

# Pupil Premium Policy



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## Statement of Intent

The Governing Body of Ringwood Junior School is committed to fostering equality and inclusivity across all aspects of school life. Our aim is to ensure that equality is integral to both existing and future policies, thereby eliminating unlawful discrimination, harassment and victimisation. We are dedicated to advancing equality of opportunity among different groups, with particular emphasis on the “protected characteristics” enshrined in the Equality Act 2010.

Where specific duties arise under the Equality Act 2010, these will be incorporated into individual policies by the Governing Body’s sub-committees. This approach ensures a cohesive framework that benefits our school, its staff and visitors. Appropriate committees will be responsible for publishing equality information and objectives, focusing on providing every child, regardless of their starting point, the opportunity to succeed.

## Principles

We are committed to ensuring that all children receive a high-quality education that enables them to succeed and fully utilise life’s opportunities. We hold high aspirations for all children and firmly believe that background, financial circumstances, or personal characteristics should not hinder academic success or emotional well-being. We are determined to leverage all available resources to provide every child with the opportunity to realise their potential through a rich, broad and stimulating curriculum.

At Ringwood Junior School, we ensure that all children, including those eligible for Pupil Premium funding, engage equally in all aspects of school life. We provide experiences for all children, encompassing access to enriched curricular activities, visits, residentials and partnerships with external visitors.

High-quality, inclusive teaching is central to our approach, ensuring our curriculum draws upon the local area and is relevant to all children. This practice helps children understand and engage with their community, fostering a sense of belonging and participation. Teachers participate in ongoing professional development, particularly in inclusive teaching strategies and unconscious bias training, to support disadvantaged children effectively.

Ringwood Junior School (RJS) is committed to using its Pupil Premium funding to close the achievement gap between children who are vulnerable to underachievement and those who are not. We recognise that some children face additional barriers to learning and we are dedicated to removing these barriers through targeted support and intervention.

All staff members and governors take collective responsibility for the welfare of our disadvantaged children, ensuring that their pastoral, social and academic needs are met within a nurturing and inclusive environment. This commitment to equality and care is central to the spiritual development of our school community.

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As with all children at Ringwood Junior School, disadvantaged children are valued, respected and encouraged to achieve their full potential. We recognise that while Pupil Premium funding is allocated based on specific criteria, such as eligibility for Free School Meals, this may not always reflect the full range of disadvantages a child may face. Therefore, we adopt a broad, inclusive approach, ensuring that all children in need of support are provided for, regardless of their specific background.

## Background

The Pupil Premium Grant is additional funding for publicly funded schools in England. It is designed to help disadvantaged children of all abilities perform better and narrow the gap between them and their peers.

The Government uses the number of children who are eligible for Free School Meals (FSM) as an indicator for deprivation, allocating a fixed amount of funding to schools based on the number of children registered for FSM over a rolling six-year period. Funding is available for 'Ever 6' FSM children, Service children, Looked After Children (LAC) and post-LAC.

School leaders can decide on how to allocate Pupil Premium funds based on the government's *'menu of approaches'*. This can be found in the government's guidance 'Using Pupil Premium: guidance for school leaders'. The menu helps schools use the funding effectively to raise the attainment of disadvantaged children. This funding is most effective when used across three key areas:

- High-quality teaching, such as staff professional development;
- Targeted academic support, such as tutoring and small group interventions;
- Wider strategies that address non-academic barriers to success, such as attendance, behaviour and social and emotional support.

## Accountability

### General Information

Headteachers and Governing Bodies are held accountable for the impact of Pupil Premium funding in the following ways:

- Performance tables that show the outcomes and progress of disadvantaged children compared with their peers
- Publishing details online each year of how the Pupil Premium funding is being used and the impact on the children's achievement
- Ofsted inspections, where inspectors focus on the attainment disadvantaged groups.

### Monitoring and Evaluation

Pupil Premium spending is reviewed termly by the leadership team and governors. The school is committed to adjusting interventions based on data to ensure that they are having a measurable impact on the children's progress. Specific actions and strategies

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are continually assessed for effectiveness and new approaches are implemented where necessary.

