



Pupil Premium Policy

Aims

At Yeadon Westfield Junior School, we have high aspirations and ambitions for all our children and believe that no child should be left behind. Our provision for pupils eligible for Pupil Premium funding is closely aligned with our school aim:

“To enable children to learn in a safe, healthy and secure environment that is cared for and respected.”

We are committed to ensuring that all pupils, particularly those who are disadvantaged, feel safe, valued and included. Our school has a warm, caring and inclusive ethos, where positive relationships support both wellbeing and learning. We believe that children have the right to feel happy and secure, and that emotional wellbeing is fundamental to academic success.

Through high-quality teaching, targeted academic support and strong pastoral provision, we aim to remove barriers to learning and enable disadvantaged pupils to thrive. We believe that with outstanding teaching, encouragement and appropriate support, all children can achieve highly.

The key aims of our Pupil Premium strategy are to:

- Close gaps in attainment and progress between disadvantaged pupils and their peers
- Ensure equality of opportunity, regardless of social or economic background
- Support pupils' wellbeing, attendance and engagement in learning
- Raise aspirations and outcomes so that all pupils achieve their full potential

Background

Pupil Premium is a government initiative that provides additional funding to schools to support pupils from disadvantaged backgrounds and enable them to reach their full potential. Funding is allocated to schools based on the number of pupils who fall into the following categories:

- Pupils eligible for Free School Meals (FSM), including those eligible at any point in the past six years (Ever 6 FSM).

- Looked After Children (LAC) and previously looked after children.
- Children of service families.

Eligibility can change during a pupil's school career due to changes in family circumstances.

Context

Schools have the freedom to spend the premium, which is additional to their underlying budget, in a way they think will best support raising the achievement of funded pupils in comparison with their non-Pupil Premium peers within the school and nationally, whatever their academic starting point and potential. Discussions may be held with parents to assess additional needs. We recognise that barriers to learning that some of our children experience may include: Infrequent support at home, poor language and communication skills, behavioural/emotional difficulties, attendance/punctuality issues or complex family, medical or emotional issues. These challenges are varied and there is no "one size fits all". We do not believe that any one child may be categorised and that all children are capable of making significant progress and attainment.

We recognise that not all pupils eligible for Pupil Premium are underachieving or are defined by any of the afore-mentioned barriers to learning that we may see. It may also be recognised that not all children who are not achieving expected standards are in receipt of Pupil Premium.

This targeted and strategic use of Pupil Premium will support us in achieving our overall vision.

Principles

By following the principles below, we aim to maximise the impact of Pupil Premium funding.

Building Belief

We will provide an environment where:

- Staff believe in the potential of all children.
- Staff adopt a solution-focused approach to overcoming barriers.
- Pupils are supported to develop a love of learning.
- A culture of ambition, resilience and positive language is promoted across the school community.

Analysing Data

The school will ensure that:

- The impact of strategies and interventions is monitored regularly and reviewed using a range of evidence.
- All staff are involved in analysing data and understand the needs of disadvantaged pupils.
- All staff know who Pupil Premium and other vulnerable pupils are.

Identification of Pupils

- The Senior Leadership Team, SENCO, Pupil Premium Lead and the Head Teacher will be responsible for Pupil Premium provision, with delegated responsibilities taken by individual members (Pupil progress data H Swallow), welfare, pastoral and inclusion support (L. Piotrowicz and R. Stokey) and finance (D Thornton).
- We will ensure that appropriate provision is made for pupils who belong to vulnerable groups.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive FSM will be socially disadvantaged.
- We recognise that not all pupils who are socially disadvantaged are registered or qualify for Free School Meals (FSM), so parents and carers are sensitively supported to apply for FSM where eligible.
- All Pupil Premium children benefit from the funding, not just those who are underperforming.
- Underachievement at all levels is targeted, including for higher-attaining pupils.

Quality First Teaching

High-quality teaching is the most effective way to improve outcomes for disadvantaged pupils. We therefore ensure that:

- Excellent Quality First Teaching (QFT) is consistently delivered across the school
- Teachers share good practice and access external expertise where appropriate
- High-quality CPD is provided for all staff
- Assessment is moderated and reviewed collaboratively
- All pupils have fair and equal access to the full curriculum
- Teaching strategies are informed by research, including the Education Endowment Foundation (EEF) guidance

Individualising Support

Additional support is planned and delivered by:

- Identifying individual barriers to learning
- Accelerating progress towards at least age-related expectations, particularly in English and Maths.

- Tailoring interventions, including booster groups and challenge for Greater Depth.
- Allocating funding through progressive waves of support.
- Providing pastoral, attendance and wellbeing support.
- Supporting parents to engage with their child's learning.
- Offering additional support for SEND pupils, funded jointly where appropriate.
- Building on pupils' strengths to increase confidence and resilience.
- Delivering time-limited, targeted interventions during periods of need.

