

# Oatlands School



## Pupil Premium Policy

Date of last review: Spring 2025

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# Living our Values, Learning for Life

## **1.1: Policy Statement**

Closing the attainment gap between disadvantaged children and their peers is the greatest challenge facing English schools. The gap is stubborn because its causes are entrenched and complex, and most lie beyond the control of schools and educators.

However, it is clear that schools can make a difference. In England, the gap has closed in both primary and secondary schools since the introduction of the Pupil Premium, and in every part of the country schools have demonstrated how great teaching and careful planning can make a huge impact on the outcomes of disadvantaged children.

## **1.2: Policy Aims**

This policy aims to:

- Provide background information about the pupil premium grant so that all members of the school community understand its purpose and which pupils are eligible
- Set out how the school will make decisions on pupil premium spending
- Summarises the roles and responsibilities of those involved in managing the pupil premium in school

## **1.3: Legislation and guidance**

This policy is based on the pupil premium [allocations and conditions of grant guidance 2024 to 2025](#), published by the Education and Skills Funding Agency (ESFA). It is also based on guidance from the Department for Education (DfE) on [using the pupil premium](#), [virtual school heads' responsibilities concerning the pupil premium](#), and the [service pupil premium](#).

## **1.4: Purpose of the grant**

The pupil premium grant is additional funding allocated to publicly funded schools to raise the attainment of disadvantaged pupils and support pupils with parents in the armed forces.

The school will use the grant to support these groups, which comprise pupils with a range of different abilities, to narrow any achievement gaps between them and their peers.

We also recognise that not all pupils eligible for pupil premium funding will have lower attainment than their peers. In such cases, the grant will be used to help improve pupils' progress and attainment so that they can reach their full potential.

### **1.5: Use of the grant**

The Pupil Premium is designed to support schools to raise the attainment of disadvantaged children. However, we recognise that one of the most effective ways to do this, including improving the quality of teaching will also benefit all pupils.

At Oatlands we have a tiered approach to Pupil Premium spending.

#### **1. Teaching**

Ensuring an effective teacher is in the front of every class and that every teacher is supported to keep improving is the key ingredient of a successful school. The grant is spent on improving teaching, including the professional development all staff.

#### **2. Targeted academic support**

Classroom Teachers and Teaching Assistants provide targeted academic support on a small group or 1:1 basis. Interventions are designed to support children to fill identified gaps in learning. They last approximately 6 weeks and progress is reviewed at Pupil Progress meetings with Year group leaders each term.

At Oatlands we have Full time Teaching Assistants in all of our classes. In addition, we have Teaching Assistants delivering interventions.

**Reception** – Part time Speech and Language Support (5 afternoons per week)

**Year 1 and 2** – 1 x Full time equivalent

#### **3. Wider strategies**

These relate to the most significant non-academic barriers in school and include:

- **Attendance** – Weekly monitoring of attendance and working with identified families to overcome barriers.

- **Social and emotional support** – To ensure that all children have the same educational and extra-curricular opportunities, regardless of their socio-economic circumstances.
- **Parental engagement** – To encourage and support the engagement of all families to attend meetings and workshops through identifying barriers and fostering positive relationships.
- **Socioeconomic barriers** – To ensure that all children have the same opportunities and extra-curricular opportunities.

We have a full time Nurture lead to support children and families as well as a Family Link Worker who works for 18 hours per week across partnership schools. This is currently funded by Walton Charity.

We will publish our strategy on the school's use of the pupil premium in each academic year on the school website, in line with the DfE's requirements on what maintained schools must publish online.

Our pupil premium strategy is available [here](#):

### **1.6: Eligible pupils**

The pupil premium is allocated to the school based on the number of eligible pupils in between Reception and Year 2.

Eligible pupils fall into the categories explained below.

#### **Ever 6 free school meals**

Pupils recorded in the most recent October school census who are known to have been eligible for free school meals (FSM) at any point in the last 6 years (as determined by the DfE's latest conditions of grant guidance).

This includes pupils first known to be eligible for free school meals in the most recent October census.

This also includes pupils with no recourse to public funds (NRPF). The government has permanently extended FSM eligibility to include children in all households with NRPF.

It does not include pupils who received universal infant free school meals but would not have otherwise received free lunches.

#### **Looked after children**

Pupils who are in the care of, or provided with accommodation by, a local authority in England or Wales for at least one day. The initial allocation will be based on the children looked after data from March of the previous year. This allocation will be confirmed in December using the updated data from March of the current year.

## **Post-looked after children**

Pupils recorded in the most recent October census who:

- Were looked after by a local authority or other state care immediately before being adopted, or
- Left local authority or other state care on a special guardianship order or child arrangements order

This includes children adopted from state care or equivalent from outside England and Wales.

## **Ever 6 service children**

Pupils:

- With a parent serving in the regular armed forces
- Who have been registered as a 'service child' in the school census at any point in the last 6 years (as determined by the DfE's latest conditions of grant guidance), including those first recorded as such in the most recent January census
- In receipt of a child pension from the Ministry of Defence because one of their parents died while serving in the armed forces

## **Section 2: Roles and Responsibilities**

### **2.1. Governors**

The governing board is responsible for:

- Holding the Head Teacher to account for the implementation of this policy
- Ensuring the school is using pupil premium funding appropriately, in line with the rules set out in the conditions of grant
- Monitoring the attainment and progress of pupils eligible for the pupil premium, in conjunction with the Head Teacher, to assess the impact and effectiveness of the school's use of the funding
- Monitoring whether the school is ensuring value for money in its use of the pupil premium
- Challenging the Head Teacher to use the pupil premium in the most effective way
- Setting the school's ethos and values around supporting disadvantaged members of the school community

### **2.2. Head Teacher and senior Leadership team**

The Head Teacher and senior leadership team are responsible for:

- Keeping this policy up to date, and ensuring that it is implemented across the school
- Ensuring that all school staff are aware of their role in raising the attainment of disadvantaged pupils and supporting pupils with parents in the armed forces
- Planning pupil premium spending and keeping this under constant review, using an evidence-based approach and working with virtual school heads where appropriate
- Monitoring the attainment and progress of pupils eligible for the pupil premium to assess the impact of the school's use of the funding
- Reporting on the impact of pupil premium spending to the governing board on an ongoing basis
- Publishing the school's pupil premium strategy on the school website each academic year, as required by the DfE
- Providing relevant training for staff, as necessary, on supporting disadvantaged pupils and raising attainment

### **2.3 Other school staff**

All school staff are responsible for:

- Implementing this policy on a day-to-day basis
- Setting high expectations for all pupils, including those eligible for the pupil premium
- Identifying pupils whose attainment is not improving in response to interventions funded by the pupil premium, and highlighting these individuals to the senior leadership team
- Sharing insights into effective practice with other school staff

### **Section 3: Monitoring arrangements**

This policy will be reviewed annually by the Curriculum Committee.

### **Section 4: Links with other policies**

This policy is linked to:

SEND policy

SEND school offer

Teaching and Learning Policy

Single Equality Policy

Accessibility Policy