## Online Reporting

We publish details of how our school spends its Pupil Premium funding and the impact this has had on the children's outcomes. The latest strategy statement is on our website and was published in December 2024. In line with the DfE guidance, this is a three year strategy which will be reviewed and updated annually.

We publish the following information:

- The current year's Pupil Premium allocation and forecasted spending
- A review of the previous academic year's spending
- An evaluation of how the spending has affected the attainment of disadvantaged children.

While funding is allocated for each financial year, the information we publish online refers to the academic year, as this aligns with parental and public understanding. Given that allocations will not be known for the latter part of the academic year (April to July), we report on funding up to the end of the financial year and update it once all figures are available.

## Pupil Premium Progress Strategies

### Quality First Teaching

At Ringwood Junior School, we believe that high-quality first teaching is essential for ensuring that all children receive an effective and engaging learning experience. We recognise the importance of empowering and equipping all staff to take responsibility for the progress of every child they teach, including those who are eligible for Pupil Premium funding. Our staff act as advocates for these children, developing tailored sequences of learning and providing enriching experiences that enable accelerated progress and increased attainment. This allows children to access the full curriculum, enabling them to make accelerated progress, achieve higher levels of attainment and close the attainment gap with their peers.

We employ a variety of strategies to continuously assess and monitor progress, identify learning gaps and implement targeted interventions aimed at closing these gaps. Our commitment to using evidence-based strategies ensures that every child, particularly those at risk of underachievement, receives the support they need to thrive and succeed.

The key elements include:

- Clear Learning Objectives: Lessons have specific, achievable learning objectives that are communicated to children, helping them understand the purpose of their learning.
- High Expectations: Teachers set high expectations for all children, promoting

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- a growth mind-set and encouraging them to take ownership of their learning.
  - Active Engagement: Lessons incorporate strategies that actively engage children, including discussions, group work and hands-on activities that promote collaboration and critical thinking.
  - Adaptive teaching: Teaching is tailored and adapted to meet the diverse needs of learners, providing appropriate challenges and support to ensure all children can access the curriculum.
  - Regular and Targeted Assessment and Feedback: Ongoing formative assessment informs teaching, with timely feedback provided to children to help them understand their progress and areas for improvement.
  - Use of Quality Resources: High-quality, age-appropriate resources are used to enhance learning, including technology, texts and manipulatives.
  - Reflective Practice: All teachers regularly reflect on their practice, seeking to improve their teaching strategies and adapting to the needs of their children.
  - Inclusive Environment: We foster a positive and inclusive classroom environment, where every child feels valued and safe to express their thoughts and ideas.

## Supporting Greater Depth Learners

At Ringwood Junior School, we are committed to ensuring that Pupil Premium children who demonstrate the potential for greater depth learning are not only supported but also challenged and stretched to reach their full potential. We recognise that these children require adapted teaching approaches that extend their learning, develop critical thinking skills and enhance their ability to apply knowledge in complex ways.

Our approach to supporting greater depth learners includes:

- Challenging Curriculum: We provide a rich and stimulating curriculum that offers greater depth learners opportunities to explore topics in more detail, apply their knowledge in new contexts and engage in higher-order thinking tasks. Teachers ensure that the curriculum is differentiated to meet the needs of these learners, pushing them into deeper level thinking.
- Targeted Extension Tasks: In addition to the core curriculum, targeted extension activities are offered. These are designed to stretch the children's thinking and encourage deeper exploration of concepts. This includes open-ended problem-solving tasks, investigative projects and opportunities for independent study.
- Enrichment Opportunities: We actively seek to provide enrichment opportunities for greater depth learners, including access to specialist workshops led by visiting speakers and educational visits that stimulate creativity, curiosity and intellectual challenge. These experiences are designed to enhance critical thinking and problem-solving skills, equipping children with the tools necessary for sustained academic success.
- Collaborative Learning: We encourage collaborative learning through peer mentoring, where greater depth learners can share their knowledge and challenge one another through discussion and debate. This not only enhances their understanding but also develops leadership and communication skills.
- Small Group Work: For greater depth learners, we organise small group sessions that are designed to push and challenge these children further. These

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groups focus on specific targets aimed at fostering deeper understanding and progression, allowing the children to explore more complex ideas and apply their learning in creative ways. Through collaboration and tailored guidance, these sessions provide an environment where greater depth learners can extend their thinking and achieve their full potential.

