

Pupil Premium Policy

2024-2025



The Parkhill Vision

At Parkhill Junior School, we passionately believe in the potential of our children, regardless of their starting point. They are at the heart of everything we do. Everybody in our culturally diverse community is valued, celebrated and encouraged, in a positive, safe, happy and caring environment.

Through our rigorous, systematic and holistic approach, we aim to empower every child to recognise that there are no restrictions on learning and anything is possible. We constantly explore new approaches to teaching and learning, in order to encourage them to become global citizens.

Our goal is to ensure that children learn how to learn and barriers to success are overcome. Our vision is to equip each child with advanced cognitive skills and the essential values, attitudes and attributes that they will need for lifelong success. Every child can be a high performance learner.

We encourage everyone in the Parkhill community to make a positive contribution to our world class school.

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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, 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

- Address a wide range of needs, and take group and individual needs into account
- Engage with parents to take their views on the needs of their child into account
- Providing extra one-to-one or small-group support
- Employing extra teachers and teaching assistants
- Scheduling catch-up sessions
- Part-funding educational and residential visits
- Additional precision teaching sessions for children who speak another language

Item/project	Objective and Actions.	Intended outcomes
Resources for weekly ‘Stay and Play’ sessions for parents and children.	To provide a means of enhancing meaningful play and talk, between parents and children.	Through structured activities, children develop transferable skills which can be used in the classroom. Families are actively encouraged to support learning both inside and outside of school.
Music specialist provision	Due to the exceedingly high cost of 1:1 music tuition, the school has undertaken to fund the cost of additional music tuition to ensure that all pupils have access to private music lessons rather than just those who can afford it. We actively encourage many Pupil Premium pupils to learn to play an instrument. This also includes drumming.	The benefits of music tuition, linked with engagement and increased self-esteem, go hand in hand with academic achievement. Success will be evidenced by all pupils wishing to partake in 1:1 music tuition having the opportunity to and not being restricted by financial issues. Aiming for pupils to continue music lessons at secondary school.
Pupil Premium Champion	Our Pupil Premium Champion uses data to drive interventions and enrichment activities to ensure that all PP pupils have access to additional support where needed. Part of this is to identify gaps and ensure targeted support is in place. In conjunction with the SENCo and Personalisation Team, the PP Champion plans for a range of intervention and enrichment programmes with explicit emphasis on home school links.	Robust assessment, gap analysis and planning to ensure interventions are focused for pupils entitled to Pupil Premium funding. Leading to Pupil Premium attainment and progress significantly higher than Pupil Premium National Average attainment and progress. On average, attainment of Pupil Premium pupils at Parkhill Junior above PP pupils nationally. 100% Disadvantaged Pupils made expected progress in 2018-19 (well above NA for this group) in reading and writing
Rockstar Times Tables	Easy to use and provides a strong link between home and school. The children embrace the competitive aspects of the programme as they improve and hone their recall speed of the multiplication tables.	Provides immediate feedback for children as well as an online tutor to help them with any difficulties they may have. The programme is based on adaptive learning allowing children to learn at their own pace.
Children’s University	Encourage children to learn outside the regular school day by taking part in different activities with their parents and family.	Increased parental engagement, to further support child’s learning. Higher aspirations and ambition to achieve.
Three Specialist Support Teachers	Pupils who have been identified as not being on track to achieve ES or GD across the curriculum, receive additional support with qualified support teachers.	The gap in achievement between PP and non-PP pupils will continue to close across the entire school. PP children will be working at GD.
Educational Visits – Learning outside the classroom	Pupils experience the opportunities of enrichment that educational visits provide.	Improved engagement in school Increased stimulation and igniting of interest leading to great engagement in learning.
Extra-curricular clubs including Breakfast Club.	An extensive range of clubs to provide additional experiences to improve pupil’s self-confidence and educational outcomes. This is by invitation only for pupils that meet specific criteria.	Pupils are exposed to a range of sporting, artistic, academic and skill based after school clubs that they would not normally have access to. This enrichment and boost to self-confidence will assist in raising achievement.
Specialist resources for English, maths for PP children.	Resources are customised, to support children with different learning needs so that they are able to access all parts of the curriculum. This included laptops and Kindles.	Children are able to achieve and progress to their fullest potential with the support of customised resources.
Teacher-child Reflection Days (teacher cover)	Reflections days allow teachers the opportunity to have a pupil conference with a child (and parents, if necessary) to discuss their progress and what they feel helps them learn.	Children have the opportunity to speak to the teacher about what they feels helps them learn and enable them to reflect on how they may be able to make further progress
Parent Workshops	Parent workshops are led by maths and English consultants. They are designed to guide parents and demonstrate ways in which they can support their child’s learning at home.	Children are supported at home as well as school. Workshops inform parents as to how to help their children at home, using strategies we employ at school.
School Counsellor (bought-in service)	An external counsellor supports a small group of vulnerable individuals through social, emotional and domestic issues. The counsellor also supports the smooth transition of children from primary to secondary school.	Children are sensitively and expertly supported, in dealing with the daily challenges of life in the present, as well as for the future. We hope that each child is liberated to learn.
Attendance – EWO (traded service.)	To support children and families in sustaining regular attendance. Through preventative support for disadvantaged pupils with poor attendance.	Attendance is above the government threshold thus ensuring that children have maximum learning opportunities.
Camping (3 day residential)	A percentage of the entire cost is calculated to encourage children to learn outside the regular school day by taking part in different activities with their peers away from home.	Greater autonomy, independence and self-belief.

We publish our strategy (above) 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.

5. Eligible pupils

The pupil premium is allocated to the school based on the number of eligible pupils in **Years 3 to 6**. Eligible pupils fall into the categories explained below.

5.1 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.

5.2 Looked after children

Pupils who are in the care of, or provided with accommodation by, a local authority in England or Wales.

5.3 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.

5.4 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

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. Reporting and Accountability

It is the responsibility of the Pupil Premium Champion, supported by the Deputy headteacher, to produce regular reports for the Governors' curriculum committee on:

- the progress made towards closing the gap, for disadvantaged pupils
- an outline of provision
- an evaluation of the cost effectiveness, in terms of progress made.

8. Monitoring arrangements

This policy will be reviewed annually by the Headteacher. At every review, the policy will be shared with the governing board.

Last reviewed on: September 2024

Next review due by: September 2025