Ashfield Junior School

Inspiring our children to dream big, be extraordinary and to change the world

Pupil Premium Policy

To be read in conjunction with: Pupil Premium Strategy Statement

Date agreed: June 2026

Date of next review: June 2027

School Vision

The school endeavours to inspire every child to 'dream big, be extraordinary and change the world'.

This will be achieved through always striving for excellence in all that we do:

- We will help and guide children to follow their North Star;
- We will all have high expectations of all children and nurture a growth mind-set;
- We will all fully utilise and engage in, a wide range of opportunities to enhance our skills, knowledge and expertise;
- We will recognise and celebrate the hard work and achievements of all our children and ourselves;
- We will work in partnership with parents and carers.

Rationale

At Ashfield Junior School we have high aspirations and ambitions for our children and we believe that no child should be left behind. We are committed to ensuring that each child receives High Quality Teaching which ensures effective learning in all lessons. We believe that all children should enjoy learning and that each child should be encouraged to be a lifelong learner and have an equal opportunity to achieve their maximum learning potential. This is a challenging goal and as a school we are constantly reviewing and developing our practice as we strive to achieve it.

Purpose of policy

Pupil Premium Funding helps us to support eligible pupils to realise their potential and this policy outlines how we will ensure that it is spent to maximise effect. This funding is not ring fenced, but the school is committed to ensuring that identified 'vulnerable groups' of pupils benefit from it and demonstrates clear accountability for the funding.

Pupil Premium Grant Criteria

Allocations are based on the number of pupils in year groups reception to year 11, who are:

- recorded as eligible for free school meals (FSM) or have been recorded as eligible in the past 6 years (FSM Ever 6)
- previously looked-after children (PLAC): pupils who were looked after by a local authority or other state care immediately before being adopted, or who left local authority or other state care on a special guardianship order or child arrangements order (previously known as a residence order). This includes children adopted from state care or equivalent from outside England and Wales.

From the start of the 2026 to 2027 academic year, DfE is delivering an expansion to FSM eligibility to include all pupils from households in receipt of Universal Credit (UC). There will then be two categories of free school meals:

- 'Targeted FSM', which continues to be based on the existing £7,400 income threshold; and
- 'Expanded FSM', which will apply to meals only, covering pupils who do not qualify for Targeted FSM, but who are in households in receipt of Universal Credit.

Benefits linked to free school meal eligibility, including pupil premium, will only be available to the Targeted FSM cohort.

Children of service personnel are entitled to Service pupil premium which is used to offer mainly pastoral support during challenging times and to help mitigate the negative impact on service children of family mobility or parental deployment.

Ofsted closely scrutinise all schools' approach to the use of this funding and whether it is having an impact on the attainment and progress of disadvantaged pupils.

At Ashfield Junior School we use the indicator of those eligible for FSM as our target group to 'diminish the gap' in relation to attainment. However, we also scrutinise our data for 'hidden children' who may also be vulnerable – for example by considering how many ACEs (adverse childhood experiences) they have. We employ strategies that we believe will support pupils to increase their attainment. Ashfield Junior School also has a small community of families in the Services.

Information about the allocation and expenditure of the Pupil Premium Funding is published on the school website in the form of the Pupil Premium Strategy Statement.

Our aim

- Our school will ensure that the Pupil Premium funding reaches the groups of pupils for whom it was intended and that it makes a significant impact on their education and lives.
- We aim to accelerate the attainment of pupils to at least age-related expectations in reading, writing and maths.
- The funding will be used to diminish the gap between the achievement of these pupils and their peers.
- We aim to ensure that disadvantaged children do not miss out on paid for extra-curricular opportunities.

How we will ensure effective use of the Pupil Premium

- Effective use of Pupil Premium is recorded on the 'Pupil Premium Strategy Statement' which is published on our website yearly in December.
- The Pupil Premium Strategy Statement gives an account of how the Pupil Premium funding will be spent
- Pupil Premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals.
- The school will assess what additional provision should be made for groups and for individual pupils and this may vary from term to term and year to year

depending on the needs of particular cohorts of pupils. This is addressed by SLT and teachers in termly Pupil Progress Meetings

- We will look carefully at the needs of each child and identify their barriers to learning
- Barriers to learning such as support at home, language and communication skills, level of confidence, behaviour difficulties and attendance and punctuality issues will be considered.
- Pupil premium children will be allocated interventions where necessary.
- We recognise that not all pupils who receive Free School Meals will be socially disadvantaged or underachieving. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We therefore reserve the right to allocate the Pupil Premium funding to support any groups of pupils the school has legitimately identified as being disadvantaged.
- We will ensure that additional support staff and class teachers communicate regularly.
- We will match the skills of the support staff to the interventions they provide.
- We will work with other agencies to bring in additional expertise where necessary.
- We will signpost support for parents - for example family learning courses and workshops to help them to help their children.
- The school will use research such as the Education Endowment Foundation and Sutton Trust to support decisions about the most effective strategies and interventions.
- A member of the Senior Leadership Team will co-ordinate the Pupil Premium programme.
- The Pupil Premium leader and/or SENCo in conjunction with the Headteacher will maintain a programme of support which will be regularly reviewed by the governing body.

The range of provision includes:

- CPD for staff to ensure all children receive High Quality Teaching
- 1 to 1 or small group targeted support for focused areas of learning, for example the foundational skills of reading, phonics, maths and the development of language and communication skills, fine and gross motor skills development, vocabulary enrichment, pre teaching of vocabulary, learning mentor sessions to support learning or behaviour
- Access to after school clubs
- Support with the cost of school visits
- Support with the cost of school uniform
- Access to a counsellor or Family Support Worker

Reporting

The school will be accountable for how it has used the additional funding to support the achievement of those pupils who are eligible for Pupil Premium. The Headteacher/Deputy Headteacher will report to the Governing Body and parents on how effective the interventions have been in achieving aims and will publish this information online (in the Pupil Premium Strategy Statement). Data on the attainment of children receiving Pupil Premium funding at the end of each academic year is analysed by SLT and shared with Governors. As good practice, the school reports data on progress and attainment for children receiving Pupil Premium funding in all year groups. This data is shared with Governors.

The success criteria for the Pupil Premium Policy is

- Identified pupils will receive early intervention where needed
- Identified pupils will meet their individual targets
- The gap between disadvantaged (pupil premium) and non-disadvantaged pupils (non-pupil premium) will diminish
- An effective system is in place for identifying, assessing and monitoring pupil progress

Links to other policies

This policy should be read in conjunction with the following policies, procedures and agreements:

- All subject policies
- SEND Policy
- Equalities Scheme
- Teaching and Learning Policy

Monitoring and Review

The quality of provision for disadvantaged pupils is monitored through;

- Lesson observations
- Data Analysis
- Pupil Progress Meetings
- Talking to stakeholders
- Scrutiny of work
- Monitoring of planning
- Monitoring of subject development
- Monitoring of impact of PP funding on outcomes for children by governors
- Reports from external moderation – LA and Ofsted data documents
- Pupil Premium Strategy Statement and review

We are aware of the need to review the Pupil Premium Policy regularly so that we can take account of any relevant changes in legislation.