



Pupil Premium Policy

Rationale

The Pupil Premium (PP) is additional funding which is given by the government to publically funded schools in England. Pupils who are entitled to this funding include; pupils who are in receipt of free school meals (FSM) and have been eligible for FSM over the last 6 years, pupils who are looked after by the Local Authority and pupils whose parents are currently serving in the armed forces.

Purpose

The purpose of this funding is to raise the attainment of disadvantaged pupils and diminish the difference between them and their peers. In addition it will be used to address social disadvantage and enrich the children's lives.

Research has shown that pupils from low income families perform less well at school than that of their peers and that pupils who are entitled to Pupil Premium often face additional challenges such as poor language and communication skills, lack of confidence and issues with attendance and punctuality. Therefore the aim of this policy is to ensure that all pupils who are entitled to PP funding receive the support that they are entitled to. In doing so, targeted provision will enable PP pupils to be able to make the same progress and have the same or similar experiences as their peers.

Guidelines

The DFE has given schools the freedom to decide how best to allocate the pupil premium funding 'as schools are the best placed to assess what individual pupils need'. There is a requirement to be accountable for the funding.



Context

Oakleigh School and Acorn's population of children currently come from across Barnet Local Authority. Oakleigh can be asked to take children from other Local Authorities. Currently we have four children from other London boroughs.

In Oakleigh, currently 42% of the children are eligible for Pupil Premium funding. This is a decrease from 46% last year. Oakleigh currently does not have any children who are looked after by the LA or children of parents/guardians in The Services. No pupils are adopted from care.

Provision

Both Oakleigh School and The Early Years Centre have very high aspirations for all of its pupils. With high quality teaching and learning, focussed on individual attainment with highly differentiated activities. We aim to ensure that the pupils make as much progress as possible and are given every opportunity to achieve and reach their full potential.

At Oakleigh and The Early Years Centre we believe that families are the pupil's first and enduring educator. By working co productively together for the pupils, brings about the greatest gains for them. As a result of this, the school focusses some of this enhanced funding towards supporting the parents; giving them access to specific workshops, family support and family therapy with both school and private therapists. This is to enable and empower them to be able to support their children at home, which will effectively maximise their learning and also help to raise their attainment further. This was in response to the government's document 'The Impact of Parental Involvement on Children's learning'. This support provides for the long-term and wider needs of the pupils by supporting the parent's emotional well-being as well as building their confidence in becoming involved in their child's learning.

It has now become more apparent since Sir Michael Wilshaw's advice to schools during 2013 that schools should have a narrower focus into looking at the main barriers to literacy and numeracy for pupils who have an entitlement to the pupil premium and ensure the funding is carefully ring-fenced for pupils entitled to it. The school further utilises the funding to this end.

The areas of additional intervention for each pupil will be discussed and agreed upon by both the class teacher and the TLR holders and will be in accordance with the pupil's individual needs, following the teacher's completion of a Pupil Premium Request Form, based on the areas identified in our Pupil Premium Strategy document. Such interventions and support may include the following.

- Enhancing and developing communication skills in both high and low tech.
- Communication resources, training, sensory integration programmes
- Additional Speech and Language Therapy, physiotherapy, hydrotherapy, occupational therapy
- Occupational Therapy assessments with individualised programmes
- Individual packages for pupils

- Resources to support in their learning
- Specific support for the families; eg. visits from the family Support Worker, Arts Therapy sessions or meetings / discussions with the Child Psychotherapist
- Trips into the community

As the Early Years funding is significantly lower than that for school age pupils, we have decided to have a separate budget for this. The children in the Early Years will still benefit from support from specialist professionals as well as individual packages, as their funding is topped up by the overall school budget.

Funding

2011-12 £488 per pupil	£8,784
2012-13 £623 per pupil	£14,329
2013-14 £900 per pupil	£20,700
2014-15 £1300 per pupil	£33,652
2015-16 £1320 per pupil £1900 per adopted pupil £300 per Early Years pupil	£42,820
2016-17 £1320 per pupil £1900 per adopted pupil £300 per Early Years pupil	£50,740 £2,300
2017-18 £1320 per pupil £1900 per adopted pupil £300 per Early Years pupil	£53,380
2018-19 £1320 per pupil £1900 per adopted pupil £300 per Early Years pupil	£54,700
2019-2020 £1320 per pupil £2,300 per adopted/ looked after child	£54,120

Monitoring

The governors will review the policy annually

The TLR holders (Anna-Maria Nelson and Jenny Gridley), and Governor responsible (Jackie Silverman), will meet regularly to review pupil progress and the expenditure and report the findings on new research to the governing body.

