

Oaklands School
Together Everybody Achieves More



Pupil Premium Policy

Written by	Barry Symons & Catherine McLaughlin
Role	Headteacher & Deputy Headteacher
Date written	September 2020
To be reviewed	July 2021
Version number	1.1.

**PART OF THE LEARNING
POLICIES**

Pupil Premium Policy
Written September 2020
To be reviewed July 2021

1. Purpose

- 1.1. The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (*FSM*) and their peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most.

2. Rationale

- 2.1. The school uses the Teaching School Council and DfEs document '*Effective Pupil Premium Reviews*' when deciding on the use of Pupil Premium funding.
- 2.2. As well as this, we used evidence based on experience and the Sutton Trust's research into the most effective interventions and support. The development of meta-cognition (*learning about learning and how to learn*) and feedback were two of the most effective methods and this is the role of the Pupil Premium Mentor.
- 2.3. As well as this, the school has recognised that many disadvantaged pupils come without a stable home environment and require the school to provide the pastoral support and guidance which other children may receive.

3. Aims

- 3.1. This policy is for all staff, regardless of their role, who work with children within the school. We aim to:

Ambition-	To narrow the achievement gap between the most disadvantaged children and their peers.
Self-confidence-	To give pastoral support for children to recognise strengths and set their own targets for improvement to ensure that they meet their full potential.
Perseverance	Weekly mentoring sessions reflecting on their progress in their learning.
Independence	Using coaching to equip the children with the key skills to be resilient life long learners.
Respect-	To understand that each child is individual, regardless of social-economic backgrounds, and each will have their own strengths and areas to develop.
Enquiry-	to use assessments to identify next steps for children and help them achieve these.

4. Identification

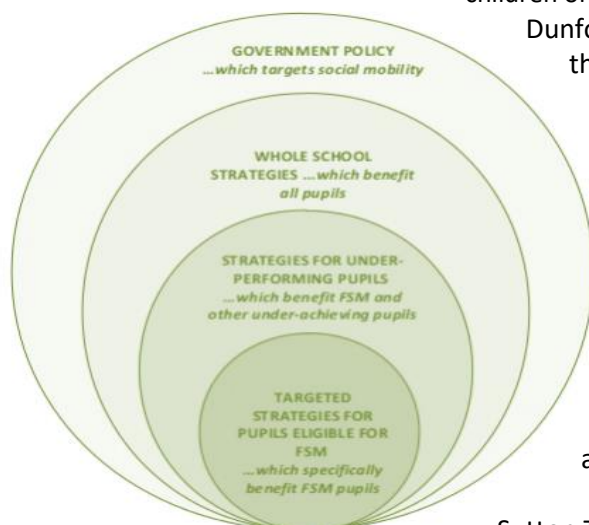
- 4.1. The admin team review the pupils in the school using the DfE identification CTF. This information is then transferred on to SIMs. The pupils are double checked with school records to ensure that pupils are not missed. The Pupil Premium indicator section on SIMs must be checked.
- 4.2. Forms are given to all new parents at the school to ensure that they are identified. The school offers uniform incentives to encourage parents to sign up, especially in Early Years and KS1 where all children are entitled to free school meals.
- 4.3. A full list is emailed out to all staff at the start of each term and if there are individual children the relevant staff are updated.
- 4.4. All staff are expected to know which children in their care receive the pupil premium.

5. Funding

- 5.1. In most cases the Pupil Premium is paid direct to schools, allocated to them for every pupil who receives free school meals. Schools decide how to use the funding, as they are best placed to assess what additional provision their pupils need.
- 5.2. Service children also receive a smaller amount of approximately £300.
- 5.3. Children who are Looked After also receive additional money to support their learning.

6. Guiding Principles for allocating funding.

- 6.1. We ensure that teaching and learning opportunities meet the needs of **all** of the pupils allocation of funding will in the first instance be targeted towards raising the achievement of children on FSM. However, as recommend by John



Dunford, National Pupil Premium Champion, the school operates levels. Some of the spending will benefit specific children who are FSM such as Pupil Premium Mentors. Other schemes will target a group of children who may be underperforming, not just pupils who are free school meals. This could be a focus group of children working on a specific gap in their learning. In addition, there will be provision which benefit all pupils such as topic stimulus events.

- 6.2. The use of research such as the Sutton Trust evaluation is used to guide which

interventions have the most impact.

- 6.3. Pupil Premium funding is used both for developing academic development but also the wider opportunities for the child.
- 6.4. The TSC document 'Effective Pupil Premium Reviews' outlines seven key priorities for ensuring effective impact for children receiving Pupil Premium:
 - Whole school ethos of attainment for all
 - Addressing behaviour and attendance
 - High Quality teaching for all
 - Meeting individual needs
 - Deploying staff effectively
 - Data driven and responding to evidence
 - Clear, responsive leadership.

7. Pupil Premium Mentors

- 7.1. Due to the COVID-19 safety measures, this role has been passed to limit mixing between bubbles.
- 7.2. Usually, each Phase has a dedicated member of staff who works alongside the other members of staff supporting pupil premium children. Their role is to act as a mentor and key person for those children. For this year, the class based TA will perform this function.
- 7.3. The mentors meet fortnightly with the SLT and receive professional develop and support such as coaching training and sharing work from children.
- 7.4. The mentor will meet at least once a week and use coaching approaches to guide the children in identifying success in their learning and their next steps. The mentor will give

input into these next steps but more importantly will meet with them to review their progress and encourage the child to reflect on successes.

- 7.5. The child will work towards their next step in class independently and the successes will be reviewed weekly with their mentor using the work as evidence of their success.
- 7.6. The mentor will keep evidence of the progress as well as giving feedback to each child through their 'www and ebi' stickers

8. Provision in class

- 8.1. It is the class teacher's responsibility to ensure the progress of disadvantaged pupils is in line or exceeds non disadvantaged pupils. Class teachers lead and work with other staff to support the disadvantaged pupils in their class.
- 8.2. Each term, the class teachers, Pupil Premium Mentors, support staff and SLT meet to discuss the progress of each child and set the appropriate provision for them. Provision maps are written for each term which outlines the curriculum, support and interventions if appropriate for each child. These are reviewed termly and provision which is not having an impact is adapted or stopped.

9. Accountability

- 1.1. The Government believes that head teachers and school leaders should decide how to use the Pupil Premium. The school chooses how they feel best to use the funding for their children.
- 1.2. The school produces a Pupil Premium Grant Report evaluating the impact made over the last year and a Pupil Premium Grant Statement outlining the plans of how we aim to spend the PPG grant.
- 1.3. Schools are held accountable for the decisions they make through the performance tables which show the performance of disadvantaged pupils compared with their peers as well as this being a key inspection trend for OfSTED.
- 1.4. As well as these, the school leadership and Governing Body monitor the achievement and attainment of pupils closely. The progress or provision for Pupil Premium is on each agenda for governing body meetings.
- 1.5. The School has a nominated Pupil Premium governor. They visit the school to meet with Pupil Premium leaders and evaluates actions and impact on disadvantaged pupils.
- 1.6. Each year, the school takes part in a school to school review of how we use the Pupil Premium to impact on disadvantaged pupils. The school works with local partner school to review our impact of Pupil Premium.