



# **Effective Pupil Premium Spending Policy**

It was approved by the Governing Body Summer Term 2022

This policy will be reviewed annually

## Mission Statement

*"Oakfield Primary School provides a happy and caring community that inspires, challenges and nurtures children in a culture of learning where each child strives to achieve their full potential and develop skills to promote lifelong learning and aspires to exceed their expectations.*

*Inspire, Challenge and Achieve Together."*

## Background

The [Pupil Premium](#) is a government initiative which is additional funding given to publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers.

Pupil Premium funding is available to both mainstream and non-mainstream schools, such as special schools and Pupil Referral Units. It is paid to schools according to the number of pupils who have been:

- registered as eligible for free school meals at any point in the last 6 years.
- in Local Authority Care or past LAC care
- registered as an ever in service child or in receipt of pensions under the armed forces compensation scheme in war pensions scheme.

The above eligible criteria are used by the after Government as indicators of disadvantage. There is a fixed amount of money per pupil based on the number of children who are registered for FSM for schools. The current Financial year the amount for each child who are ever 6 is £1,345.

Those eligible for FSM as well as identified vulnerable groups will be the target children we at Oakfield will work with to 'close the gap' in attainment.

## Key principles

- Using the Pupil Premium budget to its full potential is our main aim to ensure full impact for each child to raise achievement and 'close the gap' between Pupil Premium children and those who are not in receipt of Pupil Premium Funding.
- The Pupil Premium Lead and link governor will be responsible for Pupil Premium Provision.
- We will ensure that teaching and learning opportunities meet the needs of all pupils, since our primary purpose is to ensure that quality first teaching (QFT) is provided throughout the school
- We will ensure that appropriate provision is made for pupils who belong to vulnerable groups; this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive, or have previously received, free school meals will be socially disadvantaged
- We recognise that not all pupils who are socially disadvantaged are registered, or have been registered, for Free School Meals (FSM), so we will ensure that entitled parents and carers are supported sensitively in applying for the meals.
- Pupil premium funding will be allocated to those pupils who are eligible, including proportional funding of strategies accessed by Pupil Premium and non-Pupil Premium students alike
- The majority of our work through the pupil premium will be aimed at accelerating progress, moving students to at least age related expectations (ARE) especially in English and Maths, but even further where they have the potential to achieve beyond ARE in all subjects.
- The Pupil Premium funding will be allocated to a series of interventions grouped progressively, the ultimate outcome of which will be that pupils will achieve their academic and personal potential (see detail below)

- Funded interventions will include pastoral support where appropriate by the Learning Mentor (see detail below)
- Additional provision for SEND pupils will be funded through a combination of any SEND funding and their Pupil Premium allocation where applicable
- We will constantly monitor the effectiveness of strategies used and review provision in the light of tracking data and other evidence (eg Half Termly Data Reviews and Pupil Progress Meetings)
- We will inform parents, carers and students about their eligibility for Pupil premium, and where possible we will account to them for its use and impact
- We will involve the widest possible group of appropriate stakeholders, especially members of the staff team, the Governing Body, pupils and their families, in making suggestions about Pupil Premium strategies and evaluating their outcomes

Provision

The Senior Leadership Team and the Governing Body will consider evidence from a variety of sources, including: school's own data, external evaluative material such as the Education Endowment Foundation Teaching and Learning Toolkit, Ofsted Case Studies and visits to other settings, when choosing which of the following quality first teaching approaches or interventions will be appropriate for a particular group of Pupil Premium students, or an individual student:

Group	Examples
1 Family Engagement	<ul style="list-style-type: none"> <li>• Learning Mentor/ Pastoral Team</li> </ul>
2 Attendance	<ul style="list-style-type: none"> <li>• Learning Mentor/ Attendance lead/AHT</li> <li>• Reward certificates</li> </ul>
3 Engagement in Learning and widening experiences	<ul style="list-style-type: none"> <li>• Educational visits, including a residential trip (or pro rata contribution to the overall cost)</li> <li>• Motivational speakers</li> <li>• Lifestyle initiatives</li> <li>• Lunchtime initiatives and equipment</li> <li>• Fully funded after school clubs</li> <li>• Fully funded booster sessions</li> <li>• Transition support</li> </ul>
4 Accelerated Progress	<ul style="list-style-type: none"> <li>• Providing small group work with an experienced teacher focused on overcoming gaps in learning</li> <li>• Additional group teaching and learning opportunities provided by teachers, trained TAs or external agencies</li> <li>• Staff CPD for outstanding teaching and high-impact interventions (eg feedback, questioning, conferencing, metacognitive activities)</li> </ul>
5 Pupils as enablers	<ul style="list-style-type: none"> <li>• Monitor and mentor opportunities for students (eg Year 6 Buddies, school council and staying safe)</li> </ul>

Other examples could be:

- Providing one-to-one and small group work with experienced teachers to address pupils' specific knowledge gaps
- Reducing class sizes to improve opportunities for effective teaching

- Creating additional teaching and learning opportunities using TAs
- Targeting pupils who require additional help to reach age-related expectations

We will ensure that parents of Pupil Premium children are encouraged to participate in the wide range of parental engagement opportunities at Oakfield.

