



## **Elmhurst Junior School** **Pupil Premium Policy** **January 2021**

Elmhurst Junior School values the contribution that all children can make to the overall ethos and success of the school. Every child is an individual and Elmhurst is adamant that all children, whatever their age, gender, ethnicity, disability, attainment and background have equal access and opportunities across all areas of the curriculum. We are committed to providing a safe, secure and successful learning environment, paying particular attention to the provision for, and achievement of, all children in our school policies and action plans.

### ***Rationale***

Elmhurst aims to provide a safe, enjoyable and motivational environment where all children and adults are respected, accepted, valued and included, enabling children and adults, as individuals, to confidently and successfully achieve their full potential. The targeted and strategic use of Pupil Premium funding will support us in achieving our aim for disadvantaged pupils of accessing a range of life experiences, accelerated academic progress and attainment in line with their peers.

### ***Principles***

All members of staff and governors accept responsibility for all children to ensure that we provide appropriate provision and support for vulnerable learners, including 'socially disadvantaged' pupils. Elmhurst is committed to meeting their pastoral, social and academic needs within a caring school environment. This is an essential, integral part of the supportive ethos of the whole school community. As with every child in our care, a child who is considered to be 'socially disadvantaged' is valued, respected and entitled to develop to his/her full potential irrespective of need.

In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged, and also that not all pupils who are socially disadvantaged are registered or qualify for free school meals.

We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged or vulnerable. The greater majority of this group will be made up of Pupil Premium funded children.

We ensure that teaching and learning opportunities meet the needs of all of the pupils and that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.

Pupil Premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Elmhurst Junior School endeavours to ensure that every child who receives Pupil Premium funding, or is identified by the school as disadvantaged, receives the provision required to meet their academic and personal needs.

## **Background**

The pupil premium is a government initiative that targets extra money at pupils from deprived backgrounds, which research shows underachieve compared to their non-deprived peers. The premium is provided in order to support these pupils in reaching their potential. It is in addition to any funding the pupil may receive for their special educational needs.

The government have used pupils entitled to free school meals as an indicator for deprivation, and have deployed a fixed amount of money to schools per pupil whom they have identified as qualifying. This fixed amount of money will increase every year of the course of this current Parliament. At Elmhurst Junior School we will be using the indicator of those identified as disadvantaged, either through being identified as Pupil Premium by the Department for Education, or through the school's own assessment, as our target children to 'diminish the difference' regarding attainment.

## **Provision**

The range of provision the Governors may consider in order to maximise the impact of Pupil Premium spending could include:

Employing an Emotional Literacy Support Assistant. (ELSA)

Reducing class sizes thus improving opportunities for effective Assessment for Learning (AfL) and accelerating progress

Providing small group work with an experienced teacher focussed on overcoming gaps in learning.

1-1 support.

Additional teaching and learning opportunities provided through learning mentors, trained TLAs or external agencies.

Supporting the enrichment of the curriculum through workshops, visitors and subsidised educational visits.

Extended school support eg subsidised residential visits, after school clubs

Increased learning time through extra tuition after school and educational opportunities during school holidays.

Improving attendance and punctuality.

Providing financial assistance for equipment / resources needed to support pupil learning e.g ICT equipment, school uniform.

Offering and encouraging extensive parental support through Parent and Family Support Advisor (PFSA), Leadership Team and and signposting relevant services.

Pupil premium funding may also be used to provide sustained professional development opportunities for teaching staff. This will be targeted to improve the quality of teaching in relation to specific strategies or approaches that research suggests will disproportionately benefit "vulnerable" pupils.

All work undertaken through the Pupil Premium will be aimed at diminishing the difference in attainment and accelerating progress. We predominantly aim to progress pupils to at least age related expectations in their Reading, Writing and Mathematics; however, Pupil Premium funding is also used to academically extend those pupils on free school meals with potential to be working above age-related expectation.

Pupil Premium funding will not be used to finance Special Educational Needs (SEN) expenditure, but may be used to promote accelerated academic progress of those SEN children who are also Pupil Premium pupils.

## **Monitoring and Evaluation**

The Headteacher, Leadership Team, Pupil Premium Lead (if existant) or class teacher will ensure that:

The effectiveness of Pupil Premium projects, items and interventions is monitored according to the purpose of the initiative or item.

A comprehensive range of data is used – attainment data, case studies, observations, pupils' work and achievements, learning walks, audits and communication with staff, parents and pupils.

Assessment and attainment data is collected and analysed through termly Pupil Progress meetings with the Headteachers. In addition to this, other systems put in place, by the Pupil Premium Lead, to use this data to monitor the 'diminishing the difference' between Pupil Premium and Non Pupil Premium children.

Effectiveness of interventions is monitored through termly intervention audits and evaluations. Interventions are reviewed and amended accordingly.

Pupils and parents are routinely informed of pupil progress and performance and given the opportunity to respond.

Governors are regularly informed of Pupil Premium expenditure and its effectiveness.

### **Reporting**

It will be the responsibility of the Headteacher, a delegated member of staff and appointed governor to produce reports for the Governors' curriculum committee on:

The progress made towards narrowing the gap, by year group, for socially disadvantaged pupils.

An outline of the provision made using Pupil Premium funding.

An evaluation of the cost effectiveness, in terms of the progress made by the pupils receiving a particular provision.

The progress of the schools socially disadvantaged / vulnerable pupils in conjunction with national data sets.

The Governors of the school 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 gap', for socially disadvantaged pupils.

### **Success Criteria**

The evaluation of this policy is based on how quickly the school can 'diminish the difference' between socially disadvantaged pupils and their peers. Targets will be identified and evaluated annually and included in the school development plan.

The success criteria for the Pupil Premium Policy are:

Appropriate support for disadvantaged children will be identified and be in place as evidenced on the provision map.

Support will be aimed at enabling identified children to make at least expected progress.

Targets to diminish the difference for disadvantaged children will be set and 80% should meet their individual targets.

Effective parental-pupil school support will be evidenced through records of meetings and correspondence with staff.

Pupil Progress meetings will evidence Pupil Premium children are making expected progress.

Learning walks will evidence a whole school awareness of disadvantaged children and high expectations of learning for this group.

Learning walks will evidence a positive school atmosphere in which pupil differences are recognised and valued as full members of the school community; developing confident and independent learners.

### **Appeals**

Any appeal in connection with the disposition of the pupil premium funding will be dealt with through the governor's appeals panel.

***POLICY REVIEW***

This policy will be reviewed each year to ensure that it continues to meet the needs of the school community and any statutory requirements.

Policy Reviewed by:	
Signed:	Chair of Governors
Dated:	
Review Date	January 2023