Monitoring and Evaluation

We ensure that:

- A wide range of evidence is used, including attainment data, work scrutiny, observations, case studies and pupil/parent voice.
- Assessment data is collected at least termly
- Staff attend and contribute to pupil progress meetings
- Regular feedback is provided to pupils and staff.
- Governors, staff, pupils and families contribute to evaluating the impact.

Provision

Family Engagement and Support

- Mentoring, parent courses, family support
- External partners (e.g., Aireborough Cluster Support)

Attendance

- Learning Mentor involvement
- Attendance monitoring and strategies
- External support from the LCC Attendance team where required

Engagement in Learning and Enrichment

- Educational visits and residentials
- Wellbeing support
- Extra-curricular clubs and activities
- Play and social skills development

Accelerated Progress

- Small group and 1:1 interventions

- Specialist teacher or TA support
- Additional resources
- Staff CPD

Pupils as Enablers

- Leadership roles such as play leaders and sports leaders

Governance

- Governors ensure effective and accountable use of funding

Reporting

It will be the responsibility of the Pupil Premium Lead, in liaison with the Assessment Leader, Business Manager, and Headteacher to produce an annual Pupil Premium report for the Governing Body, including the following:

- an account of the progress made towards narrowing the gap for socially disadvantaged pupils (Pupil Premium against non-Pupil Premium pupils);
- an outline of the provision that was made since the last meeting;
- an evaluation of the cost effectiveness, in terms of the progress made by the pupils receiving a particular provision.

Members of the Governing Body will ensure that an annual statement is published on how the Pupil Premium funding has been used to address the issue of 'narrowing the gap', for socially disadvantaged pupils, and what the impact has been. Publication will include posting the statement on the school website.

Systems, Procedure and Practice

The management of the school's policy for Pupil Premium is led by the Head Teacher and Pupil Premium team. Pupils are identified promptly and appropriate support put in place. The team consists of the following members with additional input from appropriate sources and will look to meet at least termly for planning, updates and information sharing:

- Head Teacher
- Pupil Premium Lead
- Deputy Head Teacher
- Learning Mentor
- School Business Manager

The Pupil Premium is overseen by the Head Teacher and Pupil Premium Team, who ensure that eligible pupils are identified swiftly and that support is targeted, timely and responsive to need.

Pupil Premium Leadership Team

- Head Teacher
- Pupil Premium Lead
- Deputy Head Teacher
- Learning Mentor
- School Business Manager

All staff are accountable for the effective use of Pupil Premium funding and for monitoring the impact of provision on pupils' progress, attainment and wider outcomes.

Leadership, Roles and Accountability

Head Teacher

- Has overall strategic responsibility for Pupil Premium and ensures funding is used effectively to improve outcomes.
- Reports termly to governors on progress, attainment and impact.
- Ensures staff receive appropriate guidance and support.
- Liaises with external agencies where necessary.
- Monitors the quality and effectiveness of interventions and external provision.

Deputy Head Teacher

- Provides high-quality assessment and progress data to inform pupil progress meetings.
- Ensures Pupil Premium pupils are a key focus of discussion and planning.
- Challenges staff regarding data for pupil outcomes and provides support.

Pupil Premium Lead

- Leads the planning, implementation and evaluation of Pupil Premium provision.
- Tracks progress and attainment of Pupil Premium pupils throughout the year.
- Produces and reviews the annual Pupil Premium Strategy and Impact Report.
- Ensures staff are aware of eligible pupils and understand effective strategies to meet individual needs.
- Works closely with senior leaders, the Learning Mentor and Business Manager to address emerging concerns.

School Business Manager

- Supports strategic financial planning and ensures funding is allocated appropriately.
- Monitors expenditure to ensure value for money.
- Ensures statutory information is published and reported to governors.

Class Teachers

- Have day-to-day responsibility for the progress and outcomes of Pupil Premium pupils.
- Use assessment to identify barriers, plan targeted support and evaluate impact.
- Work in partnership with parents, support staff and leaders.
- Take swift action where disadvantage negatively affects progress.
- Contribute to transition information and maintain accurate tracking records.
- Complete termly Pupil Premium assessment data forms.

Learning Mentor

- Supports pupils' personal development, wellbeing, behaviour and attendance.
- Maintains clear records of provision and impact.
- Works with families, staff and external agencies to remove barriers to learning.
- Promotes engagement in wider curriculum opportunities.

Governors

- The link governor for Pupil Premium provides strategic oversight and challenge.
- Governors regularly review progress, attainment and impact through meetings, reports and pupil voice.
- They ensure leaders are held to account for the effective use of funding and improved outcomes for disadvantaged pupils.

Review

This Pupil Premium Policy was formally adopted by Yeadon Westfield Junior School (19th January 2026) policy will be reviewed annually.

Chair of Governors: Ms Rachel Gregson-Khan

Head Teacher: Mrs Lisa Piotrowicz

Next Review: January 2028