary to meet the needs of our pupils
- Be transparent in our reporting of how we have used the Pupil Premium, so that members of our school community and Ofsted are fully aware of how this additional resource has been used to make a difference (pupil premium strategy).
- Encourage the take up of Free School Meals by working proactively with our parents and carers in a sensitive and supportive manner and to remove any potential barriers or stigma attached to claiming Free School Meals. In doing so we recognise the vital role that parents and carers play in the lives of their pupils.
- Ensure that there is robust monitoring and evaluation in place to account for the use of the Pupil Premium by the school and Governing Body. This is monitored through the pupil premium strategy.

## **Reporting**

It will be the responsibility of the Headteacher, to include the following information in the annual data report for the Governors:

- The progress made towards narrowing the gap, by year group, for socially disadvantaged pupils
- An outline of the provision that was made since the last annual report
- 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. Our internal monitoring system; EDUKEY supports this analysis.

At the end of the academic year, the Governors of the school will ensure that there is an annual statement to parents on how the Pupil Premium funding has been used to address the issue of 'narrowing the gap', for socially disadvantaged pupils on the school website. This task will be carried out within the requirements published by the Department for Education.

## **Evaluation and Success Criteria**

The evaluation of this policy is based on how quickly the school can 'close the gap' between socially disadvantaged pupils and their peers.

The success criteria for the Pupil Premium Policy are:

- Early identification, intervention and support for socially disadvantaged pupils.
- The vast majority of socially disadvantaged children will meet their individual targets.
- Effective parental- pupil school 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.
- Parents are engaged and involved in their children's learning.

### **Links to other policies and documentation**

Although this policy is the key document outlining our approach to narrowing the gaps in attainment and achievement for our disadvantaged pupils, we will, however ensure that information about our responsibilities under the Equality Act 2010 for other pupils for whom narrowing the gap remains a priority, but are not covered by the Pupil Premium, are also included in key documents such as our school development plan, self-evaluation review, the school prospectus, school website and weekly parental bulletins. There will also be references to disadvantaged pupils in our behaviour, admissions, SEN and anti-bullying policies, as well as minutes of meetings involving governors, the whole staff, and the senior leadership team and School Council.

**This policy should be read in conjunction with the Pupil Premium strategy published on the school website.**

### **Monitoring and reviewing the policy**

Our work in relation to the Pupil Premium will be reviewed on a termly basis to ensure it is having the intended impact in narrowing the gaps. An ongoing record of this data is kept on our central system.

This will allow us to make adjustments if particular strategies are not working well.

Our Pupil Premium Policy will be reviewed on an annual basis and any necessary changes will be made thereafter, taking into consideration any changes to the funding that is made available under the Pupil Premium Grant.