



Kingsway Junior School

'Developing Confident, Enthusiastic and Happy Learners!'

Pupil Premium Policy

Responsible committee	Full Governing Body
Date Reviewed	Spring 2026
Next Review	Spring 2027
Signed on behalf of the Governing Body	<i>Caroline Loison</i>
Print Name	Caroline Loison

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 using an evidence-based approach
- Outline our three-tiered strategy for maximising the impact of pupil premium funding
- Ensure transparency and accountability in how we use the funding
- Summarise the roles and responsibilities of those involved in managing the pupil premium in school
- Demonstrate our commitment to closing the attainment gap between disadvantaged pupils and their peers

2. Legislation and Guidance

This policy is based on:

- The current pupil premium conditions of grant guidance, published by the Education and Skills Funding Agency (ESFA)
- The Department for Education's guidance on using pupil premium
- The Education Endowment Foundation's pupil premium guide and toolkit

Pupil Premium was introduced in April 2011 and is a grant given to schools each year by the Government to improve the attainment of disadvantaged children. Research consistently shows that pupils from deprived backgrounds can underachieve when compared to their non-deprived peers. The funding is provided to enable these pupils to be supported to reach their potential and to close the gap with their non-deprived peers.

3. Eligible Pupils

The Government allocates funding to pupils who fall into the following categories:

Ever 6 Free School Meals

Pupils recorded in the most recent January 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 (LAC)

Pupils who are in the care of, or provided with accommodation by, a local authority in England or Wales. These pupils attract Pupil Premium Plus funding, which is managed by the Virtual School Head in collaboration with the school.

Post-Looked After Children (PLAC)

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 and pupils in receipt of a child pension from the Ministry of Defence because one of their parents died while serving in the armed forces.

4. Purpose of the Grant

At Kingsway Junior School, we have high aspirations and ambitions for our children and we believe that all children should succeed. We strongly uphold that it is your passion, thirst for knowledge and your dedication and commitment to learning that makes the difference between success and failure. Consequently, we are determined to ensure that our children are given every chance to realise their full potential.

Pupil Premium funding represents a significant proportion of our budget and this policy provides guidance on how this funding will be spent to ensure maximum impact for learners. The funding will be used to provide additional support to improve the progress and raise attainment of eligible pupils, working towards diminishing the difference between their attainment and that of their peers.

We 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 so that they can reach their full potential and achieve even greater success.

5. Our Strategic Approach

5.1 The Three-Tiered Model

We use the Education Endowment Foundation's evidence-based three-tiered approach to pupil premium spending:

Tier 1: Teaching

High-quality teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. We invest in:

- Professional development for all staff to enhance teaching quality
- Recruitment and retention of excellent teachers
- Evidence-based teaching strategies and pedagogical approaches
- Curriculum development to ensure all pupils access a broad, rich curriculum

Tier 2: Targeted Academic Support

We provide structured interventions and support for pupils who need additional help, including:

- Small group tuition and one-to-one support
- Structured interventions in literacy and numeracy
- Evidence-based programmes tailored to pupils' specific needs
- Regular assessment to monitor progress and adapt support

Tier 3: Wider Strategies

We address non-academic barriers to success, including:

- Attendance and punctuality support

- Behaviour and social-emotional interventions
- Pastoral support and wellbeing programmes
- Access to enrichment activities, educational visits, and extracurricular clubs
- Parental engagement initiatives, including curriculum workshops and support for learning at home

5.2 Context-Specific Decisions

When making decisions about using Pupil Premium funding, we consider the specific context of our school and the challenges faced by our pupils. At Kingsway, we believe supporting pupils with extracurricular activities such as educational trips, clubs and workshops will engage pupils in their learning and enrich their experiences. We also engage parents through workshops linked to the curriculum and how they can support learning at home.

Our decisions on how to spend the grant are informed by:

- Evidence-based research, particularly from the Education Endowment Foundation
- Data analysis of our pupils' needs and barriers to learning
- Regular monitoring and evaluation of interventions
- Consultation with staff, pupils, and parents

5.3 Individual Needs

Kingsway addresses a wide range of needs but will ensure at all times that individual needs are taken into account. The challenges are varied and there is no 'one size fits all' approach. We tailor our support to ensure each pupil receives what they need to succeed.

6. Key Principles

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

We will provide a culture where:

- Staff believe in ALL children and their potential to succeed
- There are 'no excuses' made for under-performance
- Staff adopt a solution-focused approach to overcoming barriers
- Staff support children to develop positive attitudes towards learning, with children accepting challenge and wanting to succeed
- High expectations are maintained for all pupils, regardless of background

We will ensure that:

- All staff members are involved in the analysis of data so that they are fully aware of trends across the school
- We use research and evidence to support us in determining the strategies that will be most effective
- ALL staff are aware of who pupil premium and vulnerable children are through regular briefings, data systems, and staff meetings
- 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...'
- Interventions are delivered sensitively to avoid stigmatising disadvantaged pupils
- We celebrate the achievements of all pupils and promote an inclusive environment

7. Pupil Premium Plus and Looked After Children

Looked after children attract additional Pupil Premium Plus funding. This funding is managed by the Virtual School Head for the local authority.

