



PUPIL PREMIUM POLICY

Introduction

At Portway Junior School we are committed to ensuring that provision is made which secures the teaching and learning opportunities that meet the needs of all of the pupils so that all make maximum progress and reach their potential. Our school welcomes and shares the government's aim of tackling all forms of disadvantage and we are working tirelessly to ensure inclusion and equal access for all learners.

Pupil Premium funding is allocated to children in receipt of free school meals, or who have been in receipt at any time over the last six years, children of service families and children who are Looked After. We recognise this resource is a means of addressing some of the issues associated with social disadvantage and in particular, closing the gap in attainment. In making appropriate provision for this we also acknowledge that not all pupils in receipt of free school meals are socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals.

The Governors reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as needing additional support to achieve improved outcomes in learning and/or well-being.

Principles

The following statements underpin our vision of how to make best use of the Pupil Premium funding that we receive and outline the procedures we go through, in order to have the best possible impact on outcomes for this group of pupils.

We aim to:

- Analyse which pupils are underachieving, particularly in English and Maths, discuss why with appropriate staff and ensure that actions are put in place to address these issues.
- Ensure that all day-to-day teaching meets the needs of the individual learner.
- Use achievement data frequently to check whether interventions or techniques are working and make adjustments accordingly, rather than just using the data retrospectively to see if something has worked.
- Make sure that support staff, particularly teaching assistants, are highly trained and understand their role in helping pupils to achieve.
- Recognise the impact that clear and focused marking and feedback has on pupils' progress and make the most of these opportunities to enable pupils to improve their work.
- Ensure that class teachers and support staff are aware of which pupils are eligible for the Pupil Premium funding so they can take responsibility for accelerating their progress.
- Provide well targeted support to improve attendance, behaviour and/or links with families where these are barriers to a child's learning.
- Have a clear policy detailing how we spend the Pupil Premium, agreed by governors and posted on the school website.

Provision

Portway Junior School is committed to excellence and the maintenance of high standards. We offer a wide range of provision aimed at enabling all learners to enjoy and thrive in learning and achieve their best.

For example:

- Employing additional experienced teachers focussed on overcoming gaps in learning with small groups
- Improved resources to promote better access to reading materials and high quality resources in all areas of the curriculum particularly English and Maths and including technology to inspire and motivate.
- Training for teachers and learning support staff to improve the quality of provision
- To provide extended capacity to existing successful support or interventions e.g. social skills groups
- Social Skills Groups where the school's ELSA (Emotional Literacy Support Assistant) works with children who are identified as needing 'social support'.
- ELSA groups. Pupils who are identified as needing Emotional Literacy Support on a regular basis.
- TALA support for pupils who are identified as requiring access to talking therapy
- Thrive - a trauma informed approach to improving the mental health and wellbeing of children and young people

- Employing a Family/School Support Worker to work closely with key families of children who have been identified as having barriers to learning due to home life issues.
- After School Clubs (that normally have financial implications) are made available to Pupil Premium children free of charge.
- Support for pupils to access opportunities outside the school, i.e. residential and day trip subsidy
- This list is not exhaustive.

Rationale

The rationale for resource deployment is decided by the Headteacher and the Governing Body, based on the following:

- Effectiveness and impact so that progress and achievement is maximised for every pupil
- Flexibility
- Fitness for purpose
- Value for money
- Acknowledging appropriate accountability
- Equity
- Inclusivity

Pupil Premium funding will be used in the first instance to support the learning needs of children in receipt of free school meals, or has been in receipt at any time over the last six years, children of service families and children Looked After who need extra support.

However, this provision may well also include other children who have been identified as 'vulnerable' or needing support to reach national attainment expectations. Such decisions will be at the headteacher's discretion and will be discussed with the Governing Body.

The school's Leadership Team, including the SENCo (Special Educational Needs Coordinator) will monitor the attainment and progress of all pupils and decide which pupils need additional provision and what this provision will be. We use on-going assessment to identify children's learning needs and plan next steps teaching. A range of additional support may be provided so that it is felt to best meet the child's needs at the time.

We always seek to provide outstanding teaching for all pupils. Timely precision teaching and intervention is used to maximise pupils' progress and attainment. When considering the deployment and funding of additional support through Pupil Premium and other school budget monies, we take into account carefully the following options in-order to maximise the impact for the pupil through:

- Facilitating pupils' access to the school
- Facilitating pupils' access to learning and the school's curriculum
- Support in addition to the provision made in the classroom e.g. specific programmes or targeted interventions
- Additional opportunities to enhance or complement the school offer e.g. after school clubs, etc.

The outcomes of interventions will be shared with governors to enable them to make decisions with the Leadership Team about cost effectiveness. Where it is considered that there is a need for alternative provision from external providers that complements the school's offer, the headteacher will agree this following discussion and advice from colleagues and other relevant sources.

Monitoring and Evaluating

Once decided, additional provision is monitored by those staff providing support and any necessary alterations to provision are made. The overall effectiveness and impact is evaluated regularly through pupil progress meetings held with the Headteacher, Deputy Headteacher, SENCO, class teacher and attached TA.

In evaluating effectiveness, a range of evidence is used including:

- Attainment and progress outcomes
- Feedback from staff, the child, parents and other professionals who may be involved
- Examples of learning through photographs, anecdotal evidence relating to improved confidence, well-being, attitude, behaviour etc.

Governors will have a monitoring oversight of the use of pupil premium funding and the provision it supports.

Reporting and accountability

It will be the responsibility of the Headteacher to monitor the allocation of pupil premium termly and to use as appropriate information on:

- The progress made towards closing the gap, by year group, for socially disadvantaged pupils
- The teacher assessment data we collect e.g. assessment of spelling, reading, writing and maths that demonstrates the gap closing.
- Comparative data for all non-socially disadvantaged pupils by year group
- 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
- This will be reported verbally at the Curriculum Committee (focussed on pupil outcomes) and Finance Committee (focussed on value for money) meetings.
- The school will provide an annual report to all stakeholders which will be posted on our school's website. This report will follow DfE guidelines and will detail the following: the school's total pupil premium allocation for the preceding school year;
 - the number of pupils who received pupil premium funded support; the range of intervention support funded by the pupil premium;
 - a statement on the impact of intervention programmes with illustrative data on pupil progress where this exists;
 - an indication on how pupil premium will be spent in the forthcoming year and the rationale for these decisions;
 - when/if available from the DfE, comparative data showing our school's progress relative to other schools nationally through the modified national data.

Complaints

Any complaints should be made using the procedure as set out in the school's Complaints Policy.

Review

This policy will be reviewed every 3 years as part of the school's cycle. The Pupil Premium Strategy Statement will be published annually and reviewed by the Governing Body.

The Headteacher and Governing Body will regularly monitor this policy in order to ensure that it is fully implemented.

Approved: February 2024

Review: February 2027