

Pupil Premium Policy
ABBOTSWOOD JUNIOR SCHOOL
Reviewed by Senior Leadership Team/Pupil Premium Lead: November 2019
Review date: November 2022

What is the Pupil Premium? The National Picture

The Pupil Premium was introduced by the Government in April 2011. It was designed to give additional money to support schools in raising the attainment of children who receive free school meals, service children and those children in local authority care. These groups of children have been identified nationally as achieving at a lower level than children from less disadvantaged backgrounds. For example, national figures show that 11 year olds who are eligible for Free School Meals are around twice as likely not to achieve age related expectations in maths and English as other 11 year olds.

Where does the Pupil Premium funding come from?

Eligibility and funding

Schools get pupil premium funding based on the number of pupils they have in January each year from the following groups

Free school meals

Schools get £1,320 for every primary age pupil or £935 for every secondary age pupil who claims free school meals or who has claimed free school meals in the last six years

Looked-after and previously looked-after children

Schools get £2,300 for every pupil who has left local authority care through adoption, a special guardianship order or child arrangements order.

Local authorities get the same amount for each child they are looking after; they must work with the school to decide how the money is used to support the child's Personal Education Plan.

Service families

The service premium is not part of the pupil premium as the rules to attract the [service premium](#) are different.

Schools get £300 for every pupil with a parent who:

- is serving in HM Forces
- has retired on a pension from the Ministry of Defence

This funding is to help with pastoral support.

“It is for schools to decide how the Pupil Premium, allocated to schools per FSM pupil, is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility.” Source - DfE website

The funding is therefore given to schools to spend as they think best, although there is a requirement to publish online how this money is spent.

PURPOSE OF THE PUPIL PREMIUM POLICY

The purpose of this policy is to outline how we will ensure that the Pupil Premium allocated to us has an impact on narrowing the attainment gaps which currently exist between our 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, and the impact of funding statement, 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 children funded through the Service Premium cannot be identified.

DEVELOPMENT OF THE POLICY

This policy has been developed in consultation with our staff and governors. It is part of our commitment to reducing inequalities in outcomes and promoting the inclusive nature of the work we do at our school.

In developing this policy we have taken into account our statutory responsibilities in meeting the requirements of the Equality Act 2010. The Equality Act 2010 requires us as a public organisation to comply with the Public Sector Equality Duty (PSED). Further information is available in our school's Equality Single Equality Scheme. The overlap with our Equality Scheme is in relation to how we are meeting the needs of our pupils who are covered under the 'protected characteristics' of the Equality Act. Some of these pupils, especially minority ethnic, English as an additional language, Special Educational Needs and pupils with disabilities can suffer from higher rates of disadvantage and therefore can have higher rates of eligibility for FSM. Where this is the case, we shall take these additional needs into account.

When developing this Pupil Premium Policy, we have also taken into account the Ofsted Inspection Framework 2015, which places a strong focus on improving the learning and progress of different groups and on closing gaps in standards. We also note that Ofsted has a statutory duty to report on the outcomes and provision for pupils who are disabled and those who have special educational needs.

LINKS TO OTHER POLICIES AND DOCUMENTATION

Although this policy is the key document outlining our approach to closing 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 closing the gap remains an issue, 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 web site and newsletters.

The Pupil Premium at Abbotswood Junior School

The school has a proportion of children who are eligible for pupil premium. At Abbotswood Junior School, we are committed to ensuring all our children make the best possible progress. We track the achievement of every child on a regular basis and do all we can to make sure each child achieves their potential. We also have a duty to ensure that no group of children are disadvantaged due to their gender, ethnic origin or family income or background.

We are well staffed at Abbotswood Junior School and children in all year groups learn in classes where the staff team includes a teacher and often other support staff. Children are familiar with working in groups of different sizes, at different times of the day, with different adults. Children of all abilities have the opportunity to work in a small group with an adult. Within this type of organisation, we give children extra support when they need it.

