



## WEST EARLHAM JUNIOR SCHOOL

### PUPIL PREMIUM POLICY

Date Approved by Governing Body: 13th December 2022

Date of Next Review: April 2024

Signed Headteacher: \_\_\_\_\_ Date

Signed Chair of Governors: \_\_\_\_\_ Date

## **Pupil Premium Policy**

“Pupil premium is funding to improve education outcomes for disadvantaged pupils in schools in England. Evidence shows that disadvantaged children generally face additional challenges in reaching their potential at school and often do not perform as well as other pupils”.

<https://www.gov.uk/government/publications/pupil-premium/pupil-premium>

### **Policy Mission Statement:**

At West Earlham Junior School, we want all of our pupils to be successful and believe that socio- economic disadvantage should not be a barrier to learning or indicative of future achievements.

Our intention is to address the challenges recognised in the three- year ‘Pupil Premium Strategy Statement.’ We will do this by focusing on high quality teaching, tailoring support, implementing intervention and providing provision to meet the individual needs of pupils and groups of pupils within the context of our school.

<https://www.wejs.co.uk/wp-content/uploads/2021/12/Pupil-Premium-Statement-2021-2022.pdf>

We are committed to addressing the adversities presented and aim to diminish the gap between achievement and economic disadvantage so that all children at West Earlham Junior School no matter their background or the challenges they face achieve success and make progress across all subject areas relative to their starting points.

We believe that when funds and intervention are used effectively then levels of attainment and achievement will rise whilst simultaneously closing the gap between pupils from low income families and their peers.

This policy will document the procedures, practice and responsibilities attached to Pupil Premium.

### **Background:**

The pupil premium is a government initiative that provides an individual allocation of funds for pupils specifically identified as coming from a deprived background. The Government uses the ‘pupils entitled to free school meals (FSM), looked after children and service children (PP+)’ as indicators of deprivation, and have provided a fixed amount of money for schools per pupil based on the number of pupils registered for FSM over a rolling six year period (FSM Ever 6).

Research shows that pupils from deprived backgrounds underachieve compared to their non-deprived peers. The Pupil Premium funding is provided to enable the identified pupils to be supported to reach their potential at home and in an academic setting. The school is responsible for allocating funds appropriately and accordingly.

Further government guidance can be found at:

<https://www.gov.uk/government/publications/pupil-premium/pupil-premium>

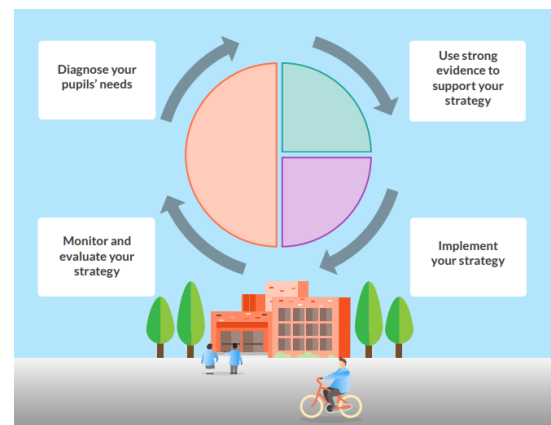
If new guidelines are produced then the Pupil Premium Policy and Strategy Statement will be amended to reflect the advice and legislation.

### Context:

As from September 2021, each school must produce a 'Pupil Premium Strategy Statement.' This document must be uploaded to the school website by the 31st December.

The Pupil Premium Strategy is in a continual review cycle and the Pupil Premium Strategy Statement evolves to reflect and address the changing budget but most importantly the current needs of the Pupil Premium pupils, their families and the individualised needs of the school. Schools are encouraged to create and follow a three year plan which is reviewed, evaluated, adapted and updated to reflect the current cohort, address the Pupil Premium children's needs and be personalised to suit the context of West Earlham Junior School.

To address the disadvantages faced by Pupil Premium Children, the Pupil Premium Lead and SLT will use the Pupil Premium Strategy combined with school based evidence to create an agreed action plan for the year ahead. The implementation of this plan will follow the 'EEF Implementation Template' and process 'Explore- Prepare - Deliver - Sustain'



### Key Principles:

To maximise the impact of our Pupil Premium Spending at West Earlham Junior School we believe the key principles are:

- Building belief & promoting a positive 'Can Do' attitude amongst staff and pupils
- Identifying pupils who are disadvantaged & understanding their individual needs
- Analysing quantitative and qualitative data to inform future practice
- Individualising & tailoring support for achieving and underachieving PP pupils
- Quality First Teaching to increase the impact of teaching & learning for all pupils
- Maximising learning time through careful curriculum development and planning
- Collaboration of people and services to provide a range of high quality and sustainable support, advice & care to pupils and their families.

