



Herne Bay Junior School

Pupil Premium Policy

Policy Agreed: January 2025

Review Date: January 2026

‘We recognise our duty to establish equality for all students, staff, other members of the school community and service users regardless of their ethnicity, gender, disability, sexual orientation, age or beliefs as defined within existing equalities legislation.’

School Vision:

We want a happy school where:

All children at the school, including those in vulnerable groups, make expected progress or better in reading, writing and maths.

Children are confident, independent learners with high levels of curiosity. They are becoming aware of how to self-drive their learning.

Children are knowledgeable about the world around them and the world outside their own experience. Their spiritual, moral, social and cultural development is given high priority: children understand different viewpoints and demonstrate respect and tolerance.

There is a high level of aspiration across the whole school.

Teaching staff have confidence in their ability to teach the evolving curriculum, underpinned by strong systems for professional development and performance management.

Adults at HBJs have a strong understanding of how children build resilience and secure mental health. The school invests time and money in strategies that will enable both staff and children to best access good mental health.

Closer links are made between children’s mental health and physical activity.

OVERVIEW

The Pupil Premium was introduced in April 2011, and paid by means of a specific grant based on school census figures for pupils registered as eligible for Free school meals (FSM) in reception to Year 11. For children in Care (CiC), the Pupil Premium was calculated using the Children Looked After data returns (SSDA903).

A premium has also been introduced for children whose parents are currently serving as military personnel. This service premium is designed to address the emotional and social well-being of these pupils.

The Pupil Premium is additional to main school funding and it will be used by this school to address any underlying inequalities between children eligible by ensuring that funding reaches the pupils who need it most.

CONTEXT

When making decisions about using pupil premium funding it is important to consider the context of the school and the subsequent challenges faced. Common barriers for FSM children can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties, and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

Key Principles

By following the key principles below, we believe we can maximise the impact of our pupil premium spending.

Building Belief

We will provide a culture where:

- staff believe in ALL children
- there are “no excuses” made for underperformance
- staff adopt a “solution-focused” approach to overcoming barriers
- staff support children to develop positive attitudes towards learning

Analysing Data

We will ensure that:

- All teaching staff are involved in the analysis of data so that they are fully aware of strengths and weaknesses across the school
- We use research (such as the Sutton Trust Toolkit) to support us in determining the strategies that will be most effective

Identification of Pupils

We will ensure that:

- ALL teaching staff and support staff are involved in the analysis of data and identification of pupils during termly pupil progress meetings
- ALL staff are aware of who pupil premium and vulnerable children are
- ALL pupil premium children benefit from the funding, not just those who are underperforming
- Underachievement at all levels is targeted (not just lower attaining pupils)
- Children’s individual needs are considered carefully so that we provide support for those children who could be doing “even better if...”

Improving Day to Day Teaching

We will continue to ensure that all children across the school receive good teaching, with increasing percentages of outstanding teaching to:

- Set high expectations
- Address any within-school variance
- Ensure consistent implementation of the non-negotiables, particularly in Mathematics and English
- Share good practice within the school and draw on external expertise
- Provide high quality CPD
- Improve assessment through joint levelling and moderation, both in school and with other schools locally.

Increasing learning time

We will maximise the time children have to “catch up” through:

- Improving attendance and punctuality
- Extended learning during early mornings
- Providing online programmes such as Times Tables Rock Stars which can be used at home.

Individualising support

We will ensure that the additional support we provide is effective by:

- Looking at the individual needs of each child and identifying their barriers to learning
- Ensuring additional support staff and class teachers communicate regularly
- Matching the skills of the support staff to the interventions they provide
- Working with other agencies to bring in additional expertise
- Providing extensive support for those parents who are in need
 - to develop their own skills
 - to support their children's learning within the curriculum
 - to manage in times of crisis
- Tailoring interventions to the needs of the child
- Using precision teaching to increase confidence

Monitoring and Evaluation

We will ensure that:

- A wide range of data is used – achievement data, pupils' work, observations, learning walks, case studies, and staff, parent and pupil voice
- Assessment Data is collected each seasonal term so that the impact of teaching and interventions can be monitored regularly
- Assessments are closely moderated to ensure they are accurate
- Teaching staff attend and contribute to pupil progress meetings each seasonal term and the identification of children is reviewed
- Regular feedback about performance is given to children and parents
- Interventions are adapted or changed if they are not working
- Case studies are used to evaluate the impact of pastoral interventions, such as on attendance and behaviour
- A designated member of the SLT maintains an overview of pupil premium spending
- A governor is given responsibility for pupil premium

Reporting

When reporting about pupil premium funding we will, each year, publish an up-to-date version of the DfE Pupil Premium Strategy Statement on our website before the yearly deadline of 31st December. This statement will be compliant with the expectations of the DfE and include a review of the previous year. This statement will be monitored and reviewed by the Governing Body before being published on the school website.