The Pupil Premium funding has allowed us to continue and extend what we already do – to monitor children's progress and to give additional support when required. Children are certainly not singled out or stigmatised for getting some extra attention and we would never label a child in front of other children for receiving free school meals or being in care.

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

- Ensure that Pupil Premium funding allocated to our school is used solely for its intended purpose. We also recognise that the Direct Schools Grant (DSG) has an element of deprivation funding included in it to address the attainment of our disadvantaged pupils.
- Use the latest evidence based research on proven strategies which work to narrow the attainment gaps and adapt these as necessary to meet the needs of our pupils.
- Teachers use the 'Justice Block' in-house system to support within class provision for these pupils.
- Be transparent in our reporting of how we have used the Pupil Premium, so that our parents, interested stakeholders and Ofsted are fully aware of how this additional resource has been used to make a difference.
- Encourage take up of FSM 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 FSM. In doing so, we also recognise the vital role that parents and carers play in the lives of their children.
- 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.
- Ensure there is robust monitoring and evaluation in place to account for the use of the Pupil Premium, by the school and governing body. Whole school, year leader and class tracking systems identify and support these pupils.
- Recognise the fact that FSM pupils are not an homogeneous group and cover a wide range of needs. As such the strategies we use to raise attainment will take these group and individual needs fully into account.
- 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 externally validated tests at the end of the year. Please see Pupil Premium Strategy for details.

ROLES AND RESPONSIBILITIES

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

The Head and Senior Leadership Team

The Head and the Senior Leadership Team are responsible for implementing this policy. They will ensure that all staff are aware of their responsibilities in closing the gaps of our pupils. They will also ensure that 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 closing the gap is a priority area of focus for the school.

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

- the progress made towards closing the gap, by year group, for disadvantaged pupils
- an outline of the provision that has been 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

The Lead Teacher for Pupil Premium has day to day responsibility for co-ordinating the implementation of this policy and monitoring outcomes. They will use knowledge of evidence based research of 'what works' and 'how' this works in closing the gaps and customise this research to fit the needs of our pupils and school context.

The School Business Manager will monitor the use of the Pupil Premium on a termly basis to track the allocation and use of Pupil Premium funding. Alongside the SLT, she will also check to see that it is providing value for money.

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.
- support disadvantaged groups of pupils in their class through differentiated planning and teaching, especially for those who find aspects of learning difficult and are in danger of falling behind,
- keep up to date with teaching strategies and research, which have proven track record in closing the gaps in attainment and achievement.

We will provide opportunities for staff to engage in a range of professional development opportunities suited to their particular needs and role. This will support them in implementing successful strategies to accelerate progress of pupils and narrow the gaps.

Governing body

Our governing body has an important role in ensuring our school complies with legislation and that this policy, along with its specific stated actions for closing the gaps is implemented. A linked governor is responsible for ensuring the implementation of this policy.

Our governing body will, at least termly, keep our work in closing the gaps under review so that they can monitor the use of the Pupil Premium. In monitoring and evaluating 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 of the academic year, our Governors 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 gaps in our school and the impact this has had.

MONITORING AND REVIEWING THE POLICY

Our work in relation to the Pupil Premium will be reviewed after assessments to ensure it is having the intended impact in closing the gaps. This will allow us to make adjustments if particular strategies are not working well, rather than leaving things to the end of the year.

Our Pupil Premium Policy will be reviewed on an annual basis and adjustments will be made to it according to the impact the school is having in closing the gaps. It will also take into consideration the funding that becomes available under the Pupil Premium Grant.

We recognise the importance of context and will evaluate new strategies as robustly as possible to ensure that the approaches we are using have the desired effect. In order to do this effectively, we will where relevant, undertake ongoing evaluations of the strategies we are using, such as that outlined in The DIY Evaluation Guide provided by the Education Endowment Foundation.

DISSEMINATING THE POLICY

This Pupil Premium policy along with the details of actions will be published:

- on our website (with paper copies available on request in the school office)

For more details on the Pupil Premium please visit:

<http://www.education.gov.uk/schools/pupilsupport/premium>