



Oaklands Community Primary School

"We care, we learn, we succeed"

Pupil & Service Premium Policy 2019

ETHOS STATEMENT

Oaklands Primary Community School actively promotes equal opportunities for all learners whatever their age, gender, ethnicity, disability, attainment and background. We will pay particular attention to the provision for and achievement of all in our school policies and action plans.

Aims:

At Oaklands, we have high aspirations and ambitions for our children and we believe that no child should be left behind. We strongly believe that it is not about where you come from but your passion and thirst for knowledge, and your dedication and commitment to learning that make the difference between success and failure; we are determined to ensure that our children are given every chance to realise their full potential. Pupil Premium funding represents a significant proportion of our budget: this policy outlines how we will ensure it is spent to maximum effect.

Background of the Pupil Premium Grant

The Pupil Premium Grant is a government initiative that targets extra money at pupils who have been eligible for a free school meal (FSM) in the last six years. Research shows that pupils who have been eligible for FSMs can underachieve compared to their peers. The Premium is provided to enable these pupils to be supported to diminish this difference. The Pupil Premium is also known as Ever 6 funding.

The Government has assessed entitlement to Pupil Premium by the following indicators:

- Pupils who are eligible to free school meals (FSM)
- Looked-after children
- Children who have been previously looked after

Schools are provided with an annual fixed amount of money per entitled pupil. This has also been based on the number of pupils registered for FSM over a rolling six-year period (Ever 6). At Oaklands, we use the indicators of those eligible, as well as identified vulnerable groups as our target children to 'close the gap' regarding attainment.

Service Pupil Premium funding

Pupils from service families are entitled to the Service Pupil Premium. The Department for Education introduced the Service Pupil Premium (SPP) in April 2011 in recognition of the specific challenges children from service families face and as part of the commitment to delivering the armed forces covenant. It is designed to assist the school in providing the additional support that these children may need.

Pupils attract the SPP if they meet the following criteria:

- One of their parents is serving in the regular armed forces they have been registered as a 'service child' on the January school census at any point since 2015
- One of their parents died whilst serving in the armed forces and the pupil receives a pension under the Armed Forces Compensation Scheme or the War Pensions Scheme
- Pupils with a parent who is on full commitment as part of the full time reserve service are classed as service children.

Context

When making decisions about using Pupil Premium Grant it is important to consider the context of the school and the subsequent challenges faced. Known barriers with **some** families can be: fewer opportunities due to decreased income; less support at home; weaker 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. In addition, it is important to provide additional support for 'more-able' pupils in receipt of funding to ensure that their attainment is in line with other more-able pupils both in school and nationally. 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 resilience towards learning

Analysing Data

We will ensure that:

- Teachers are involved in the analysis of data so that they are fully aware of their children’s strengths and weaknesses
- 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 are involved in the analysis of data and identification of pupils, the results of which are shared with support staff.
- All staff are aware of who Pupil Premium children are
- All Pupil Premium children benefit from the funding at some stage during their primary years, not just those who are underperforming
- Underachievement at all levels is targeted (not just lower attaining pupils)
- Pupils capable of exceeding Are Related Expectations are targeted to do so

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 achieved by using our phase leaders to

- Set high expectations
- Address any within-school variance
- Ensure consistent implementation of the non-negotiables, e.g. marking and spelling
- Share good practice within the school and draw on internal and external expertise
- Provide high quality professional development
- Improve assessment through joint assessing and moderation of this progress

Increasing learning time

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

- Improving attendance and punctuality
- Providing earlier intervention (KS1 and Early Years)
- Extended learning out of school hours

Individualising support

“There’s no stigma attached to being in an intervention in this school. Everyone needs something, whatever that might be, and so they’re all getting something somewhere.”

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
- Using phase leaders to monitor high quality interventions across their phases
- Matching the skills of the support staff to the interventions they provide
- Working with other agencies to bring in additional expertise
- Tailoring interventions to the needs of the child (e.g. Targeted maths sessions in the afternoons for children who may not have grasped a concept during the main lesson)

- Recognising and building on children's strengths to further boost confidence
- Extending learning for pupils who are skilled in an area
- Providing extensive support for parents to:
 - To develop their own skills (Family Learning Activities)
 - To support their children's learning within the curriculum (Parent partnership sessions)
 - To manage in times of crisis (PFSA)

Going the Extra Mile

In our determination to ensure that all children succeed we recognise the need for and are committed to providing completely individualised interventions for set periods of time to support children in times of crisis.

Monitoring and Evaluation

We will ensure that:

- A wide range of data is used – achievement and progress data, pupils' work, observations, learning walks, case studies, and staff, parent and pupil voice
- Assessment Data is collected termly so that the impact of interventions can be monitored regularly
- Assessments are closely moderated to ensure they are accurate and effective
- Teaching staff and support staff attend or contribute to Pupil Progress Meetings each term and the identification of children is reviewed
- A governor is given responsibility for Pupil Premium and termly meetings are held between an SLT member and that Governor
- Regular feedback about performance is given to children and parents
- Interventions are adapted or changed if they are not working
- A designated member of the SLT maintains an overview of Pupil Premium spending

Reporting

When reporting about Pupil Premium funding we will include:

- information about the context of the school
- objectives for the year
 - reasons for decision making
 - analysis of data
 - use of research
- nature of support and allocation
 - Learning in the curriculum
 - Social, emotional and behavioural issues
 - Enrichment beyond the curriculum
 - Families and community
- an overview of spending
 - Total PPG (Pupil Premium Grant) received
 - Total PPG spent
- a summary of the impact of PPG
 - Performance of PP pupils (compared to non-pupil premium children)
 - Other evidence of impact e.g. Ofsted, Accreditations
 - Implications for Pupil Premium spending the following year

The Governing Board will consider the information provided and will ensure that there is an annual statement to the parents on the school website outlining how the Pupil Premium funding has been used to address the issue of closing the gap for pupils eligible for Pupil Premium. This task will be carried out in line with the requirements published by the Department for Education.

Adopted by the school: Autumn 2019

Date of review: Autumn 2021

Signed: *K Parr*

Headteacher