The TLR holders and School Business Manager (Gina), will meet termly to review and plan the budget.

The TLR holders responsible will meet with the Head teacher (Ruth Harding) and Deputy Head (Sandra), as required to discuss pupil progress from the data and support needed for the children and staff in meeting the expectations of the policy. The TLR holders will in turn liaise with class teachers, therapists regarding individual packages, and will monitor the impact of the spending on the progress of these children in light of the support provided. Meetings will take place each term.

The staff will continue to research current thinking and trends about pupil attainment. This is highlighted on our School Improvement Plan.

The school continues to focus on ensuring all teaching and learning is outstanding and that CPD and training needs are continually reviewed.

Outcomes

Our school results show that the overwhelming majority of children are making expected or better than expected progress overall and that there is *insignificant difference between the pupils for each year that are entitled to pupil premium funding and those that are not*. The screenshots below are taken directly from our monitoring programme to illustrate this. Those children who have made less than expected progress have individual 'stories' which reflect the particular circumstances impacting on their learning. These vary in nature but include health/medication influences, changes to home life or simply, the child was newly P Levelled in the previous year (moving from Early Years Foundation Stage to P Levels) which gave rise to an inflated target for that child.

Since the publication of the Rochford report, we recognise that there is still no clear guidance yet available to schools such as ours, on how to assess the children's learning. We have therefore decided to continue with the new B squared framework, which incorporates the Rochford recommendations and the Engagement Framework. As an assessment system, B squared now has the facilities to provide in depth analysis of the data and will therefore replace CASPA.

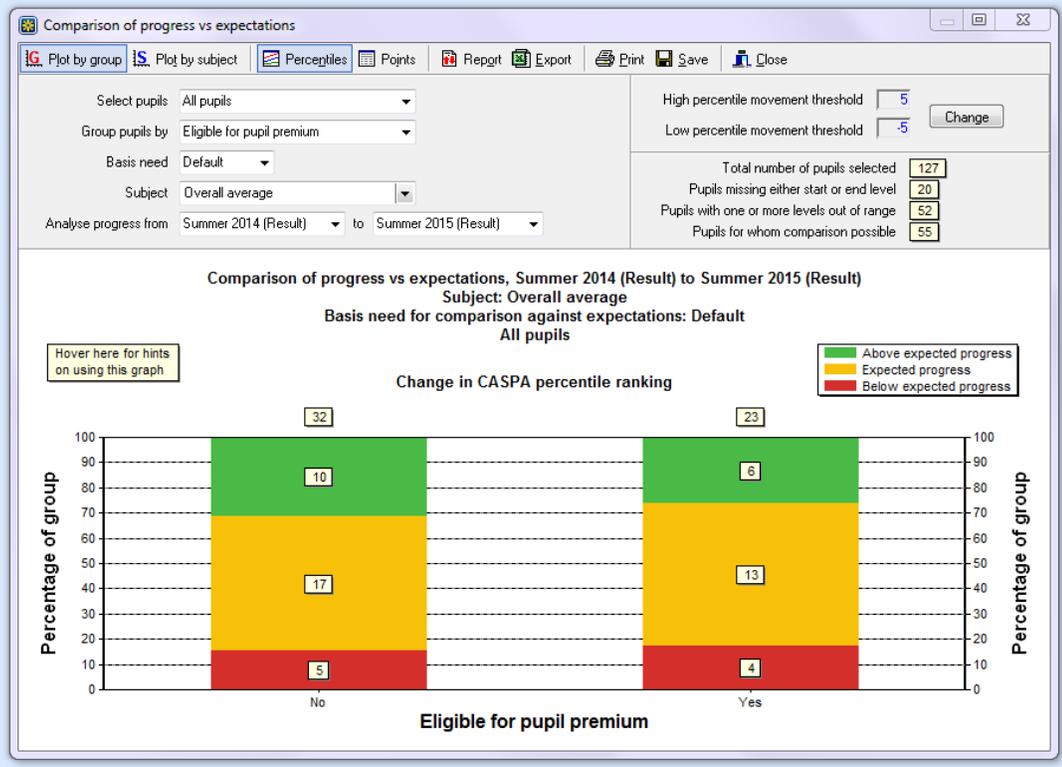
Over the coming year, these results will be analysed by the children's current class teacher and the Deputy Head so as to identify areas of need in the teaching/learning opportunities both in the school and the wider community.

