



Uplands Junior School
Pupil Premium Policy February 2025
(Dis-advantaged - Government Term)



At Uplands Junior School we have high aspirations and ambitions for our children and we believe that no child should be left behind. We strongly believe that it is not about where you come from but your passion and thirst for knowledge, and your dedication and commitment to learning that makes the difference between success and failure. At Uplands Junior School we are determined to ensure that our children are given every chance to realise their full potential and in line with our school vision be the best that they can be. This includes helping them to develop broader knowledge and skills and widen their cultural capital to equip them for life.

Pupil premium funding represents a proportion of our budget and this policy outlines how we will ensure it is spent to maximum effect to increase the proportion of pupil premium children matching or exceeding the achievements of non-pupil premium. Details of the Pupil Premium spend can be found on our website under PP Strategy 2024 - 2027.

In addition to our ethos of Respect for All, our school vision is to ensure that every pupil should be supported to achieve success. Good teaching, a positive environment and encouraging relationships can support every child to have the aspiration to achieve their ambition.

This policy has been written in line with 'The UN Convention on the Rights of the Child' article 2 (non-discrimination), article 3 (best interests of the child) and article 28 (goals of education). Also, DfE policy paper 'Pupil Premium' updated 1 February 2021.

Background:

Pupil Premium is a government initiative (official term 'Dis-advantaged') that targets extra money at pupils from deprived backgrounds. The Government identifies these as children from low-income families, those with little or no family support (Children and Young People in Care) or those who move school regularly (typically those from armed services). Government research shows that pupils from deprived backgrounds underachieve and generally face extra challenges compared to their non-deprived peers. This is even more pronounced following the COVID-19 pandemic 2020/21. The premium is provided to enable these pupils to be supported to reach their potential.

Eligible Pupils

The pupil premium is allocated to the school based on the number of eligible pupils in Year 3, 4, 5 and 6.

Eligible pupils fall into the categories explained below.

- Ever 6 free school meals

Pupil Premium will continue to be based on ever 6 free school meals, whereby pupils recorded as eligible for free school meals at the time of the October census, or at any point in the previous 6 years, will attract pupil premium funding.

For 2024 to 2025, this means pupils having been recorded as eligible for free school meals at any point between January 2018 and October 2023.

- Children and Young People in Care (CYPIC)

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

- Children adopted from care or who have left care

Allocations for previously looked after children (post-looked-after children) will be based on the October census for mainstream and special schools.

- Ever 6 service children

This is for a parent who is serving in HM forces or has retired on a pension from the Ministry of Defence.

Service children are not disadvantaged but share the pupil premium process. Service child premium allocations will be based on the October census for mainstream and special schools. Service premium is to be used to support 'pastoral care' of a pupil.

- Academically able pupils

The pupil premium is not based on ability. Research shows that the most academically able pupil from disadvantaged backgrounds are most at risk of under-performing. School will focus on these pupils just as much as pupils with low attainment.

We will publish our strategy on the school's use of the pupil premium in each academic year on the school website, in line with the DfE's requirements on what maintained schools must publish online where a breakdown of funding can be found.

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. The Virtual School Head for Wolverhampton is Darren Martindale. 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 (PEP), 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. PEP meetings take place once a term and involve the Headteacher, social worker, carer and a representative from the virtual school.

- 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.

Context:

Uplands Junior School currently has approximately 24% pupil premium children based on the number of eligible pupils recorded in the October 2024 census.

When making decisions about using pupil premium funding it is important to consider the context of the school and the subsequent challenges faced. Common barriers for FSM children can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties, and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. Cultural Capital may also be a barrier to learning with missed opportunities to participate in experiences beyond school life.

Cultural capital is defined by the DfE as, '... the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said, and helping to engender an appreciation of human creativity and achievement'.

The challenges are varied and there is no 'one size fits all'.

Implementation

It is up to SLT (School Leadership Team) to decide how to spend pupil premium. This is because leaders are best-placed to assess their children's needs and use funding to improve attainment.

By following the key principles and tiered approach outlined below, we believe we can maximise the impact of our pupil premium spending.

Pupil premium spending is most effective when using the three tiered approach, targeting spending across the following three areas: teaching, academic support and wider approaches. At Uplands we have followed this approach to write our PP Strategy 2024-2027 and support from EEF guidance.

Building Belief - we will provide a culture where:

- staff believe in all children and know their barriers to learning
- there are 'no excuses' made for underperformance
- staff adopt a 'solution-focused' approach to overcoming barriers
- staff support children to develop mind sets towards learning.
- Staff use every opportunity to widen children's experience and expand cultural capital.

Building belief in our pupil premium children comes from an understanding of their barriers to learning. At the beginning of each year class teachers will undertake a pupil premium 'chat' to understand the needs and barriers to their learning. Barriers to learning will then be discussed within year meetings and suitable interventions or pre-teaching (including non-academic interventions) will be put in place.

