



# The Oak Partnership

## Pupil Premium Policy

Approved by The Oak Partnership Trust

Last reviewed on: September 2021

Next review due by: September 2023

We are committed to safeguarding and ensuring the health, safety and well-being of all pupils in accordance with safeguarding procedures and guidance for staff outlined in the schools' Health and Safety, Child Protection, Security and Safeguarding policies.

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## **1. Introduction**

The Pupil Premium is an allocation of additional funding given to schools in order to support specific groups of children who are vulnerable to possible underachievement. The intended effect of this funding is to accelerate progress and raise attainment.

The Pupil Premium is a government initiative that targets extra money at pupils from deprived backgrounds. Research shows that pupils from deprived backgrounds underachieve compared to their non-deprived peers. The Pupil Premium funding is provided to enable these pupils to be supported to reach their potential.

The Government has used pupils entitled to free school meals (FSM), looked after children and service children as indicators of deprivation and has provided a fixed amount of money for schools per pupil based on the number of pupils registered for FSM over a rolling six-year period. In The Oak Partnership, we will be using the indicator of those eligible for FSM, as well as identified disadvantaged groups outlined in our Inclusion Policy as our target children to 'close the gap' regarding attainment. The amount of Pupil Premium funding a school receives is calculated according to the number of pupils who meet the eligibility criteria set by the government. The Trust is accountable for using this funding to raise the achievement of the less advantaged children in its community.

## **2. Context**

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. Common barriers to learning for disadvantaged children, can be less support at home, weak 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. The challenges are varied and there is no "one size fits all".

We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

## **3. Principles**

- We ensure that teaching and learning opportunities meet the needs of all the pupils.
- We ensure that appropriate provision is made for pupils who are disadvantaged, this includes ensuring that their needs are adequately assessed and addressed.
- In making provision for disadvantaged pupils, we recognise that not all pupils who receive free school meals will be disadvantaged.
- We also recognise that not all pupils who are disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil

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Premium funding to support any pupil or groups of pupils the school has legitimately identified as being disadvantaged.

- Trust-wide themes will be identified to guide intervention strategies across multiple schools.
- In line with “*The EEF Guide to the Pupil Premium*” we will use a tiered approach to Pupil Premium spending:
  - Teaching
  - Targeted academic support
  - Wider strategies
- Our intervention strategies will, where possible, be evidenced based, making particular reference to the EEF Teaching and Learning Toolkit.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

### **4. Provision**

The range of provision the Trust consider making for this group will be guided by data, pupil voice and where appropriate, in consultation with families.

The interventions that are provided will constantly evolve to meet the needs of the community with the flexibility to be responsive to unexpected events.

### **5. Reporting**

It will be the responsibility of the Headteacher, or a delegated member of staff, to regularly liaise with the member of the LSC responsible for Pupil Premium through the Learning Review Cycle. These meetings will cover:

- The progress made towards narrowing the gap for disadvantaged pupils.
- An outline of the provision that was made since the last meeting.
- An evaluation of the cost effectiveness, in terms of the progress made by the pupils receiving a particular provision, when compared with other forms of support.

The LSC will ensure that there is an annual statement to parents on how the Pupil Premium funding has been used to address the issue of ‘narrowing the gap’, for disadvantaged pupils. This task will be carried out within the requirements published by the Department for Education and will appear on our school website.

**N.B. Remember to right-click on the contents page and update field > update entire table before publishing to update the section headings and page numbers**