- **Teacher Development:** We invest in professional development for staff to ensure they have the skills to challenge and support greater depth learners effectively. Teachers receive training on adaptive teaching, promoting higher-order thinking, retrieval practice, metacognition and identifying opportunities for these children to extend their learning across the curriculum.

By nurturing and enhancing the potential of Pupil Premium children who are capable of greater depth learning, we ensure that they continue to thrive academically and are fully prepared to excel in their future educational journey.

## **Mental Health and Well-being Support**

We are committed to providing comprehensive support to our Pupil Premium children to ensure they have the emotional resilience and mental health resources needed to thrive in school and beyond.

Our approach includes the following:

- **Targeted Mental Health Interventions:** We provide access to specialised support services for Pupil Premium children, including counseling, Thrive interventions and one-to-one sessions with trained mental health professionals. These services will be made available based on individual needs, identified through regular wellbeing assessments and discussions with children, staff and parents.
- **Mental Health Awareness:** Mental health education is intricated into our curriculum and pastoral care programs. Through assemblies, workshops and classroom activities, we raise awareness of mental health issues, reduce stigma and encourage open conversations around emotional wellbeing. This will help Pupil Premium children develop coping strategies and build emotional literacy.
- **PHSE:** We have a PHSE curriculum which focuses on building resilience, self-regulation and interpersonal skills. This curriculum is adapted to the needs of Pupil Premium children, ensuring they receive support in areas such as managing stress, building positive relationships and developing a growth mindset.
- **Mental Health and Wellbeing Lead:** We have a trained member of the Senior Leadership Team who oversees Mental Health and ensures it maintains a high priority. Pupil Premium children who may benefit from additional emotional support are identified and supported with regular check-ins, provided by a trusted adult.
- **Parental Engagement and Support:** We actively engage with the parents and carers of Pupil Premium children to provide guidance and resources on supporting their child's mental health at home. Support meetings and information sessions are offered to help families understand the importance of

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mental wellbeing and how they can contribute to their child's emotional health.

- Referral Pathways: Where necessary, we work closely with external mental health agencies, including Child and Adolescent Mental Health Services (CAMHS), Hampshire Children's Services and local mental health charities, to ensure that Pupil Premium children have access to additional support beyond the school environment.

## **Transition Support**

To ensure a smooth transition to secondary school, additional support is provided for disadvantaged children. This includes liaison with secondary schools and targeted preparation activities to ensure children feel ready for the next phase of their education.

## **Addressing Cultural Capital and Broadening Life Experiences**

We recognise the importance of providing all children, especially those from disadvantaged backgrounds, with the opportunities to develop cultural capital. By providing a wide range of opportunities and ensuring equitable financial support, we aim to reduce the disparity in cultural capital and empower our Pupil Premium children with the knowledge, confidence and life experiences that will enhance their academic success and personal development.

To achieve this, we will:

- Enrichment Opportunities: We ensure that Pupil Premium children have access to a variety of extra-curricular activities, including music, sports, drama and educational visits. These experiences help to enhance their understanding of the world, foster creativity and build social skills.
- Curriculum Enrichment: Our curriculum includes a broad range of topics, with planned cultural trips and in-school workshops to expose children to history, the arts, literature and sciences. We prioritise opportunities to bring external experts and cultural experiences into the school, such as theatre productions, authors and artists, to inspire and engage our children.
- Subsidised Experiences and Financial Support: We are committed to ensuring that financial barriers do not prevent Pupil Premium children from participating in key enrichment activities such as residential trips, educational visits and special programs. Financial support requests made by parents will be reviewed on a case-by-case basis to ensure equity across all Pupil Premium children. The school may choose to fully or partially subsidise activities, or may decide not to offer financial support, depending on the nature of the request and the individual needs of the child. Each decision will be made with careful consideration of the overall allocation of Pupil Premium funding and its impact on the wider school community.
- Partnerships with the Community: We have developed partnerships with local businesses, NGOs and cultural organisations to provide Pupil Premium children with experiences outside the classroom. These links have enabled children to access experiences beyond the school environment and participate in culturally



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enriching life experiences.