To encourage a belief in every child at Uplands a 'Respect for All' ethos is being reinforced through the behaviour policy and assembly themes and embedded in learning behaviours across school life.

A 'solution-focused' ethos has been created to support the needs of pupil premium children (Wider approach). For example:

- Homework hub is established as a supportive session and led by the Senior Leadership Team to provide resources, laptop access, help with homework and mentoring. The Senior Leadership Team evaluates the impact of the homework hub by monitoring homework records and participation in whole school initiatives by pupil premium children.
- A bank of costumes and dressing up items have been found to support children who find it difficult to support these events.
- A bank of new PE kits are available for children to use.
- Pupil Premium children are part of any selection process for job/roles around school and represent school in sporting activities.
- All extra-curricular activities are open to pupil premium children and subsidised.
- Pre-teaching and Pre-filling are examples of intervention to support learning.
- CPG learning texts books for English and Maths
- All trips, visits and workshops are subsidised.

Impact - we will ensure that:

- all staff are involved in the analysis of data so that they are fully aware of strengths and weaknesses across the school
- we use professionals to support us in determining the strategies that will be most effective.

Identification of Pupils - we will ensure that:

- all teaching staff and support staff are involved in the analysis of data and identification of pupils
- all staff are aware of who pupil premium and vulnerable children are
- all pupil premium children benefit from the funding, not just those who are underperforming
- underachievement at all stages 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...'
- all staff are involved in setting high expectations for all pupils, including those eligible for the pupil premium

Improving Day to Day Teaching - we will continue to raise the quality of teaching using our Senior Leadership Team and UPS teachers to:

- set high expectations
- address any within-school variance
- ensure consistent implementation of the non-negotiable tasks, e.g. marking
- share good practice within the school and draw on external expertise
- provide high quality continue professional development
- improve assessment through work sampling, standardisation and moderation.

Increased learning time - we will maximise the time children have intervention through:

- monitoring attendance and punctuality
- provide early intervention across all year groups
- provide pre-teaching opportunities

Individualising support - we will ensure that the additional support we provide is effective by:

- looking at the individual needs of each child and identifying their barriers to learning
- ensuring additional support staff and class teachers communicate regularly
- using teaching and learning co-ordinators to provide high quality interventions across their phase
- matching the skills of the support staff to the interventions provided
- working with other agencies to bring in additional expertise
- providing extensive support for parents through meetings, target settings, advice and supporting agencies.
- tailored interventions to the needs of the child
- recognising and building on strengths to boost the confidence of the child.

Non-eligible Pupils

School can spend their pupil premium on children who do not meet the eligibility criteria but need extra support. School can use the pupil premium to support other pupils, for example, if they: are in contact with a social worker, used to be in contact with a social worker and are acting as a carer.

Remote Learning

Where there is a need for remote learning (such as during the Covid pandemic) all pupil premium children will receive the following support:

- Wellbeing phonecall from teachers and support staff
- Loan of a device (laptop/ipad) where required. Families will be required to complete a loan agreement form
- FSM (Free School Meals) vouchers will be supplied if applicable
- Support with applications to food banks - if required

- Materials will be supplied to support learning, items may include stationary, books, craft items etc.
- Data cards are available if required

Monitoring and Evaluation

We will ensure that:

- a wide range of data are used - achievement data, pupils' work, observations, learning walks, case studies, and staff, parent and pupil voice
- assessment data is collected termly so that the impact of interventions can be monitored regularly
- assessments are closely moderated to ensure they are accurate
- teaching staff and support staff attend and contribute to pupil progress meetings each term and the identification of children is reviewed
- regular feedback about performance is given to children and parents
- interventions are adapted or changed if they are not working
- case studies are used to evaluate the impact of pastoral interventions, such as on attendance and behaviour
- a designated member of the staff maintains an overview of pupil premium spending - Headteacher - Mrs S Webster-Smith supported by SENCO - Miss N Handscomb.
- A designated governor has been the responsibility for pupil premium - Mr Nigel Cox.
- Pupil premium overview is a regular item on the Headteacher's report which is presented to the board of Governors on a termly basis
- Pupil premium spend and progress is a regular item on the curriculum and finance committee governor meetings.

Accountability

Uplands show how they're using their pupil premium effectively:

- By publishing an online PP Strategy 2024 - 2027
- Through inspections by Ofsted
- Through published performance tables

When reporting about pupil premium funding we will include:

- Information about the context of the school
- Objectives for the year
- Nature of support and allocation
- An overview of spending
- A summary of the impact.

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.
- A member of the governing body is a link governor for pupil premium, our pupil premium governor is Mrs D Anslow.

This policy will be reviewed February 2026 by the Senior Leadership Team. At every review, the policy will be shared with the governing board.