We work closely with the Virtual School Head to:

- Ensure looked after children receive appropriate support
- Develop and review Personal Education Plans (PEPs)
- Monitor the progress and wellbeing of looked after children
- Coordinate support between the school, carers, and other agencies

Post-looked after children (those who have been adopted or left care through special guardianship or child arrangements orders) also attract pupil premium funding, which is managed directly by the school in consultation with parents and carers.

8. Staff Awareness and Training

We ensure all staff are aware of pupil premium pupils and how to support them through:

- **Regular training:** Staff receive ongoing professional development on strategies to support disadvantaged pupils
- **Data systems:** Our management information systems clearly flag pupil premium pupils
- **Staff briefings:** Regular updates in staff meetings about pupil premium pupils and their progress
- **Staff handbook:** Information about pupil premium is included in induction materials for new staff
- **Pupil progress meetings:** Regular discussions about the progress of pupil premium pupils and the effectiveness of interventions
- **Classroom practice:** Teachers plan specifically for pupil premium pupils and quality-first teaching benefits all learners

9. Parental Engagement

We recognise that parental engagement is crucial to pupil success. We involve parents of pupil premium pupils through:

- Regular communication about their child's progress and the support available
- Curriculum workshops to help parents support learning at home
- Invitations to school events and celebrations
- Accessible information about how pupil premium funding is used
- Opportunities to discuss their child's needs with teachers and senior leaders
- Support to overcome barriers to engagement where needed

Parents are informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.

10. Transparency and Accountability

10.1 Pupil Premium Strategy Statement

We publish a pupil premium strategy statement on our school website, which is updated annually. This statement includes:

- Our school's pupil premium grant allocation for the current academic year
- A summary of the main barriers to educational achievement faced by eligible pupils at our school

- How we intend to spend the funding to address those barriers and the reasons for our approach
- How we will measure the impact of the pupil premium spending on eligible pupils
- The date of the next review of the school's pupil premium strategy

10.2 Impact Reporting

We report on the impact of pupil premium spending through:

- An annual review published on our website showing how the previous year's funding was spent and its impact
- Regular updates to governors on pupil premium spending and outcomes
- Data analysis showing the progress and attainment of pupil premium pupils compared to their peers
- Case studies and examples of successful interventions

Parents and the wider community can access this information to understand how we are supporting disadvantaged pupils.

11. Monitoring and Evaluation

We will ensure that:

- **A wide range of data is used**, including:
 - Achievement data (attainment and progress measures)
 - Pupils' work in books
 - Lesson observations and learning walks
 - Case studies of individual pupils
 - Staff, pupil, and parent voice
 - Attendance and behaviour data
 - Participation in enrichment activities
- **Assessment data is collected at least termly** so that the impact of additional support can be monitored regularly and interventions adjusted as needed
- **Assessments are closely moderated** to ensure they are accurate and reliable
- **Teaching staff attend pupil progress meetings regularly** to discuss the progress of pupil premium pupils and review the effectiveness of interventions
- **A designated member of the SLT maintains an overview of Pupil Premium spending** and ensures it is aligned with our strategic priorities
- **Impact is measured against clear outcomes**, including:
 - Closing attainment gaps between disadvantaged pupils and their peers
 - Improved progress rates for pupil premium pupils
 - Increased attendance and reduced persistent absence
 - Greater participation in enrichment activities
 - Improved wellbeing and engagement in learning
- **Interventions that are not working are identified quickly** and alternative approaches are implemented
- **Successful strategies are shared** across the school and embedded in practice

12. Roles and Responsibilities

12.1 The 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
- Planning pupil premium spending using an evidence-based approach and the three-tiered model
- Keeping pupil premium spending under constant review and adapting strategies based on impact
- Working with the Virtual School Head where appropriate for looked after children
- Monitoring the attainment and progress of pupils eligible for the pupil premium to assess the impact of the school's use of the funding
- Meeting with the pupil premium link governor termly to discuss provision, spending, and impact
- Reporting on the impact of pupil premium spending to the governing body on an ongoing basis
- Ensuring the pupil premium strategy statement is published on the school website and updated annually
- Leading staff training and development on supporting disadvantaged pupils

12.2 The Governing Body

The governing body is responsible for:

- Holding the headteacher and senior leadership team 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
- Ensuring value for money in the school's use of the pupil premium
- Challenging the headteacher and senior leaders 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
- Appointing a link governor for pupil premium who will meet termly with the pupil premium lead

12.3 The Pupil Premium Link Governor

The pupil premium link governor will:

- Meet regularly (at least termly) with the pupil premium lead in school
- Monitor the implementation of this policy and the pupil premium strategy
- Challenge and support senior leaders on pupil premium spending and impact
- Report back to the full governing body on pupil premium matters
- Ensure the pupil premium strategy statement is published and updated appropriately

12.4 All 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

- Being aware of which pupils are eligible for pupil premium and considering their needs in planning and teaching
- Delivering high-quality teaching that benefits all learners
- Implementing interventions and support strategies effectively
- Monitoring the progress of pupil premium pupils in their classes
- 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 staff
- Participating in training and professional development related to supporting disadvantaged pupils

13. Links to Other Policies

This policy should be read in conjunction with:

- Teaching and Learning Policy
- Assessment Policy
- SEND Policy
- Attendance Policy
- Behaviour Policy
- Equality Policy
- Safeguarding and Child Protection Policy

14. Review

This policy will be reviewed annually by the governing body in consultation with the headteacher and senior leadership team. The next review is scheduled for March 2027.