These principles underpin our Pupil Premium Strategy Statement. In line with the EEF Guidance, [Pupil Premium Menu: EEF Evidence](#) our PP funding will adopt a tiered approach and the funding will be split into three overarching subheadings.

- Teaching
- Targeted Academic Support
- Wider Strategies

The challenges identified in the Pupil Premium Strategy will be solved by interventions and the perceived outcomes outlined under the three subheadings. The Pupil Premium Strategy Statement will detail how we as a school intend to spend the pupil premium (and recovery premium) this academic year and will be reviewed and evaluated yearly so that the actions and budget for the second and then third year of the cycle can be set. If any **overpayment** of the PPG occurs, then the school will repay the amount overpaid.

## **Provision:**

### **Overview**

The Senior Leadership Team and Governing Body of West Earham Junior School ensure that the provision implemented secures the teaching and learning opportunities required to meet the needs of all pupils. Our priority is focused on 'narrowing the gap' to ensure that Pupil Premium children achieve and attain on a par with non-PP children. To do this, we will focus on minimising and removing barriers to learning, and provide additional learning support for targeted individuals and groups of children. As part of the additional provision made for pupils who belong to vulnerable groups, the Senior Leaders of the school will ensure that the needs of socially disadvantaged pupils are adequately assessed and addressed through half termly pupil progress reviews.

### **Provision in Action**

Provision across the school will be given in response to the identified pupil or small group of pupils' needs. Sometimes, provision may take shape in the form of whole- class teaching or school wide interventions.

Although this is not an exhaustive list, support might look like:

- Multiple staff members across one year group.
- Designated staff to work with families and children at all times.
- Small Group Interventions with a member of staff based on the day to day learning needs of the cohort.
- Structured interventions with an experienced teacher or teaching assistant e.g. RWI, ELSA etc.
- Planned, additional learning opportunities either as 1:1 or in small groups provided by trained staff or external agencies.
- Small group tuition (linked to progress data) led by a member of staff.
- One-to-one support (in class or on the playground) led by a member of staff.
- Pastoral and emotional support through 1:1 or small nurture groups based upon the identified needs of the pupils.
- Behaviour support for all at all times- pastoral care and support is available at all times.
- Targeted behaviour support at designated times either 1:1 or in small groups with our FSW or with a member of the Behaviour Team.
- Lunch clubs with the FSW for targeted individuals or small groups

- Funding for school trips and visits
- Funding of extended school opportunities, for example extra-curricular clubs
- Staff training – focusing on key target areas eg: RWI, oracy, reading, writing and maths
- Whole-class teaching (following school wide initiatives)
- Purchasing of research proven interventions for reading and developing fundamental language, English and Maths skills e.g. Accelerated Reader, RWI

The SLT, SENCo, Behaviour Team, FSW in conjunction with the Pupil Premium Lead, will maintain an ongoing programme of support for socially disadvantaged pupils, which will be subject to the oversight of the Governors' and Headteacher. The Pupil Premium plan will reflect all barriers to learning including any SEN, specific additional needs as well as social and emotional barriers.

### **Responsibilities:**

Everyone is responsible. Staff at West Earlham Junior School believe in ALL children and adopt a nurturing and 'solution focused' approach based on evidence to overcoming barriers. Staff believe in developing the whole child and incorporate this focus into teaching and learning.

Staff and governors accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their needs within a caring environment. The targeted and strategic use of pupil premium will support us in achieving our vision and support the pupils to be equipped, confident citizens of the world.

We will ensure that:

- ALL teaching staff and support staff are involved in the analysis of data and identification of pupils
- ALL staff are aware of who pupil premium and vulnerable children are
- ALL pupil premium children benefit from the funding, not just those who are underperforming
- Underachievement at all levels is targeted (not just lower attaining pupils)
- Children's individual needs are considered carefully so that we provide support for those children who could be doing "even better if....."
- We review, adapt and update the Pupil Premium Strategy Statement yearly to reflect the current needs of the school.

### **Reporting**

**Termly:** It will be the responsibility of the Pupil Premium Lead to produce a termly report for the Governors on:

- The progress made towards narrowing the gap, by year group, for socially disadvantaged pupils.
- An outline of the provision that was made during the term since the last meeting.
- An evaluation of the cost effectiveness, in terms of the progress made by the pupils receiving a particular provision.

