
**Pupil Premium Policy
Incorporating:
Catch up Funding
School Led Tutoring
Recovery Premium Funding**
MUNDY C OF E JUNIOR SCHOOL
[Version1]

Last Reviewed	SEPTEMBER 2022
Reviewed By	
Next Review Date	

Aims:

The school's historic foundation as a Church of England School (Voluntary Controlled) makes it unique amongst Junior Schools in Heanor. We are aware that this heritage brings with it the responsibility to foster an understanding of the meaning and significance of faith, and to promote faith within our children at Mundy Junior School we value fostering faith within each child's education. We seek to help all children achieve their full potential across all aspects of their personal development in a secure and happy learning environment, and to grow into informed, responsible and caring members of society, with the ability to think for themselves and take authority for their actions. We plan to achieve this through a curriculum, which is broad, balanced, relevant and manageable, and through the development of good relationships within and around the school, so that everyone feels they have a valued contribution to make. Equipping our children for life. It encompasses the development of appropriate skills, positive attitudes, high standards, respect for people and property, and, crucially, self-esteem, as Mundy Junior School we are determined to ensure that our children are given every chance to attain their full potential, by investing in their education. Pupil Premium funding represents a significant proportion of our budget and this policy outlines how we will ensure it is spent to maximum effect.

Background

Pupil Premium is a government initiative that targets extra money at pupils from deprived backgrounds. Research shows that pupils from deprived backgrounds underachieve compared to their non-deprived peers. The premium is provided to enable these pupils to be supported to reach their potential.

The Government has used pupils entitled to free school meals (FSM), looked after children and service children as indicators of deprivation, and have provided a fixed amount of money for schools per pupil based on the number of pupils registered for FSM over a rolling six-year period. This fixed amount of money is expected to increase every year for the course of this current Parliament. At Mundy Junior School we will be using the indicator of those eligible for FSM as well as identified vulnerable groups as our target children to 'close the gap' regarding attainment.

Context

When making decisions about using pupil premium funding it is important to consider the context of the school and the subsequent challenges faced. Common barriers for FSM children can be less support at home, weak language and communication skills, lack of confidence, more frequent behavioural difficulties, and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all". The school does not use this policy to displace current strategies to intervene and support its pupils. Some pupils may be achieving well but will be entitled to funding to enhance their future educational aspirations and achievements.

- To provide all pupils with fair and equal opportunities to achieve and excel in all areas of curriculum: using and applying the most effective pedagogy, supported by use of additional, delegated funding.
- To work in partnership with families and pupils eligible for pupil premium, to plan, monitor and evaluate support and intervention in order to secure individual progress and achievement.
- To work with external partners and organisations to provide additional support for the social, emotional, health and wellbeing of all pupils with potential barriers to learning and achievement.

- To ensure governors fulfil statutory responsibilities to make effective use of pupil premium funds in order to impact positively on pupils' achievement and attainment.

Legislation and guidance

This policy is based on the [pupil premium conditions of grant guidance \(2020 - 2021\)](#), published by the Education and Skills Funding Agency. It is also based on guidance in documents published by the government: [Recovery Premium Funding](#) and [Using Pupil Premium: Guidance for school leaders. And School Led Tutoring](#)

Use of the grant

We will publish information on the school's use of the pupil premium on the school website in line with the requirements set out in our funding agreement and the DfE's guidance on what academies should publish online. Please see our [Pupil Premium Strategy document link to be added](#).

Key Principles

By following the key principles below, we believe we can maximise the impact of our pupil premium spending.

Building Belief

We will provide a culture where:

- staff believe in ALL children
- there are "no excuses" made for underperformance
- staff adopt a "solution-focused" approach to overcoming barriers
- staff support children to develop an 'I can do' attitude to learning

Analysing Data

We will ensure that:

- All staff are involved in the analysis of data so that they are fully aware of strengths and weaknesses across the school
- use research [EDUCATION ENDOWMENT FOUNDATION](#) to support us in determining the strategies that will be most effective

Identification of Pupils

We will ensure that:

- ALL teaching staff and support staff are involved in the analysis of data and identification of pupils
- ALL staff are aware of who pupil premium and vulnerable children are
- ALL pupil premium children benefit from the funding, not just those who are underperforming
- Underachievement at all levels is targeted (not just lower attaining pupils)
- Children's individual needs are considered carefully so that we provide support for those children who could be doing "even better if....."

Improving Day to Day Teaching

We will continue to ensure that all children across the school receive good teaching, with increasing percentages of outstanding teaching achieved by using our team leaders to:

- Set high expectations
- Address any within-school variance
- Ensure consistent implementation of the non-negotiables, e.g. marking and guided reading
- Share good practice within the school and draw on external expertise

- Provide high quality CPD
- Improve assessment through joint moderation and accountability

Increasing learning time

We will maximise the time children have to “catch up” through:

- Improving attendance and punctuality
- Providing earlier intervention
- Extended learning out of school hours
- Breakfast club

Individualising support

“There’s no stigma attached to being in an intervention in this school. Everyone needs something, whatever that might be, and so they’re all getting something somewhere.”

