



Uplands Junior School
Pupil Premium Policy 2020
(Dis-advantaged - Government Term)

Intent:

At Uplands Junior School we have high aspirations and ambitions for our children and we believe that no child should be left behind. We strongly believe that it is not about where you come from but your passion and thirst for knowledge, and your dedication and commitment to learning that makes the difference between success and failure. At Uplands Junior School we are determined to ensure that our children are given every chance to realise their full potential and widen their cultural capital.

Cultural capital is defined as, '... the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said, and helping to engender an appreciation of human creativity and achievement'.

Pupil premium funding represents a proportion of our budget and this policy outlines how we will ensure it is spent to maximum effect to increase the proportion of pupil premium children matching or exceeding the achievements of non-pupil premium.

In addition to our ethos of Respect for All, our mission is to ensure that every pupil should be supported to achieve success. Together with good teaching and a lot of love and care, every child can have the aspiration to achieve their ambition.

This policy has been written in line with 'The UN Convention on the Rights of the Child' article 2 (non-discrimination), article 3 (best interests of the child) and article 28 (goals of education).

Background:

The pupil premium is a government initiative (official term 'Dis-advantaged') 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.

Eligible Pupils

The pupil premium is allocated to the school based on the number of eligible pupils in Year 3, 4, 5 and 6.

Eligible pupils fall into the categories explained below.

- **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
- 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

We will publish our strategy on the school's use of the pupil premium in each academic year on the school website, in line with the DfE's requirements on what maintained schools must publish online where a breakdown of funding can be found.

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.

Context:

Uplands Junior School currently has approximately 20% pupil premium children.

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 behaviour 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'.

Implementation

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 and know their barriers to learning
- there are 'no excuses' made for underperformance
- staff adopt a 'solution-focused' approach to overcoming barriers
- staff support children to develop mind sets towards learning.

Building belief in our pupil premium children comes from an understanding of their barriers to learning. At the beginning of each term class teachers will undertake a pupil premium 'chat' to understand the needs and barriers to their learning. Barriers to learning will then be discussed within year meetings and suitable interventions or pre-teaching (including non-academic interventions) will be put in place.

To encourage a belief in every child at Uplands a 'Respect for All' ethos is being reinforced through the behaviour policy and assembly themes and embedded in learning behaviours across school life.

A 'solution-focused' ethos has been created to support the needs of pupil premium children. For example:

- Homework hub is established as a supportive session and led by the Senior Leadership Team to provide resources, laptop access, help with homework and mentoring. The Senior Leadership Team evaluates the impact of the homework hub by monitoring homework records and participation in whole school initiatives by pupil premium children.
- A bank of costumes and dressing up items have been found to support children who find it difficult to support these events.
- A bank of new PE kits are available for children to use.
- Pupil Premium children are part of any selection process for job/roles around school and represent school in sporting activities.
- All extra-curricular activities are open to pupil premium children.

Impact - 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
- we use professionals 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 stages 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...'
- all staff are involved in setting high expectations for all pupils, including those eligible for the pupil premium

Improving Day to Day Teaching - we will continue to ensure that all children across school receive good teaching, with increasing percentages of outstanding teaching achieved by using our Senior Leadership Team and UPS teachers to:

- set high expectations
- address any within-school variance
- ensure consistent implementation of the non-negotiable tasks, e.g. marking
- share good practice within the school and draw on external expertise
- provide high quality continue professional development
- improve assessment through work sampling, standardisation and moderation.

Increased learning time - we will maximise the time children have intervention through:

- monitoring attendance and punctuality
- provide early intervention across all year groups

Individualising support - 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 additional support staff and class teachers communicate regularly
- using teaching and learning co-ordinators to provide high quality interventions across their phase
- matching the skills of the support staff to the interventions provided
- working with other agencies to bring in additional expertise
- providing extensive support for parents through meetings, target settings, advice and supporting agencies.

- tailored interventions to the needs of the child
- recognising and building on strengths to boost the confidence of the child.

Monitoring and Evaluation

We will ensure that:

- a wide range of data are used - achievement data, pupils' work, observations, learning walks, case studies, and staff, parent and pupil voice
- assessment data is collected 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
- a designated member of the staff maintains an overview of pupil premium spending - Headteacher - Mrs S Webster-Smith supported by SENCO - Miss N Handscomb.
- two governors have been given responsibility for pupil premium.
- Pupil premium overview is a regular item on the Headteacher's report which is presented to the board of Governors on a termly basis
- Pupil premium spend and progress is a regular item on the curriculum and finance committee governor meetings.

Reporting

When reporting about pupil premium funding we will include:

- information about the context of the school
- objectives for the year
- nature of support and allocation
- an overview of spending
- a summary of the impact.

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.

This policy will be reviewed **February 2021** by the Senior Leadership Team. At every review, the policy will be shared with the governing board.