## **Annually (Short review of the PP Strategy every year & a long review every 3 years).**

The Pupil Premium Strategy will be rewritten every three years but will be subject to a short review annually. Evaluations of the previous year and goals for the year ahead will be shared with staff in a staff meeting and with the Governing Body and SLT.

When reporting about pupil premium funding we will include:

- Information about the context of the school
- Objectives for the year/ three year cycle
- Reasons for decision making, analysis of data, use of research
- A Summary of the nature of support and how funds and people are allocated
- An overview of spending
- A summary of the impact of PPG

We will ensure that:

- A wide range of data is used to inform practice and – achievement data, pupils' work, observations, learning walks, case studies, and staff, parent and pupil voice
- Assessment Data is moderated and collected half termly so that the impact of interventions can be monitored regularly
- Teaching staff and support staff attend and contribute to pupil progress meetings each term and the identification of children is reviewed
- Regular feedback about performance is given to children and parents
- Interventions are adapted or changed if they are not working
- Case studies are used to evaluate the impact of pastoral interventions, such as on attendance and behaviour
- A designated member of the SLT maintains an overview of pupil premium spending
- A governor is given responsibility for pupil premium

The Governing Body will consider the information provided and will ensure that there is an annual statement to the parents on the school website outlining how the Pupil Premium funding has been used to address the issue of closing the gap for pupils eligible for Pupil Premium. This task will be carried out in line with the requirements published by the Department for Education.

<https://www.gov.uk/government/publications/pupil-premium/pupil-premium>

### **Roles:**

#### **The Governing Board is responsible for:**

- Ensuring the effectiveness of this policy.
- Ensuring the school meets its statutory duties with regards to the use of the pupil premium grant (PPG).
- Maintaining robust oversight of the school's financial affairs.
- Liaising with the headteacher and pupil premium lead to ensure the school's strategies

and activities regarding pupil premium align with the school's wider School Development Plan.

- Scrutinising the school's plans for, and use of, its pupil premium funding, including reading and reviewing the school's Pupil Premium Impact Statement.

**The Headteacher alongside the Pupil Premium Lead is responsible for:**

- Ensuring the day-to-day implementation of this policy.
- Liaising with the governing board to ensure the school's strategies and activities regarding pupil premium align with the school's wider School Development Plan.
- Ensuring the school spends the PPG funding effectively and in a way which aligns with the school's overall pupil premium strategy.
- Ensuring the school publishes its Pupil Premium Impact Statement, as required.
- Ensuring the school meets the requirements to publish information regarding the PPG on the school website, as required.
- Liaising with staff through day-to-day interactions, CPD sessions and timetabled termly progress meetings to discuss data, progress, intervention groups and next steps.
- Liaising with the SENCO, FSW and Safeguarding Team to collaboratively plan provisions for PP children and their families.
- Engaging with parents and carers in a variety of ways to keep them informed about their child's/ children's development.
- Providing a termly report to Governors regarding data, impact and interventions both now and in the future.
- Collating viewpoints of the children and their families through Pupil Voice transcripts, surveys, interactions at meetings and through discussions.
- Organising a timetable for Progress/ Impact Meetings, Feedback Weeks, Parent Meeting Dates, Data deadlines and Supporting staff with moderation and planning.

**The SLT, SENDCo, FSW & Safeguarding Team are responsible for:**

- Liaising with one another and the SLT to ensure that both pupil premium and non-pupil premium children receive high quality provision and care to support them to be successful learners and citizens of the world.
- Liaising and working staff to offer targeted and planned additional support to PP children when deemed appropriate.
- Attending progress meetings when appropriate so that information can be shared and interventions discussed.
- Discussing individuals and cohorts of children's needs and planning next steps for intervention accordingly.
- Liaising with and organising external agencies when appropriate.
- Promoting inclusive practice through quality first teaching.

**The Year Group Leaders are responsible for:**

- Knowing the makeup of the cohort for their year group including those who are identified as being within a vulnerable group, those who have a socio- economic disadvantage and those who are eligible for PP.
- Sharing the information about the cohort with the Year Group Team.
- Regularly evaluating the needs of the year group and curating the support and

intervention groups within their year group appropriately whilst encouraging inclusive, quality first teaching.

