

# Pupil Premium Policy



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**Responsibility:**

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**Last Updated:**

**December 2025**

**Review Date:**

**December 2026**

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## Statement of Intent

The Governing Body of Ringwood Junior School is committed to equality for everyone across all aspects of school life. We aim to ensure that equality is incorporated into existing and future policies to eliminate unlawful discrimination, harassment and victimisation and to advance equality of opportunity between different groups with particular emphasis towards the “protected characteristics” now enshrined in the Equality Act 2010.

Where specific duties come into force under the Equality Act 2010, these will be incorporated into the individual policies by the Governing Body’s sub-committees to ensure a cohesive framework for the benefit of our school, its staff and visitors to the school. Where appropriate, the committees will have responsibility for publishing equality information and objectives.

## Principles

We are committed to achieving the best education for our children, so that all can succeed and make the most of life’s chances and the opportunities it offers. We have high aspirations and ambitions for all children, strongly believing that background should not be an indicator of academic success or emotional well-being. We are determined to use all resources at our disposal to give every child the chance of realising their potential, through a rich, broad and stimulating curriculum offer. We expect all children to engage in all aspects of school life equally. This means that Ringwood Junior School positively provide experiences for all children such as access to the curriculum enriched activities, visits and visitors and annual residential.

High-quality inclusive teaching is at the heart of our approach to all teaching. We ensure that our curriculum is drawn on the local area and learning is relevant and meaningful. It equips the children to understand more about their local area and the part they have in the community.

quality first teaching, Ringwood Junior School (RJS) uses its Pupil Premium funding to narrow the gap in achievement between those children who are vulnerable to possible underachievement and who attract the funding, and those who do not. All members of staff and governors accept responsibility for ‘disadvantaged’ pupils and are committed to meeting their pastoral, social and academic needs within a caring environment. This is an essential, integral part of the spiritual development of the whole school community.

As with every child in our care, a child who is ‘disadvantaged’ is valued, respected and entitled to achieve as highly as possible, irrespective of need. Pupil Premium funded pupils are considered as ‘disadvantaged’ for the purpose of this policy, although it is accepted that this is not always a true indicator of disadvantage.

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## Background

The pupil premium is additional funding for publicly funded schools in England. It is designed to help disadvantaged pupils of all abilities perform better, and narrow the gap between them and their peers.

The Government has used the number of pupils who are entitled to Free School meals as an indicator for deprivation, deploying a fixed amount of money to schools per pupil, based on the number of pupils registered for Free School meals (FSM) over a rolling six-year period. Funding is made available for 'Ever 6' FSM children, Service children, Looked After Children (LAC) and post-LAC.

School leaders are able to decide on which activity to spend their pupil premium upon within *the framework set out by the 'menu of approaches'*. This can be found in the government guidance 'Using pupil premium: guidance for school leaders'. The menu is designed to help schools use their funding effectively to raise the attainment of disadvantaged pupils which is considered most effective when used across 3 areas:

- high-quality teaching, such as staff professional development
- targeted academic support, such as tutoring
- wider strategies to address non-academic barriers to success in schools, 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, which show the performance of disadvantaged pupils compared with their peers;
- requiring schools to publish details online each year of how they are using the Pupil Premium and the impact it is having on pupil achievement;
- the Ofsted inspection framework, where inspectors focus on the attainment of pupil groups, and in particular those who attract the Pupil Premium.

### Online Reporting

We publish details of how our school spends its Pupil Premium funding and the effect this has had on the attainment of the pupils who attract the funding, on our website, the latest statement was published in November December and reviewed in October 20252022.

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We include the following:

- our Pupil Premium allocation for the current academic year;
- details of how we intend to spend our allocation (forecast);
- details of how we spent our previous academic year's allocation (review);
- how it made a difference to the attainment of disadvantaged pupils.

The funding is allocated for each financial year, but the information we publish online refers to the academic year, as this is how parents and the general public understand the school year. As allocations will not be known for the latter part of the academic year (April to July), we report on the funding up to the end of the financial year and update it when we have all the figures.

## **Pupil Premium Progress Strategies**

### **Quality First Teaching**

**At Ringwood Junior School we recognise the need to empower staff to be responsible for the progress of all children they teach, including children who attract Pupil Premium funding. Staff are advocates for these children, developing sequences of learning and providing them with experiences that will enable accelerated progress and increased attainment. As a result, these children will close the attainment gap with their peers.**

### **Special Initiatives**

We ensure an even distribution of children who attract Pupil Premium funding across the classes. This means that these children gain more individual support from the teacher/LSA in each classroom. In Year 6, an additional teacher each morning ensures that teaching groups are reduced in size, providing greater contact between Pupil Premium funded pupils and an adult.

### **Progress Meetings**

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.

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## 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.

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.

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## 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.

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