

Church Hill C of E Junior School

'Let Your Light Shine' (Matthew 5:16)



Together Everyone Achieves More

Pupil Premium Policy 2025

Signed by:

Date:

Approved by Governor

Date:

Signed on behalf of the Governing body:
(Chair of Governors)

Next Review Date: June 2027

Intent

At Church Hill C of E Junior School every child is recognised as a unique individual and this is how we tailor our pupil premium. Through our vision, *“Let Your Light Shine”* (Matthew 5:16) we aspire for ALL children to celebrate their strengths and be proud of their achievements. Through **care and commitment**, we are devoted to ensure disadvantaged pupils break the cycle of deprivation. We pride ourselves on **‘knowing our families’** and with this **child-centred** approach we endeavour that on leaving our school, pupils are able to **lead a life rich in knowledge, extra-curricular talents and mental stability**. We recognise there is no ‘quick fix’ however our passion shines strong with the mantra that **our school can make a difference** to combat some of the inequalities within our society.

As a Church of England school, leaders within our setting **‘pursue social justice and wellbeing of all, showing love for the disadvantaged, marginalized and vulnerable’**- just as Jesus did through the many references of His good work in the bible. **‘The founding of the National Society saw the Church of England at the vanguard of providing mass education for the poor of the country from 1811 onwards’**. This is a legacy we are passionate about carrying forward through the principles of the established religion through our school’s 12 values.

**(Church of England Vision for Education,
Deeply Christian, Serving the Common Good Autumn 2016)**

Aims

This policy aims to:

- › **Provide background information** about the pupil premium grant so all members of the school community understand its purpose and which pupils are eligible
- › Set out **how the school will make decisions** on pupil premium spending
- › **Summarise the roles and responsibilities of those involved** in managing the pupil premium in school

Implementation

Legislation and guidance

This policy is based on the pupil premium [allocations and conditions of grant guidance 2024 to 2025](#), published by the Education and Skills Funding Agency (ESFA). It is also based on guidance from the Department for Education (DfE) on [using the pupil premium](#), [virtual school heads’ responsibilities concerning the pupil premium](#), and the [service pupil premium](#).

Purpose of the grant

The pupil premium grant is additional funding allocated to publicly funded schools to raise the attainment of disadvantaged pupils and support pupils with parents in the armed forces.

The school will use the grant to support these groups, which comprise pupils with a range of different abilities, to narrow any achievement gaps between them and their peers.

We also recognise that not all pupils eligible for pupil premium funding will have lower attainment than their peers. In such cases, the grant will be used to help improve pupils’ progress and attainment so they can reach their full potential.

Use of the grant

Decisions for spending are made based on our cohort of pupils and the needs they present: academically, physically, mentally, socially and emotionally. The senior leadership team analyse the challenges pupils at our school are facing and best decide how these can be overcome based on in-school evidence and national research. These barriers differ cohort to cohort and therefore the provision put in place changes annually, remaining in line with our 3 year strategy and vision. Spending aligns with the 3-tiered approach described in the EEF's pupil premium guide and the DfE's 'menu of approaches'. The DfE says your activities must be those that:

- › Support the quality of teaching, such as staff professional development; (tier 1)
- › Provide targeted academic support, such as tutoring; and (tier 2)
- › Tackle non-academic barriers to academic success, such as attendance, behaviour and social and emotional support (tier 3)

Further information about spending can be found in our spending strategy which is informed by research evidence, referring to a range of sources, such as the [guide published by the Education Endowment Foundation \(EEF\)](#). Our use of the pupil premium and activities align with the DfE's 'menu of approaches'.

We will publish our strategy statement on the school's use of the pupil premium in each academic year on the school website, in line with the conditions of grant, and using the templates on GOV.UK.

Our pupil premium strategy statement is available here: www.churchhill-jun.leics.sch.uk/page/?title=Pupil+Premium+%26amp%3B+Recovery+Premium&pid=15

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

Pupils recorded in the most recent October school census who are known to have been eligible for free school meals (FSM) at any point in the last 6 years (as determined by the DfE's latest conditions of grant guidance).

This includes pupils first known to be eligible for free school meals in the most recent October census.

This also includes pupils with no recourse to public funds (NRPF). The government has permanently extended FSM eligibility to include children in all households with NRPF.

It does not include pupils who received universal infant free school meals but would not have otherwise received free lunches.

Looked-after children

Pupils who are in the care of, or provided with accommodation by, a local authority in England or Wales for at least 1 day. Allocations will be provisionally based on the children looked after data return in March of the previous year, and then confirmed in December of the current year based on the children looked after data return in March of the current year.

Previously looked-after children

Pupils recorded in the most recent October census who:

- › Were looked after by a local authority or other state care immediately before being adopted, or
- › Left local authority or other state care on a special guardianship order or child arrangements order

This includes children adopted from state care or equivalent from outside England and Wales.

Ever 6 service children

Pupils recorded in the most recent October census:

- › With a parent serving in the regular armed forces
- › Who have been registered as a 'service child' in the school census at any point in the last 6 years (as determined by the DfE's latest conditions of grant guidance), including those first recorded as such in the most recent October census
- › In receipt of a child pension from the Ministry of Defence because 1 of their parents died while serving in the armed forces

Roles and responsibilities

Headteacher and senior leadership team

The headteacher and senior leadership team are responsible for:

- › Keeping this policy up to date, and ensuring that it is implemented across the school
- › Ensuring that all school staff are aware of their role in raising the attainment of disadvantaged pupils and supporting pupils with parents in the armed forces
- › Planning pupil premium spending and keeping this under constant review, using an evidence-based approach and working with virtual school heads where appropriate
- › Monitoring the attainment and progress of pupils eligible for the pupil premium to assess the impact of the school's use of the funding
- › Reporting on the impact of pupil premium spending to the governing board on an ongoing basis
- › Publishing the pupil premium strategy statement on the school's use of the pupil premium in each academic year on the school website, in line with the DfE's [guidance on using the pupil premium](#) and using the templates on GOV.UK.
- › Providing relevant training for staff, as necessary, on supporting disadvantaged pupils and raising attainment

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

Other school staff

All school staff are responsible for:

- › Implementing this policy on a day-to-day basis
- › Setting high expectations for all pupils, including those eligible for the pupil premium
- › Identifying pupils whose attainment is not improving in response to interventions funded by the pupil premium, and highlighting these individuals to the senior leadership team

- › Sharing insights into effective practice with other school staff

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. 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, 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
- › 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.

Impact

Monitoring arrangements

The senior leader responsible for the pupil premium budget is responsible for monitoring the impact of spending as per detailed in their role description above. This will be monitored termly throughout the year by assessing how pupils are achieving against their set targets. Appropriate action will be put in place to ensure the spending is having the desired intent.

This policy will be reviewed every 3 years by the Pupil Premium Leader. At every review, the policy will be shared with the governing board.