

# Ribbleton Avenue Methodist Junior School



## Pupil Premium Policy

## Aim

The targeted and strategic use of pupil premium at Ribbleton Avenue Methodist Junior School will support us in achieving our vision of 'life and life in all its fullness'. We aspire for all to achieve their full potential academically, socially, culturally and spiritually. Ribbleton Avenue Methodist Junior School has a percentage of pupils in groups identified as eligible for pupil premium and the school is focused in ensuring these children achieve their outcomes and make progress in line with national expectations.

## Introduction

- **Purpose:** This policy outlines how Ribbleton Avenue Methodist Junior School uses its Pupil Premium funding to improve the educational outcomes and life chances of disadvantaged pupils. It details our commitment to narrowing the attainment gap between disadvantaged pupils and their peers, in line with the school's vision of "Brighter futures built with Ambition, Courage and Respect; filled with Love, Hope and Faith."
- **Legal Framework:** This policy is compliant with the Department for Education's (DfE) guidance on Pupil Premium, including the statutory guidance published in March 2025. It also aligns with the school's responsibilities under the Equality Act 2010 and the Children Act 2004.
- **School Vision Alignment:** This policy directly supports the school's mission to enable every child to thrive academically, emotionally, and spiritually, regardless of their background. It reflects our commitment to being "Champions for Children" and working for the transformation of our pupils, their families, and our community.

## Definition of Pupil Premium

- The Pupil Premium is additional funding allocated to schools to support pupils who are:
  - Currently eligible for Free School Meals (FSM) or have been eligible in the past 6 years (Ever 6 FSM).
  - Looked After Children (LAC) – children in local authority care.
  - Previously Looked After Children (PLAC) – children who were previously in local authority care but have since left care through adoption, special guardianship order, or child arrangements order.
  - Children of service personnel.

## Principles

- **High Expectations:** We have high expectations for all pupils, regardless of their background.
- **Evidence-Based Practice:** We use evidence-based strategies, drawing on resources such as the Education Endowment Foundation (EEF) Teaching and Learning Toolkit and Pupil Premium Guide, to inform our decisions about how to spend the Pupil Premium.
- **Targeted Support:** We provide targeted support to address the specific challenges faced by our disadvantaged pupils.
- **Personalised Approach:** We recognise that each pupil is an individual with unique needs and tailor our support accordingly.
- **Parental Engagement:** We actively engage with parents and carers to support their children's learning.
- **Inclusion:** We ensure that all Pupil Premium pupils have full access to the curriculum and extracurricular activities.

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"You will have life and life in all its fullness" (John 10:10)

'Do all you can' (John Wesley)

- **Monitoring and Evaluation:** We regularly monitor and evaluate the impact of our Pupil Premium spending to ensure that it is making a difference.

## Roles and Responsibilities

- **Governing Body:**
  - Oversees the school's use of the Pupil Premium.
  - Holds the Headteacher and senior leaders accountable for the impact of the Pupil Premium.
  - Ensures that the Pupil Premium strategy statement is published on the school website.
- **Headteacher:**
  - Has overall responsibility for the effective use of the Pupil Premium.
  - Leads the development and implementation of the Pupil Premium strategy.
  - Reports to the Governing Body on the impact of the Pupil Premium.
- **Pupil Premium Lead (e.g., Assistant Headteacher):**
  - Manages the day-to-day implementation of the Pupil Premium strategy.
  - Identifies the needs of Pupil Premium pupils.
  - Develops and monitors interventions and support programmes.
  - Liaises with staff, parents, and external agencies.
  - Tracks and analyses the progress of Pupil Premium pupils.
- **Class Teachers:**
  - Are responsible for the progress of all pupils in their class, including Pupil Premium pupils.
  - Differentiate their teaching to meet the needs of Pupil Premium pupils.
  - Implement interventions and support programmes as directed by the Pupil Premium Lead.
  - Provide regular feedback to Pupil Premium pupils and their parents.
- **SENCo:**
  - Works with the Pupil Premium Lead to identify and support Pupil Premium pupils with SEND.
  - Ensures that Pupil Premium pupils with SEND have access to appropriate interventions and support.
- **Parents/Carers:**
  - Engage with the school to support their child's learning.
  - Attend parents' evenings and other school events.
  - Communicate with the school about any concerns or issues.
- **Pupils:**
  - Engage with their learning and take responsibility for their own progress.
  - Seek help from staff when needed.
  - Participate in interventions and support programmes.

## Implementation Strategies

- **Tiered Approach:** We adopt a tiered approach to Pupil Premium spending, as recommended by the EEF:
  - **Tier 1: High-Quality Teaching:** Investing in professional development for teachers to improve the quality of teaching for all pupils, with a focus on strategies that are particularly effective for disadvantaged pupils. This aligns with OFSTED's recommendation to provide subject-specific training for staff.
    - Examples:
      - Training on effective questioning techniques.