### Data analysis

- Class teachers to analyse their class's data from key assessment points through pupil progress meetings to show where progress of Pupil Premium children is being made and where interventions need to be used. Class teachers to disseminate to class TA's.
- All staff to analyse data including that of Pupil Premium children to see where strengths and weaknesses are across school.
- Staff to create class context sheets each half term to monitor attainment and progress of all children.
- Using O'track and ASP online to identify areas which need more support across subjects/ year groups including for those in receipt of Pupil Premium.

### Identifying children

- Class context sheets to include easy identification of Pupil Premium Classes.
- All staff involved in identifying 'gaps' in learning through school pupil tracking system- O'track.
- All staff aware of Pupil Premium children as well as vulnerable children e.g., SEND, EAL, HAT (Higher Attaining).
- All Pupil Premium children have access to funding not just those underperforming.
- All underachieving pupils are targeted not just low attainers- including HAT.
- All individual children's needs are catered for so support is used effectively so children can achieve to the best of their abilities

### Increasing learning time

- Year 6 Boosters in Reading and Maths after school - SAT ready.
- Earlier interventions in EYFS and KS1. Year 3-5 Booster in core subject (English and Maths) before and/or after school.
- Improve attendance by Learning Mentor/Attendance Lead.

### Individualised support/ Interventions

We will ensure individualised support is effective and suitable for each child's needs. We will do this by:

- Identifying 'gaps' in each child's learning through the use of the schools tracking system.
- Using teachers/ additional support staff to administer interventions
- Focusing on levels of attainment and grouping children accordingly.
- Upskilling support staff through weekly training.
- Peer mentoring children to support each other's learning. (Kagan)
- Interventions tailored to needs of children e.g., Numicon, Phonics, Plus 1, etc.
- Support for parents with curriculum, developing skills and crisis management, pastoral support.
- Work with outside agencies to further support children both in attainment needs and other areas of development.
- Pastoral team- work with individuals on an as and when needed basis for a range of needs.

## Monitoring

- Data scrutinised each half term to assess children's learning and administer updated interventions to suit needs.
- Assessments via staff, pupil and parent voice, observations, drop-ins, learning walks, pupils' work scrutiny to increase knowledge of need for each child.
- Moderation each half term of pupils work to consolidate gaps and find where new interventions needed and to ensure moderation accurate and the same across school.
- Observations through lessons, learning walks, drop-ins to ensure children receiving full support in all areas of learning.
- Work scrutiny to ensure quantity and quality of work evident and children's needs and targets being met and aspirational learning in place.
- Feedback to each child during and after each lesson to find next steps in learning (see marking policy). Also to inform parents at parents evening, reports, any other conversations needed to help children perform and achieve potential.
- Interventions updated regularly at least each half term depending on need of each child.
- Pupil progress meetings each half term with SLT to identify progress and to find underachievers to close gaps and meet aspirational targets.
- Pupil Premium lead to maintain overview of Pupil Premium spending.
- Link governor with responsibility of Pupil Premium.
- Class context sheets to include easy identification of Pupil Premium in classes.

## Reporting

It will be the responsibility of the Pupil Premium lead- to produce termly Pupil Premium reports for the Governing Body, including the following:

- An account of the progress made towards closing the gap for socially disadvantaged students (Pupil Premium against non-Pupil Premium students);
- an outline of any changes to provision that have been made since the last meeting;
- an evaluation of the cost effectiveness, in terms of the progress made by the students receiving a particular provision, when compared with other forms of support (using attendance, attitudinal and academic measures depending on the intervention)

The Governing Body and its committees will share responsibility with the Senior Leadership Team for evaluating and improving the interventions used to close the achievement gap through Pupil Premium funding.

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 'closing the gap', for socially disadvantaged students, and what the impact has been. Publication will include posting the statement on the school website.

**Appeal** Any appeals against this policy will be through the school's complaints procedure

**Review** This policy will be reviewed annually in the light of any statutory or advisory changes (eg Ofsted Reports)