Whilst these results give a snapshot of the progress children have made, there are many other tools teachers use in order to celebrate the progress a child has made. These include; B squared-Engagement Steps, Routes for Learning, SCERTS, children's Personal Learning Plans, Tapestry,

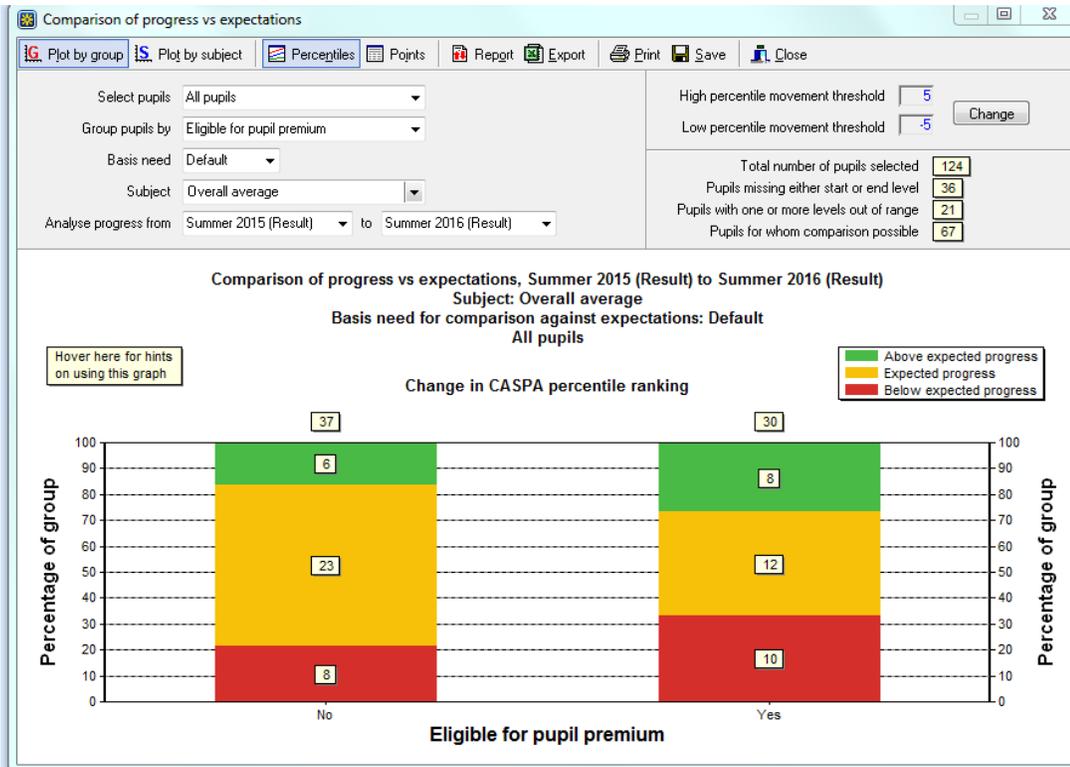
Home School books and major milestones in a child’s life such as learning to walk, using the toilet, eating independently or simply being comfortable and relaxed enough to learn.

If you would like any further information regarding this, please contact either Sandra Down (Deputy Head teacher) or Anna-Maria Nelson Oakleigh School or Jenny Gridley for EYS (TLR holders for–Pupil Premium).