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- Professional development on differentiation and adaptive teaching.
  - Subject-specific training to address areas identified in the OFSTED report.
- **Tier 2: Targeted Academic Support:** Providing targeted interventions and support to address the specific academic needs of Pupil Premium pupils.
  - Examples:
    - Small group tuition in reading, writing, and mathematics.
    - One-to-one support for pupils who are struggling.
    - Literacy and numeracy interventions.
    - Support with homework and revision.
- **Tier 3: Addressing Non-Academic Barriers:** Addressing the non-academic barriers that may be preventing Pupil Premium pupils from succeeding, such as attendance, behaviour, and emotional well-being.
  - Examples:
    - Breakfast club to improve attendance and punctuality.
    - Mentoring programmes to support pupils' emotional well-being.
    - Support for families with issues such as housing, finance, and health.
    - Access to extracurricular activities to promote social and emotional development.
    - Funding for school trips and visits to broaden pupils' experiences.
- **Specific Interventions:**
  - **Reading:**
    - Implementation of a consistent phonics programme throughout the school.
    - Dedicated "protected reading time" where adults read to pupils.
    - Parental engagement initiatives to promote reading at home.
    - Introduction of etymology and morphology study in LKS2.
    - Utilising the "book-vending machine" as a reward for reading.
  - **Writing:**
    - Embedding the new "READY STEADY WRITE" curriculum.
  - **Mathematics:**
    - Focus on improving arithmetic skills.
    - Targeted practice of multiplication facts in Y3/Y4.
    - Emphasis on the teaching of reasoning skills.
  - **Faith/Personal Development:**
    - Development of the worship curriculum to improve pupil engagement in daily worship.
  - **Community:**
    - Initiatives to improve parental/carer engagement throughout the school.
- **Addressing OFSTED Recommendations:**
  - Monitoring the delivery of newly implemented curriculums in specific subjects.
  - Providing subject-specific training for staff in areas where it is lacking.

We may also consider arts and sports enrichment if it is felt this is a priority for the individual and the budget allows.

All our work through Pupil Premium will be aimed at accelerating progress and moving children to at least age related expectations. Effective systems are in place to ensure that any interventions undertaken are appropriate to the individual and will have the best possible impact on narrowing any gaps in attainment between them and their class mates.

### **Monitoring and Evaluation**

- **Data Analysis:** We regularly analyse data on the attainment and progress of Pupil Premium pupils to identify areas where they are underperforming.
- **Progress Tracking:** We track the progress of Pupil Premium pupils against national benchmarks and their peers.
- **Intervention Monitoring:** We monitor the implementation and impact of our interventions to ensure that they are effective.
- **Pupil Voice:** We gather feedback from Pupil Premium pupils about their experiences and needs.
- **Parental Feedback:** We gather feedback from parents of Pupil Premium pupils about their experiences and needs.
- **Reporting:** We report regularly to the Governing Body on the impact of the Pupil Premium.
- **Annual Review:** We conduct an annual review of our Pupil Premium strategy to evaluate its effectiveness and make any necessary changes.

Governors will receive an annual report that identifies the progress made towards narrowing the gap for pupils in receipt of Pupil Premium by

- Outlining the provision that was made since the last meeting
- The school will continue to track the impact of the strategies put in place through the funding to ensure it can show value has been added to the education of entitled children.

It will be the responsibility of the Head teacher to share all information relating to Pupil premium with Full Governing Body.

The Governors of the school will ensure that there is an annual statement published on the school website outlining how Pupil Premium Funding has been used to address the issue of narrowing the gap for pupils in receipt of the Pupil Premium Grant. This task will be carried out within the requirements published by the government.

### **Publication of Information**

- We publish our Pupil Premium strategy statement on the school website by 31st December each year, using the DfE's template.
- The strategy statement includes information on:
  - The amount of Pupil Premium funding received.
  - The main barriers to educational achievement faced by Pupil Premium pupils.
  - How the Pupil Premium will be spent.
  - How the impact of the Pupil Premium will be measured.
  - The date of the next review of the strategy.

## Sustainability

- We aim to embed effective strategies for supporting Pupil Premium pupils into our core school practises.
- We invest in the professional development of our staff to ensure that they have the skills and knowledge to support disadvantaged pupils effectively.
- We build strong relationships with parents and carers to create a supportive home-school environment.

## Review and Evaluation

- This policy will be reviewed annually by the Headteacher and Pupil Premium Lead, in consultation with the Governing Body.
- The review will take into account:
  - The latest DfE guidance on Pupil Premium.
  - The findings of the school's monitoring and evaluation activities.
  - Feedback from pupils, parents, and staff.

## Appendix

[Pupil premium: overview - GOV.UK](#)

[Using pupil premium guidance for school leaders](#)



guide\_to\_the\_pupil\_premium\_-\_2024.pdf