



**St James C of E Junior School –
developing the love of learning and life
in a caring Christian community**

Pupil premium policy

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At St James' C of E Junior School and, in accordance with our Church of England foundation and ethos, we seek to promote the welfare of the most vulnerable children. We recognise that pupils who attract the Pupil Premium grant are not always those with the greatest need and that not all pupils who are socially disadvantaged are registered or qualify for Free School Meals (FSM)..

1. Aims

This policy aims to:

- Provide background information about the pupil premium grant so that all members of the school community understand its purpose and which pupils are eligible
- Set out how the school will make decisions on pupil premium spending
- Summarise the roles and responsibilities of those involved in managing the pupil premium in school

2. Legislation and guidance

This policy is based on the pupil premium [allocations and conditions of grant guidance 2023 to 2024](#), published by the Education and Skills Funding Agency (ESFA). It is also based on guidance from the Department for Education (DfE) on [virtual school heads' responsibilities concerning the pupil premium](#), and the [service premium](#).

3. Purpose of the grant - Intent

The pupil premium grant is additional funding allocated to publicly funded schools to raise the attainment of disadvantaged pupils and support pupils with parents in the armed forces.

The school will use the grant to support these groups, which comprise pupils with a range of different abilities, to narrow any achievement gaps between them and their peers. Through our Curriculum Drivers – Oracy, Well being, Initiative, Wider World and Futures we will aim to ensure disadvantaged children leave St James having had the same experiences as their peers, and with ambition for their future.

We also recognise that not all pupils eligible for pupil premium funding will have lower attainment than their peers. In such cases, the grant will be used to help improve pupils' progress and attainment so that they can reach their full potential.

STRATEGIES

- *Pupil Premium will be clearly identifiable within the budget;*
- *The Head teacher, in consultation with the governors and senior staff, will decide how the Pupil Premium is spent for the benefit of entitled pupils*
- *The school will assess what additional provision should be made for the individual pupils*
- *The school will be accountable for how it has used the additional funding to support the achievement of those pupils covered by the Pupil Premium and the Head teacher will report to the governing body and parents on how effective the intervention has been in achieving its aims*
- *We will publish online information annually about how we have used the Premium and its impact on achievement*
- *We will ensure that parents, governors and others are made fully aware of the attainment of pupils covered by the Premium*
- *We will seek to further develop strategies and interventions which can improve the progress and attainment of these pupils*
- *Where other support mechanisms are withdrawn we will seek to address this through the PP funding where appropriate*
- *We will track the impact of the strategies put into place through the funding to ensure that we can show the value that has been added to the education of the entitled children*
- *We will monitor evaluate and review the success of the impact of the Pupil Premium funding. The Governor identified as having responsibility for overseeing the Pupil Premium will monitor the impact twice yearly and report back to the Full Governing Body. The Headteacher's Report will also include Pupil Premium as a standing item.*

4. Use of the grant - Implementation

The pupil premium grant is used in order to meet the identified needs of pupils - provision which is additional or different to that of all other pupils. Our strategy is informed by research evidence, identified in the [guide published by the Education Endowment Foundation \(EEF\)](#)

Our use of the pupil premium and activities align with the DfE's 'menu of approaches'.

The DfE says activities must be those that:

- Support the quality of teaching, such as staff professional development;
- Provide targeted academic support, such as tutoring; and
- Tackle non-academic barriers to academic success, such as attendance, behaviour, and social and emotional support

It is used to provide staffing for intervention for pupils identified as requiring support in specific areas of the curriculum. Interventions include: handwriting, mathematics groups, reading support, Language for Thinking, Beanstalk volunteers. These interventions are closely monitored and impact is measured and reported to governors.

The school is committed to promoting the well-being of the child and pupil premium funding is allocated to pastoral support programs: social skills groups, attendance groups, resilience training, 1 : 1 time with Inclusion Lead or Play Champion

In an area of high social deprivation, the school provides pupils with cultural opportunities which they may not otherwise get: pantomime visit to school, access to Young Voices choir, visiting artists, support with trips and residential visits.

In order that the most vulnerable pupils have had meal at the start of the day, Breakfast Club is funded with the pupil premium grant.

Quality First Teaching

Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored by class teachers and department leaders, and interventions put in place.

If a pupil has been identified as underachieving, or *possibly* having additional needs, they will be closely monitored by teaching and pastoral staff in order to gauge their level of learning and possible difficulties.

The child's class teacher will take steps to provide scaffolded or adapted learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied. Interventions will be monitored, progress assessed and adjustments to differentiation made where necessary.

