

## **Pupil Premium Policy**

### **Purpose**

This policy has been written to provide a framework that ensures that pupil premium funding is appropriately budgeted and spent to maximise achievement and progress. This policy is not based on a model template but uses information from the document 'Pupil premium: Overview' (14 April 2023) (<https://www.gov.uk/government/publications/pupil-premium/pupil-premium>) and 'Using pupil premium: guidance for school leaders' (March 2023).

### **Introduction**

The pupil premium was introduced in April 2011 to target extra money at pupils from deprived backgrounds. Research has shown that children from deprived backgrounds underachieve when compared to non - deprived children. The pupil premium was initially allocated to children from low-income families who were known to be eligible for free school meals and children who had been looked after for more than six months. Eligibility for the pupil premium was extended in 2012-2013 to pupils who have been eligible for free school meals in the last six years. Children Looked After receive a higher payment and a smaller amount is paid for children of service personnel.

Schools must use their pupil premium grant in accordance with the 'menu of approaches' set by the Department for Education, which include approaches in relation to high-quality teaching, targeted academic support and wider strategies. Schools are accountable for how they use the funding to support pupils from low-income families and the other target groups and must publish a statement on their website which presents an overview of their pupil premium strategy and demonstrates that their use of the funding meets the requirements of the conditions of grant.

At Giles Junior school we have high aspirations for all our children, and we believe that all children should be provided with the opportunities to realise and develop their full potential.

### **Monitoring the pupil premium**

Class teachers and subject leaders are responsible for identifying the individual needs of all their pupils and monitoring their attainment and progress. Interventions and progress will be recorded in vulnerable group folders and reported to the SLT (Senior Leadership Team) in regular pupil progress meetings.

Giles Junior School has a Resources committee which is responsible for managing the school's budget and planning for future expenditure. The Curriculum and Standards committee is responsible for monitoring the attainment and progress of pupils with a named governor who is specifically responsible for monitoring the effectiveness of pupil premium funding. This governor is Dawn De-Vall.

### **Using pupil premium to maximise achievement**

In order to ensure that pupil premium funding is appropriately and effectively used, the school's senior leaders and governors will ensure that they:

- Report the use of funding so it is spent on the target group of pupils.

- Never confuse eligibility for the pupil premium with low ability.
- Focus on supporting disadvantaged pupils to achieve their full potential.
- Thoroughly analyse which pupils are not working within age-related expectations.
- Use research evidence (such as the Sutton Trust toolkit) and their own and others' experience to allocate the funding to activities that are most likely to have an impact on improving achievement.
- Use national data to compare performance rather than local comparisons.
- Ensure that planning the pupil premium spending is incorporated into the Pupil Premium Toolkit.
- Understand the importance of high-quality teaching to meet the needs of each pupil, rather than relying on interventions to compensate for teaching that is less than good.
- Allocate the best teachers to teach intervention groups and employ new teachers who have a good track record in raising attainment.
- Use achievement data frequently to assess the effectiveness of interventions and make adjustments accordingly, rather than use the data retrospectively to see whether they worked.
- Ensure that support staff, particularly teaching assistants, are effectively trained and understand their role in helping pupils to achieve.
- Systematically focus on giving pupils clear useful feedback about their work, suggestions on how it can be improved and time to respond.
- Ensure that class teachers and subject leaders identify the individual needs of all their pupils so that they take responsibility for accelerating their progress.
- Use the Pupil Premium Toolkit to outline spending on pupil premium children, which is publicised on the school's website.
- Allocate 'catch up funding' and 'School led tutoring funding' allocated due to the Covid pandemic to ensure any gaps are reduced and the funding supports those pupils with the largest gaps to improve overall outcomes.
- Provide well targeted support to improve attendance, behaviour and links with families where these may be a barrier to a pupil's learning.
- Have a clear and robust performance management procedure in place for all staff which includes discussions about pupils who are eligible for pupil premium.
- Thoroughly involve governors in the decision making and evaluation process.
- Carefully monitor and evaluate, in order to demonstrate the impact of each aspect of the spending, on the outcomes for pupils.

### **Date for review**

October 2023

### **Distribution:**

A copy of this policy will be available to:

- a) all school governors
- b) all teaching staff
- c) parents/carers (on school website)

Issued: October 2023

Next Review: October 2024

Approved: .....

Date: .....