

Shelton Junior School



Pupil Premium Policy

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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 conditions of grant guidance \(2021-2022\)](#), published by the Education and Skills Funding Agency. 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](#).

- In addition, this policy refers to the DfE's information on [what maintained schools must publish online](#).

3. Purpose of the grant

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.

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.

4. Use of the grant

- The spending strategy of the pupil premium grant is informed by research evidence, referring to a range of sources, including the [guide published by the Education Endowment Foundation \(EEF\)](#)

Our Pupil Premium grant will be used to ensure the following within our school:

1. A culture of belief where:

- Every child is able to flourish regardless of barriers
- A positive and growth mindset culture is prevalent throughout the school
- Staff focus on solutions to barriers and believe there are no limits to a child's success
- Families are supported by the school on all levels and Shelton Junior School will do anything within their means to support children and their family

2. Ensure Pupil Identification:

- Every class teacher and TA is aware of who their pupil premium children are and the best way they can benefit from funding

- Pupil premium children are assessed and put into appropriate interventions whether that is academic or pastoral under the classroom SUPER (Shelton Universal Pupil Enhancement Register)
- Interventions on the class SUPER are monitored carefully so progress can be shown in both pastoral and academic intervention
- Pupil premium children are specifically monitored during lessons to ensure they are reaching their full potential
- Children's individual needs are considered carefully so support can be targeted appropriately

3. Provide High Quality Day to day teaching where:

- All children will receive consistently high level teaching
- Staff will quickly identify pupil premium children who would benefit from academic interventions
- Good practise is shared throughout the school
- Continual Professional Development is delivered as needed and narrowing the gap between pupil premium and non pupil premium children is a priority for all staff

4. Provide Effective Academic Interventions:

- TAs will provide children with additional, effective support within a small group setting
- All Interventions will be proven and published interventions
- To have the most impact, proven and published interventions are delivered by TA's in line with the [EEF guidance](#) of effective use of TA's
- To ensure Interventions are closely monitored by the Assistant Headteacher and HLTA
- To ensure progress of the interventions is fed back to class teachers who then incorporate this into their planning and teaching
- Interventions will work on a roll on roll off basis and are focussed on narrowing the gap between pupil premium and non pupil premium children

5. Across the school we will use the grant to provide extra pastoral support:

- As a school we pride ourselves on providing a high level of pastoral support to all children
- An amount of pupil premium money is spent on additional wellbeing and family support
- Support for families with housing, finances, EHA and parenting strategies
- Uniform, PE kit, shoes provided as needed for a number of pupil premium children
- Specific individualised support for ANY child in a time of crisis

6. Ensure effective Monitoring and Evaluation:

- A wide range of data is used to monitor and evaluate progress and impact of spend on pupil premium children such as: pupil work, achievements, observations, tests, case studies and feedback from pupils, parents and staff
- Assessment data is collected frequently so that the impact of interventions can be monitored regularly
- Assessments are closely monitored to ensure they are accurate

- Regular meetings are held to discuss data of pupil premium children
- Case studies and feedback from parents may be used to monitor pastoral interventions

Governors and parents are reported to annually and school along with governors, ensure the website displays the legislative paperwork needing to be published on pupil premium.

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 and using the templates on GOV.UK.

Our pupil premium strategy is available [here](#).

5. Eligible pupils

The pupil premium is allocated to the school based on the number of eligible pupils in years 3-6.

Eligible pupils fall into the categories explained below:

5.1 Ever 6 free school meals

Pupils recorded in the most recent October 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 October census.

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

5.2 Looked after children

Pupils who are in the care of, or provided with accommodation by, a local authority in England or Wales for at least 1 day. Allocations will be provisionally based on the children looked-after data return in March of the previous year, and then confirmed in December of the current year based on the children looked-after data return in March of the current year.

5.3 Post-looked after children

Pupils recorded in the most recent October 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.

5.4 Ever 6 service children

Pupils recorded in the most recent October census:

- 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 October census
- In receipt of a child pension from the Ministry of Defence because one of their parents died while serving in the armed forces

Parents wishing to apply for the Free School meals please see the following documents on our website:

- [Parent guide to Free School Meals](#)
- [Application form for Free School meals](#)

6. Roles and responsibilities

6.1 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

6.2 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

6.3 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

6.4 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.

7. Monitoring arrangements

This policy will be reviewed yearly by the Pupil Premium coordinator . At every review, the policy will be shared with the governing board.