We will ensure that the additional support we provide is effective by:

- Looking at the individual needs of each child and identifying their barriers to learning
- Ensuring support staff and class teachers communicate regularly
- Matching the skills of the support staff to the interventions they provide
- Working with other agencies to bring in additional expertise
- Buddy readers in each year group
- School Home Support via our DSLs
- Providing extensive support for parents
 - to develop their own skills
 - to support their children’s learning within the curriculum
 - to manage in times of crisis
 - providing a breakfast club to enable families to thrive, have a substantial breakfast, offer extra support to pupils
 - Building resilience especially post-covid
- Tailoring interventions to the needs of the child (e.g. providing books for reluctant readers)
- Recognising and building on children’s strengths to further boost confidence (e.g. subsidising residentials and trips)
- Free uniform to all children during the phased return after lockdown, and to provide pupil premium children with free uniform as required.
- Food hampers, at the end of every half term and grab bags and hampers during Lockdown
- Holiday camps for vulnerable children both paid for and with the provision of staff to enable those with high needs to access holiday facilities, ensuring parental respite and quality of support for children.
- Providing stationery and pencil cases to all children.
- Providing free PE kits and equipment to those as applicable.
- Lifts to children to sporting events who could otherwise be unable to attend.
- Transport for vulnerable pupils to ensure attendance at school.
- Learning Support within the classroom setting – used both individually and small group work as well as enabling teachers to undertake high quality small group work.
- 1:1 emotional and wellbeing support post-pandemic

Going the Extra Mile

In our determination to ensure that ALL children succeed we recognise the need for and are committed to providing completely individualised interventions for set periods of time to support children in times of crisis.

Decision Making

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

- Ensure that Pupil Premium funding is used primarily for its intended purpose.
- Use latest evidence-based research on proven strategies which work to narrow the attainment gap and adapt these as necessary to meet the needs of our 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 uptake of FSM by working proactively with our parents and Carers in a sensitive and supportive manner.
- To remove any stigma or potential barriers 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 regular monitoring and evaluation in place to account for the use of the Pupil Premium, by the school and governing body.
- Recognise the fact that FSM pupils are not a standardised group but 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 examinations at the end of the year.
- Be mindful that we can use the funding to support other pupils with identified needs such as having a social worker or act as a carer.

The pupil premium is allocated to the school based on the number of eligible pupils in KS1 and KS2

Criteria for eligibility

- 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.

- Looked after children.
- Pupils who are in the care of, or provided with accommodation by, a local authority in England or Wales.
- 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.
- Ever 6 service children
- Pupils with a parent serving in the regular armed forces.
- Pupils 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.
- Pupils in receipt of a child pension from the Ministry of Defence because one of their parents died while serving in the armed forces.

Pupil Premium Plus is funding to help improve the attainment of looked-after children and previously looked-after children. As with pupil premium it is not a personal budget for individual children.

- Children who are looked after by the local authority (For looked-after children, pupil premium plus is managed by each local authority's Virtual School Head for the purpose of supporting their educational attainment).
- Our DSLs will work with Virtual School Heads to ensure that pupil premium plus for looked after children in your school is used to meet the needs identified in their personal education plans. (Pupil premium plus for previously looked-after children is managed by the child's school, alongside their pupil premium funding. The designated teacher has a key role in ensuring the specific needs of previously looked-after children are reflected in how the school uses its funding to support these children).
- Local authorities are expected to release these payments as soon as possible to schools, but they may choose to retain a portion of it to fund activities that will benefit a group, or all, of the authority's looked-after children.
- Pupils who were previously looked after by the local authority

Roles and responsibilities

Headteacher and senior leadership team

The headteacher and SLT 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.

Governors

The governors are 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
- 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

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

Monitoring and Evaluation

We will ensure that:

- A wide range of data is used – achievement data, pupils' work, observations, learning walks, case studies, and staff, parent and pupil voice
- Assessment Data is collected half termly so that the impact of interventions can be monitored regularly
- Assessments are closely moderated to ensure they are accurate
- Teaching staff and support staff attend and contribute to pupil progress meetings each term and the identification of children is reviewed
- Regular feedback about performance is given to children and parents
- Interventions are adapted or changed if they are not working
- Case studies are used to evaluate the impact of pastoral interventions, such as on attendance and behaviour
- The SLT maintains an overview of pupil premium spending
- A governor is given responsibility for pupil premium

Reporting

This will take several forms

- Physical reporting to governors and committees ie RMC and TLC
- Annual Statement on the Website
- Itrack and pupil tracking data
- Staff Case studies

When reporting about pupil premium funding each of the above may include:

- information about the context of the school
- objectives for the year
 - reasons for decision making
 - analysis of data
 - use of research
- nature of support and allocation
 - Learning in the curriculum
 - Social, emotional and behavioural issues
 - Enrichment beyond the curriculum
 - Families and community
- an overview of spending
 - Total PPG (pupil premium grant) received
 - Total PPG spent
 - Total PPG remaining
- a summary of the impact of PPG
 - Performance of disadvantaged pupils (compared to non-pupil premium children)
 - Other evidence of impact e.g. Ofsted, Accreditations
 - Case studies (pastoral support, individualised interventions)
 - Implications for pupil premium spending the following year

The Governing Body will consider the information provided and will ensure that there is an annual statement to the parents on the school website outlining how the Pupil Premium funding has been used to address the issue of closing the gap for pupils eligible for Pupil Premium. This task will be carried out in line with the requirements published by the Department for Education.

USEFUL LINKS

[EEF OVERVIEW](#)

[FAMILY OF SCHOOLS DATABASE](#)

[TEACHING AND LEARNING TOOLKIT](#)

[EEF TOOLKIT](#)