

# Pupil Premium Policy

## Ocklynge Junior School



**Approved by:** Jo Hatt

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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: allocations and conditions of grant 2018 to 2019 - GOV.UK \(www.gov.uk\)](http://www.gov.uk) published by the Education and Skills Funding Agency. It is also based on guidance from the Department for Education (DfE) and the EEF.

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

**School Vision:**

**Our curriculum:** All children at Ocklynge Junior School experience a broad, enriched curriculum which includes all the elements of the National Curriculum.

### **When children leave Ocklynge, we want them to:**

- Confidently, make decisions while respecting the viewpoints of others.
- Have high aspirations and the confidence to try for themselves.
- Know that they can learn from their mistakes.
- Know how to be physically and emotionally healthy.
- Be kind and inclusive; showing compassion for themselves, others in the community and in the wider world.
- Have an extensive, vocabulary allowing them to communicate effectively.
- Be fluent, enthusiastic and discerning readers.
- Have a firm grasp of spelling and grammar enabling them to write for a wide range of audiences and purposes.
- Be confident mathematicians, who are able to apply their understanding to solve new problems.
- Apply their curiosity to find out about their physical world.
- Apply their creativity to express themselves.
- Be able to extend their learning by identifying links to previous learning.
- Have cultural capital.

### **Some examples of how the school may use the grant include, but are not limited to:**

- Funding educational trips and visits
- Employing a teacher to run Forest School
- Funding for after school clubs
- Running catch-up sessions before or after school (for example, for children who may need extra help with mathematics or English)
- Funding the minibus to support attendance
- Funding to support SEMH interventions, including THRIVE, Forest School and counselling.
- Providing support at home, including laptops, to support with learning as well as coffee mornings and parent workshops.
- Providing additional resources in school including reading books, water bottles and revision books.
- Funding the Parent Support Advisor – who supports disadvantaged families with housing, benefits and parenting advice.

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.ocklynge.co.uk/about-us/pupil-premium>

## **5. Eligible pupils**

The pupil premium is allocated to the school based on the number of eligible pupils in years 3-6.

Eligible pupils fall into the categories explained below.

### **5.1 Ever 6 free school meals**

Pupils recorded in the most recent October 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 October 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 October 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, PP Champion 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 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
- Providing relevant training for staff, as necessary, on supporting disadvantaged pupils and raising attainment

### **6.2 Governors (Ocklynge Local Governing Committee)**

The Ocklynge Local Governing Committee 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

## **7. Monitoring arrangements**

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

## **8. Links with other policies**

This policy is linked to TL&A policy and SEND policy.