The Inclusion Lead, and EAL Coordinator when appropriate, will be consulted as needed for support and advice and may wish to observe the pupil in class.

Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.

A member of the senior leadership team leads on pupil premium provision in order to evaluate current research from the Education Endowment Foundation / Sutton Trust.

We will publish our strategy on the school's use of the pupil premium in each academic year on the school website, in line the DfE's requirements on what maintained schools must publish online.

5. Outcomes – Impact

This policy will play an important part in the educational development of the individual pupils who are entitled to the Pupil Premium.

We will ensure that these pupils are treated equally and as favourably as others and that the additional funding is used well to address the challenges they face. The school will use the additional funding to promote the achievement and progress of all entitled pupils, paying particular regard to the effectiveness of quality first teaching for all vulnerable groups, including Pupil Premium.

6. Eligible pupils

The pupil premium is allocated to the school based on the number of eligible pupils in Key stage 2. Eligible pupils fall into the categories explained below.

6.1 Ever 6 free school meals

Pupils recorded in the most recent January school census who are known to have been eligible for free school meals at any point in the last 6 years (as determined by the DfE's latest conditions of grant guidance).

This includes pupils first known to be eligible for free school meals in the most recent January census.

It does not include pupils who received universal infant free school meals but would not have otherwise received free lunches.

6.2 Looked after children

Pupils who are in the care of, or provided with accommodation by, a local authority in England or Wales.

6.3 Post-looked after children

Pupils recorded in the most recent January census and alternative provision census who were looked after by an English or Welsh local authority immediately before being adopted, or who left local authority care on a special guardianship order or child arrangements order.

6.4 Ever 6 service children

Pupils:

- With a parent serving in the regular armed forces

- Who have been registered as a 'service child' in the school census at any point in the last 6 years (as determined by the DfE's latest conditions of grant guidance), including those first recorded as such in the most recent January census
- In receipt of a child pension from the Ministry of Defence because one of their parents died while serving in the armed forces

7. Roles and responsibilities

7.1 Headteacher and senior leadership team

The headteacher and senior leadership team are responsible for:

- Keeping this policy up to date, and ensuring that it is implemented across the school
- Ensuring that all school staff are aware of their role in raising the attainment of disadvantaged pupils and supporting pupils with parents in the armed forces
- Planning pupil premium spending and keeping this under constant review, using an evidence-based approach and working with virtual school heads where appropriate
- Monitoring the attainment and progress of pupils eligible for the pupil premium to assess the impact of the school's use of the funding
- Reporting on the impact of pupil premium spending to the governing board on an ongoing basis
- Publishing the school's pupil premium strategy on the school website each academic year, as required by the DfE
- Providing relevant training for staff, as necessary, on supporting disadvantaged pupils and raising attainment

7.2 Governors

The governing board is responsible for:

- Holding the headteacher to account for the implementation of this policy
- Ensuring the school is using pupil premium funding appropriately, in line with the rules set out in the conditions of grant
- Monitoring the attainment and progress of pupils eligible for the pupil premium, in conjunction with the headteacher, to assess the impact and effectiveness of the school's use of the funding
- Monitoring whether the school is ensuring value for money in its use of the pupil premium
- Challenging the headteacher to use the pupil premium in the most effective way
- Setting the school's ethos and values around supporting disadvantaged members of the school community

7.3 Other school staff

All school staff are responsible for:

- Implementing this policy on a day-to-day basis
- Setting high expectations for all pupils, including those eligible for the pupil premium

- Identifying pupils whose attainment is not improving in response to interventions funded by the pupil premium, and highlighting these individuals to the senior leadership team
- Sharing insights into effective practice with other school staff

7.4 Virtual school heads

Virtual school heads are responsible for managing pupil premium funding for children looked after by a local authority, and allocating it to schools. Their responsibilities include, but are not limited to:

- Identifying the eligible looked after children and informing the local authority
- Making sure methods for allocating and spending ensure that looked after children benefit without delay
- Working with each looked after child's educational setting to put together a personal education plan, agree how pupil premium funding will be spent to meet the need identified in this plan, and ensure the funding is spent in this way
- Demonstrating how pupil premium funding is raising the achievement of looked after children

Virtual school heads are in charge of promoting the educational achievement of all the children looked after by the local authority they work for.

8. Monitoring arrangements

This policy will be reviewed every two years by the pupil premium lead. At every review, the policy will be shared with the governing board.

9. Links with other policies

This policy is to be read in conjunction with the current Child Protection and Safeguarding Policy.