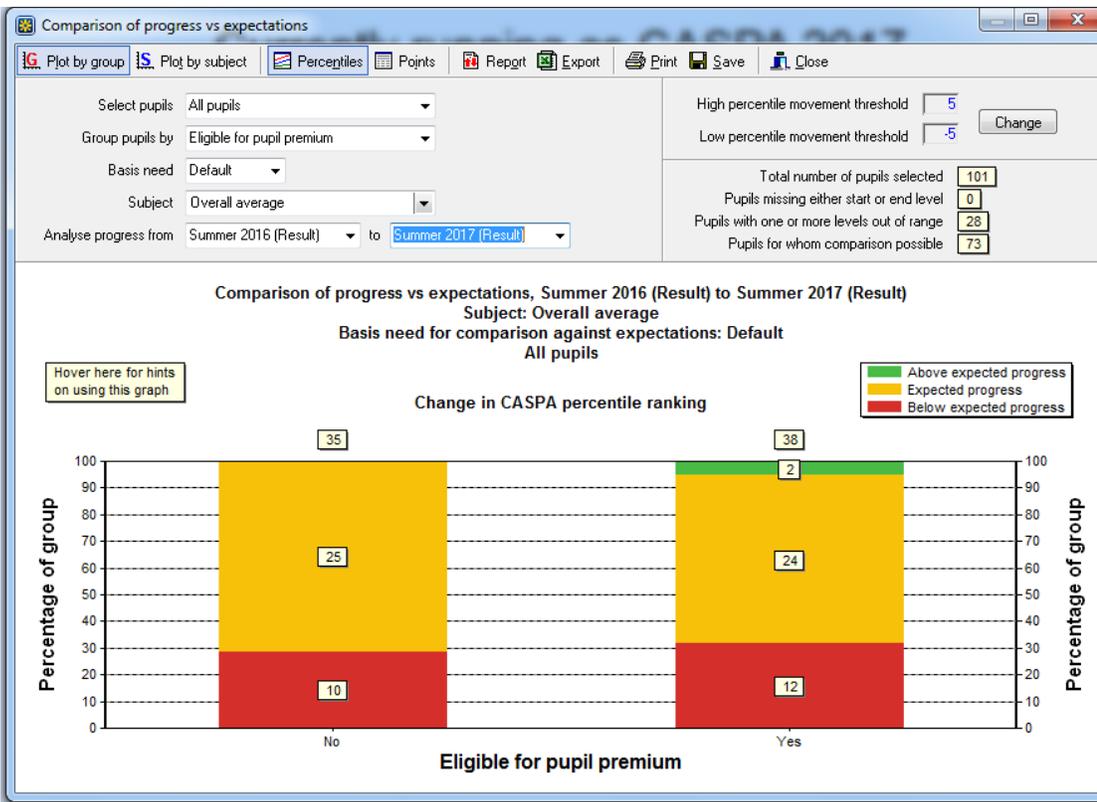
2014-15



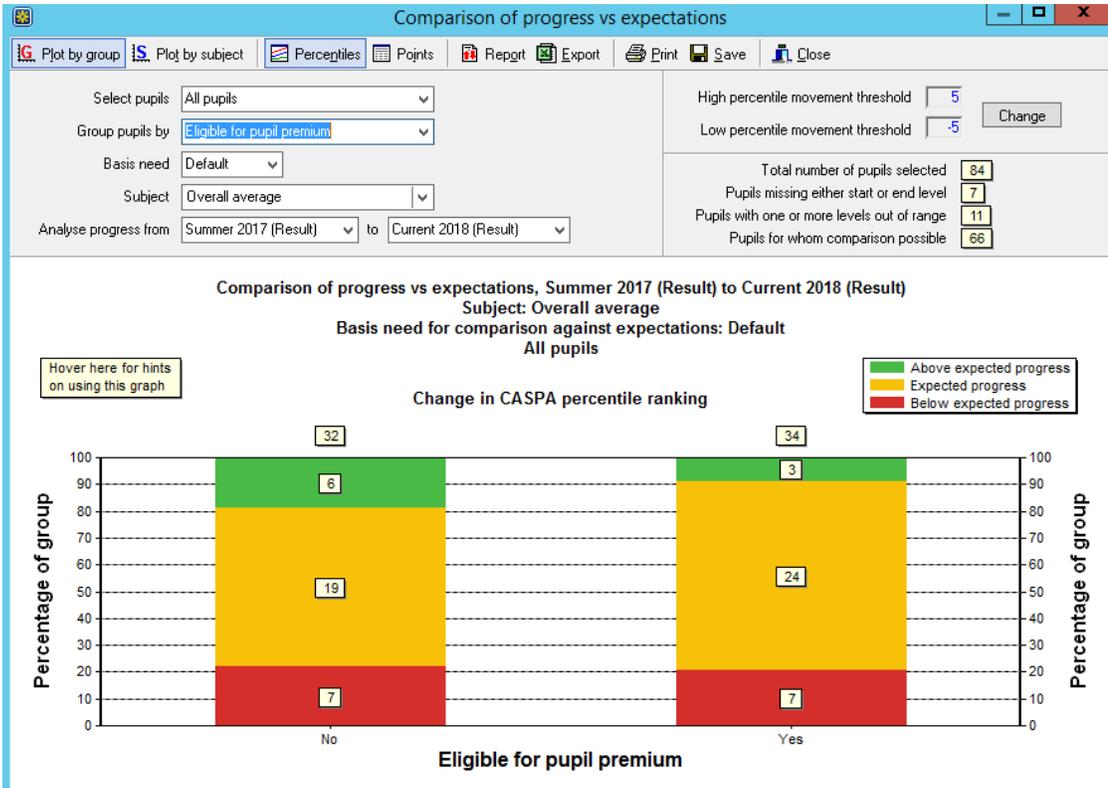
2015-16



2016 – 2017



2017-2018



2018-2019

