



Barnes Junior School

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**Proud to learn
Proud to achieve**

Pupil Premium Policy

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Guiding principle

Staff and governors are committed to meeting the pastoral, social and academic needs of **all** pupils. We celebrate the success of all our pupils and are committed to the continuous improvement and fulfilment of every child. We ensure that appropriate and engaging provision is made for vulnerable pupils and this includes the needs of **disadvantaged** pupils.

Background

Pupil Premium (PP) funding is allocated to children from low-income families who are eligible for **Free School Meals (FSM)**, pupils who have previously been in receipt of **FSM in the last six years (known as Ever 6 FSM)**, **Looked After Children (LAC)** and children of **service personnel**. Research and data shows that these groups of pupils tend to achieve less well than their non-disadvantaged peers. The PP funding therefore is provided to schools to support these pupils so that they achieve their potential.

Aims/Objectives

- No excuses are made for under-performance – under-achievement is addressed no matter what funding – or not – that child might attract
- Staff are in relentless pursuit of successfully overcoming barriers to learning
- Staff support children to develop growth mind-sets towards their learning
- Data and research underpin teaching and learning approaches to support all children
- We cater for children's individual needs so that all can reach their potential
- We have high expectations of behaviour and learning
- Continuing professional development provides training to all staff to support all pupils
- We share good practice with other schools, including moderation
- Before and after school clubs are provided to extend learning time
- Attendance and punctuality have a high profile within school and parents are supported where appropriate
- Teachers and teaching assistants are deployed to ensure all children are provided with quality first teaching
- Interventions are planned to support pupils throughout the school day so that they are able to access the curriculum successfully

Monitoring and evaluation

Through data analysis, we are able to 'track' individual pupils and groups of pupils to quickly identify areas of under-performance – or celebrate success. Book scrutinies, learning walks and lesson observations help to show the whole picture, with pupil voice included to ensure that the children are aware of their learning power and development. A designated member of the SLT maintains an overview of PP spending and a link governor is responsible for ensuring accountability.

Our PP Strategy Statement is on our school website and is regularly reviewed and updated to ensure accuracy. Reporting arrangements include:

- objectives for the year
- data analysis
- the nature of the support and the allocation of funding
- an overview of the spending
- a summary of the impact of the measures taken

Our aim is to narrow the gap between disadvantaged pupils and their peers – and to lay effective foundations so that ultimately there is no gap.