- Engaging parents both in person (at the gate, at parent's meetings, stay & learn sessions, Reading Cafe etc.), on the phone and through updating the learning pages on the school website (blogs/ homework challenges/ learning together pages)
- Supporting the partner teacher to plan for progress/ impact meetings by looking at which children are on track, who requires further support to be at or above age related expectation and which of those children are eligible for the PPG.
- Following whole school initiatives and championing them within their year group.
- Booking and planning trips in advance to ensure that all children experience extra curricular, cultural and enrichment activities.
- Believing that every child can succeed and providing the children with the opportunity to showcase what they can do now and in the future.

### **The Class Teachers are responsible for:**

- Engaging parents both in person (at the gate, at parent's meetings, stay & learn sessions, Reading Cafe etc.), on the phone (keeping in touch calls) and through updating the learning pages on the school website (blogs/ homework challenges/ learning together pages).
- Knowing which children are Pupil Premium within their class and sharing this with additional staff members.
- Engaging with CPD to inform their practice.
- Embracing and executing whole school initiatives in a timely manner.
- Attending progress/ impact meetings termly to provide and discuss class feedback linked to summative and formative assessment.
- Liaising with the SLT, SENCO, FSW and Behaviour Team regularly to support pupils.
- Creating a safe, nurturing, inclusive classroom environment which enables both PP and non-PP children to access learning.
- Regularly assessing pupils and using the feedback to inform teaching, planning and learning.
- Planning engaging lessons which are linked to the school curriculum and are based on up to date assessments of the individual, group or whole class needs.
- Supporting pupils to overcome barriers and to reach their goals.
- Supporting additional staff to engage with pupils accordingly and appropriately.
- Tracking each child within their class and using this information to diminish the gap between the performance of PP and Non-PP children.
- Believing that every child can be successful and make progress at a level which is appropriate to them.
- Familiarising themselves with the PP Policy and PP Strategy Statement.

### **Additional Staff Members are responsible for:**

- Liaising with the class teacher and year group leader to gain information about the cohort.
- Liaising with the class teacher and year group leader to plan, review and run targeted intervention on an individual or group basis both in and out of the classroom.
- Feeding back information about individual pupils to the class teacher to inform planning, teaching and assessment.



- Engaging with CPD to inform their practice.
- Embracing and executing whole school initiatives in a timely manner.
- Familiarising themselves with the PP Policy and PP Strategy Statement.
- Engaging parents both in person (at the gate, at parent's meetings, stay & learn sessions, Reading Cafe etc.), on the phone (keeping in touch calls) and through updating the learning pages on the school website (blogs/ homework challenges/ learning together pages/ taking photos to be uploaded/ adding work to Purple Mash etc).
- Assisting to create a safe, nurturing, inclusive classroom environment which enables both PP and non-PP children to access learning.
- Believing that every child can be successful and make progress at a level which is appropriate to them.

## **Success Criteria**

The evaluation of this policy is based on how effectively the school can 'narrow the gap' between socially disadvantaged pupils and their peers. We will set ourselves short, medium and long term aims across our implementation plans and will use these goals to measure whether the interventions have been successful or whether the interventions require being stopped or adapted to meet the needs of the pupil.

West Earlham Junior School is responsive to common challenges as well as individual needs and our approach is based upon diagnostic assessments and not assumptions about the impact of economic disadvantage. We continue to adopt a whole school approach in which all staff take responsibility for outcomes and raise staff expectations of what children who are recognised as being disadvantaged can achieve.

We believe in our students and want them to be enthusiastic, happy and confident people who attain a higher standard across the curriculum so they leave KS2 ready to progress to their next stage of education. We believe that every child should be given the same chances to be successful and we believe our long term provision map will help diminish the gap and weaken the link between income and academic outcomes.

## **Legal Framework:**

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Children Act 1989
- Equality Act 2010
- UK General Data Protection Regulation (UK GDPR)
- Data Protection Act 2018
- The School Information (England) Regulations 2008
- ESFA (2022) 'Pupil premium: allocations and conditions of grant 2022 to 2023'
- DfE (2018) 'Promoting the education of looked-after children and previously looked-after children'
- DfE (2021) 'What maintained schools must publish online'
- NCTL and the Teaching Schools Council (TSC) (2018) 'Effective pupil premium reviews'
- Education Endowment Foundation (EEF) (2019) 'The EEF Guide to Pupil Premium'

After SLT discussion and attending several EEF courses focused on 'Making the Difference to Disadvantaged pupils', we reviewed, evaluated, updated and edited the policy to reflect current practice.

Policy Amended By: Zoe Fereday (Assistant Head)

Policy Reviewed: April then September 2022

Next Policy Review Date: April 2024