



# **Pupil Premium Policy**

## **2021-2022**

This policy is reviewed every year and was agreed by the Governing Body of Chellaston Junior School in Autumn 2021 **and will be reviewed again in Autumn 2022**

Signed: \_\_\_\_\_ Chair of Governors

Date: \_\_\_\_\_

### ***Non-Statutory Policy***

## Aims and Vision



At CJS, we **inspire** the whole school community, we **nurture** our learners' curiosity and well-being and we aim for our pupils and staff to **flourish** as:

- **Successful Learners** who enjoy learning, make excellent progress and achieve very high standards across the curriculum
- **Confident Individuals** who are able to lead happy, safe, healthy and fulfilling lives
- **Responsible Citizens** who make a positive contribution to British and the global society

### 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 \(2021-22\)](#), 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 academies should publish online](#), and complies with our funding agreement and articles of association.

### 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**

At CJS, the Pupil Premium Grant will be spent by:

- Providing extra one-to-one or small-group support
- Employing extra teaching assistants
- Funding aspects of the leadership of Inclusion at the school
- Professional Development for staff
- Running catch-up sessions before or after school (for example, for children who need extra help with maths or English)
- Providing extra tuition where needed (for example, ahead of national assessments such as SATs)
- Funding aspects of educational trips and visits, music lessons
- Funding school uniform and PE Kits
- Providing physical resources – ipads, reading texts, laptops, reading texts at home
- Providing resources to help with physical and mental health – e.g. squishies, fiddle toys

We will publish information on the school's use of the pupil premium on the school website in line with the requirements set out in our funding agreement and the DfE's guidance on what academies should publish online.

Information on how the school uses the pupil premium is available here:

<https://www.cjs.derby.sch.uk/key-information/pupil-premium/>

#### **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**

The pupil premium for the current academic year will include pupils recorded in the January school census from the previous school year and who have had a recorded period of FSM eligibility since May six years before the January, as well as those first recorded as eligible in the most recent January census.

##### **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 Head teacher and senior leadership team

The Head teacher is responsible for:

- Keeping this policy up to date, and ensuring that it is implemented across the school
- Publishing information on the school's use of the pupil premium on the school website, as required by our funding agreement and in line with guidance from the DfE
- Reporting on the impact of pupil premium spending to the governing board on an ongoing basis

The Inclusion Leader (Assistant Head teacher – Kate Ballington) is 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
- Annually updating the school's **Pupil Premium (and Recovery Premium) Action Plan** and giving this to the Head teacher for review in a timely manner.
- Monitoring the attainment and progress of pupils eligible for the pupil premium to assess the impact of the school's use of the funding and using this information to **evaluate the school's action plan** on an annual and ongoing basis
- Providing relevant training for staff, as necessary, on supporting disadvantaged pupils and raising attainment

### 6.2 Governors

The governing body (through the link governor for Pupil Premium – Keir Mather) is responsible for:

- Holding the Head teacher 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 Head teacher, 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 Head teacher 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
- Teachers - Completing the Pupil Premium calculator to highlight barriers for learning
- Teachers - Completing Pupil Premium Profiles which show academic progress and highlight intervention groups and their impact

### **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.

### ***Equality Statement***

At Chellaston Junior School, we actively seek to encourage equity and equality through our teaching. As such, we seek to advance the equality of opportunity between people who share any of the following characteristics:

- age
- gender reassignment
- being married or in a civil partnership
- being pregnant or on maternity leave
- disability
- race including colour, nationality, ethnic or national origin
- religion or belief
- sex
- sexual orientation

The use of stereotypes under any of the above headings will always be challenged.

## **8. Inclusion**

Our school is an inclusive school. We aim to make all pupils feel included in all our activities. We try to make all our teaching fully inclusive. We recognise the entitlement of all pupils to a balanced, broadly-based curriculum. We have systems in place for early identification of barriers to their learning and participation so that they can engage in school activities with all other pupils. We acknowledge the need for high expectations and suitable targets for all children.