

Crofton Junior School



Policy for Effective Pupil Premium Fund Spending

February 2022

Background

The Pupil Premium is allocated by local authorities, or the DfE, to publicly funded schools and academies with pupils between Foundation Stage 2 and Year 11, on roll in October of each year, that are known to have been eligible for free school meals (FSM) at any time in the last six years (so-called Ever 6 Pupils). For each of these pupils, school received £1,345 in the financial year 2021-22.

Schools have the freedom to spend the Premium, which is additional to their underlying budget, in a way they think will best support raising the achievement of funded pupils in comparison with their non-Pupil Premium peers within the school and nationally, whatever their academic starting point and potential.

Whilst we recognise that eligible children are referred to as 'disadvantaged' by Ofsted in reports, we prefer to use the terms 'Pupil Premium' because of its more positive connotation.

For pupils who are classed as 'children looked after' (CLA) or post-looked after (post-CLA), school received £2,345 in the 2021-22 financial year. School is accountable to the LA for the ways in which funding is spent, so it may be held back until the LA is satisfied with the school's plans in respect of each pupil.

For Service Premium pupils school received £310 in the 2021-22 financial year. These pupils are not deemed to be 'disadvantaged'. We welcome parents applying for this funding, but we will not include reference to these pupils or their funding on our website for security reasons.

The targeted and strategic use of Pupil Premium will support us in achieving our overall vision.

Principles

- The Headteacher will be responsible for Pupil Premium provision (PP Champion).
- A link governor (David Lloyd) will work with the Pupil Premium Champion, and other staff where appropriate, to ensure that the governing body is directly involved in monitoring the use of Pupil Premium funding, and making decisions about provision
- We will ensure that teaching and learning opportunities meet the needs of all pupils, since our primary purpose is to ensure that quality first teaching (QFT) is provided throughout the school, and we value the contribution that Pupil Premium funding is able to make to training for staff in key knowledge and skills
- We will ensure 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
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive, or have received, free school meals will be socially disadvantaged.
- We recognise that not all pupils who are socially disadvantaged are registered or qualify for Free School Meals (FSM), so we will ensure that entitled parents and carers are supported sensitively
- Pupil Premium funding will be nominally allocated to those pupils who are eligible, including proportional funding of strategies accessed by Pupil Premium and non-Pupil Premium children alike
- The majority of our work through the Pupil Premium will be aimed at accelerating progress, moving children to at least age-related expectations (ARE) especially in English and maths, and even further where they have the potential to achieve beyond
- We will also use Pupil Premium in areas where eligible pupils show a particular aptitude, but where their parents' financial circumstances prevent them from accessing specialist coaching or instruction
- The Pupil Premium funding will be allocated to a series of interventions grouped progressively, the ultimate outcome of which will be that pupils will achieve their academic and personal potential (see detail below)
- Funded interventions will include pastoral support where appropriate e.g. attendance support, family liaison, development of social skills (see detail below)

- Additional provision for SEND pupils will be funded through a combination of any SEND funding and their Pupil Premium allocation where applicable
- We will constantly monitor the effectiveness of strategies used and review provision in the light of tracking data and other evidence (e.g. OTrack, Pupil Progress Meetings, assessment and financial systems)
- We will involve the widest possible group of appropriate stakeholders, especially members of the staff team, the Governing Body, pupils and their families, in making suggestions about Pupil Premium strategies and evaluating their outcomes

Provision

The Senior Leadership Team and the Governing Body will consider evidence from a variety of sources, including: school's own data, external evaluative material such as the Education Endowment Foundation Teaching and Learning Toolkit, Ofsted Case Studies and visits to other settings, when choosing which of the following actions and approaches will be appropriate for a particular group of Pupil Premium children, or an individual pupil:

Group	Examples
1 Social, emotional and behavioural needs	<ul style="list-style-type: none"> • Learning Mentor • Parent Liaison Worker
2 Families and Community	<ul style="list-style-type: none"> • Learning Mentor • Parent Liaison Worker
3 Attendance	<ul style="list-style-type: none"> • Support via Headteacher, Learning Mentor, Education Welfare Officer and Future in Minds • Rewards
4 Enrichment beyond the curriculum	<ul style="list-style-type: none"> • Educational visits, including residential trips • Visitors (eg theatre companies) • Lifestyle initiatives (eg resilience project, youth and art) • Staffing of after-school clubs • Transition support
5 Curriculum Based Learning / Accelerated Progress	<ul style="list-style-type: none"> • Providing small group work with an experienced teacher focused on overcoming gaps in learning • 1-1 tuition from a qualified teacher • Additional staffing in specific targeted year groups • Additional group teaching and learning opportunities provided by trained TAs or external agencies • Additional curriculum resources (fully or partly funded through Pupil Premium) for school and home use • Staff CPD for outstanding teaching and high-impact interventions (e.g. feedback, questioning, conferencing, metacognitive activities)

Reporting

It will be the responsibility of the Headteacher to produce termly Pupil Premium reports for the Governing Body, including the following:

- an account of the progress made towards diminishing the differences for socially disadvantaged pupils
- an outline of any changes to provision that have been made since the last meeting
- 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 (using attendance, attitudinal and academic measures depending on the approach used)

The Governing Body will share responsibility with the Leadership Team for evaluating and improving the actions and approaches used to close the achievement difference through Pupil Premium funding.

Members of the Governing Body will ensure that a strategy document is published on how the Pupil Premium funding has been used to address the issue of diminishing the difference, for socially disadvantaged pupils, and what the impact has been. Publication will include posting the document on the school website.

Appeal

Any appeals against this policy will be through the school's complaints procedure.

Review

This policy will be reviewed biannually in the light of any statutory or advisory changes (eg Ofsted Reports)

Date of last review: 1st February 2022

Headteacher signed: P. Birdsall