- **Parental Engagement:** We engage with the parents of Pupil Premium children to encourage their involvement in activities that enhance cultural capital. Workshops and resources will be provided to help families access local cultural resources, such as libraries, galleries and community events.

## Special Initiatives

We ensure an even distribution of Pupil Premium children across the classes to maximise individual support from teachers and Learning Support Assistants (LSA). In Year 6, an additional teacher is employed each morning to reduce group sizes, increasing one-to-one interaction for disadvantaged children.

## Progress Meetings

Teachers participate in regular progress meetings to reflect on the learning opportunities provided for Pupil Premium children. The structure of these meetings allows teachers to first reflect independently, before collaborating with their year team and then engaging in a one-to-one meeting with a Senior Leader.

During these sessions, teachers assess the impact of their teaching strategies and interventions on the children's progress. Effective strategies and interventions that have a positive impact are identified and shared across teams, while those found to be less effective are reconsidered, adapted, or discontinued as needed to ensure maximum benefit for the children.

Pupil Voice is an integral part of the evaluation process. Through surveys and focus groups, disadvantaged children are given a platform to share their experiences and their feedback is used to refine teaching strategies.

## Home Learning and Involvement of Parents/Carers

We recognise the importance of parental engagement in supporting learning, especially for disadvantaged children. Home learning is carefully designed to foster independence while providing opportunities for parents to collaborate with their children. Parents/Carers are regularly involved in school life through termly parents' evenings, written reports and special learning outcomes.

Parents/Carers who are unable to attend appointments to meet with the teacher are contacted directly and encouraged to either come into school or hold a meeting by phone.

Parents/Carers have a range of opportunities throughout the year to experience lessons and learning time with their children, as well being able to attend special outcomes. In addition, a range of whole school events are held, such as the Christmas Fayre, Summer Fayre and Sports Day.

## Non-negotiable Strategies

We have decided upon five non-negotiable strategies which all staff engage with across Ringwood Junior School.

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These are:

- **Feedback** – All marking is completed in line with our Feedback and Marking Policy. Staff will mark the books of a small number of children in order to identify common strengths and difficulties, before then marking the Pupil Premium children's books. This is to promote the thorough marking of these children's books, with pertinent feedback provided, which is acted upon promptly by the children.
- **Planning** – All curriculum plans explicitly identify the Pupil Premium children and detail the way in which the curriculum has been adapted to meet their needs.
- **Assessment for learning/Building Learning Power** – Teachers use a range of strategies in line with a no hands-up approach. Questioning is targeted at disadvantaged children to ensure engagement and verbal feedback.
- **Partnerships** – Parents of Pupil Premium children are consulted at least half-termly to ensure a strong home-school relationship. Invitations are extended to families of PP children to attend key events. These include learning outcomes and open mornings.
- **Reading** – It is crucial that Pupil Premium children, particularly those who have fallen behind in reading, are given the opportunity to read aloud daily. Regular reading practice is essential for ensuring that these children can access the broader curriculum and make sustained progress across all subjects. This reading support may be provided by a Reading Champion, through one-to-one sessions with the class teacher, or as part of structured reading activities within lessons. Daily reading practice helps to build fluency, comprehension and confidence, laying the foundation for overall academic success.

## **Impact**

Through these strategies, we expect to see increased confidence, improved attendance and higher levels of achievement among our Pupil Premium children. We also aim to close the attainment gap and ensure that all children, regardless of background, achieve their full potential.

## **The Active Involvement of Governors:**

The whole Governing Body is committed to ensuring that, regardless of starting point or background, every child is given the opportunity to achieve their potential. This guiding principle informs all discussions surrounding the allocation and use of Pupil Premium funding within the school.

As part of their role, they actively challenge and question the effectiveness of the strategies funded by the Pupil Premium Grant, focusing on the impact on raising achievement. They ensure that the Pupil Premium Strategy is regularly updated, reviewed annually and published on the school's website. This includes a detailed evaluation of how the funding is spent and the measurable outcomes of the implemented strategies, ensuring transparency and accountability.

They are involved in a number of key roles:

- Link Governor Role: A dedicated Pupil Premium Link Governor ensures there is a specific point of contact for overseeing and regularly reviewing Pupil Premium work. This governor works closely with school leaders and staff to monitor the implementation of the strategy and ensure sustained focus on the children's outcomes.
- Pupil Premium Funding allocation: Governors are involved in deciding how Pupil Premium funding is allocated and are committed to ensuring that every child achieves their potential. They hold school leaders accountable through regular discussions, reviewing the impact of funded interventions and engaging with Parents/Carers on the use and effectiveness of the Pupil Premium Grant.
- Policy documents: Governors require a clear and comprehensive Pupil Premium policy and strategy statement, which they contribute to and oversee. This policy and strategy, managed by the Inclusions Committee, serves as a point of reference for the Pupil Premium subject liaison governor.
- Updates through the Inclusions Committee: Governors are updated termly by the Pupil Premium lead to monitor the progress of Pupil Premium children. These reviews include an analysis of assessment data, progress measures and any adjustments made to interventions.
- Learning Walks and Classroom Observations: The Pupil Premium Link Governor is invited to engage in learning walks to see the implementation of Pupil Premium strategies first-hand. This gives them insight into how targeted interventions are embedded in daily teaching and learning practices and allows them to see the impact on pupil engagement.
- Pupil Voice: The Pupil Premium Link Governor is invited to seek direct feedback from Pupil Premium children through pupil voice sessions. Engaging with children about their learning experiences and how they perceive the support they receive offers a deeper understanding of the strategy's effectiveness.
- Review of Work Samples: As part of their understanding of the impact the strategies are having, the link governor reviews work samples of Pupil Premium children, alongside other pupils' work, to assess progress in specific subjects and evaluate the quality of feedback and differentiation provided.
- Governor Training: Governors engage in ongoing professional development to stay informed about best practices for supporting disadvantaged children. Attending workshops or accessing up-to-date research on the effective use of the Pupil Premium Grant ensures that governors can make informed decisions.

## Glossary

<b>Pupil Premium</b>	Additional funding provided to publicly funded schools in England to help disadvantaged children of all abilities perform better and close the attainment gap between them and their peers.
<b>Disadvantaged Pupils</b>	Children identified as at risk of underachievement due to socio-economic factors, including those eligible for Free School Meals

	(FSM), Looked After Children (LAC) and children from military families.
<b>DfE</b>	Department for Education
<b>EAL</b>	English as an Additional Language
<b>Ever 6 FSM</b>	Children who have been entitled to a free school meal at any time in the last six years
<b>FSM</b>	Free school meals – children who are in receipt of a daily free lunch
<b>LAC/CLA</b>	Looked-after children / Children looked after – Children who are in in care/fostered/adopted
<b>NGO</b>	Non-Governmental Organisation. This is an independent organisation that operates without direct control by a government, often focusing on humanitarian, environmental, social or development issues e.g. Foodbanks, Churches and charities.
<b>Protected Characteristics</b>	As defined by the Equality Act 2010, these include age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.
<b>PP</b>	Pupil Premium
<b>RJS</b>	Ringwood Junior School
<b>SEN</b>	Special Educational Needs
<b>SENCo</b>	Special Educational Needs Coordinator
<b>SEND</b>	Special Education Needs and Disabilities
<b>Service children</b>	Children with one or both parents in the Armed Forces.