



## Policy for the use of Pupil Premium Grant (PPG)

At Oxley Park Academy, 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, and we are determined to ensure that our children are given every chance to achieve their full potential. Pupil premium funding represents a significant proportion of our budget and this policy outlines how we will ensure it is spent to maximum effect.

The school recognises that not all pupils who are eligible for pupil premium are underachieving, while some pupils may be underachieving and not eligible for pupil premium funding. It is school policy to plan, adapt and prepare for any individual, or group, in which any area of under-performance is evident. The school does not use this policy to displace current strategies to intervene and support its pupils. Some pupils may be achieving well, but will be entitled to funding to enhance their future educational aspirations and achievements.

As a school in receipt of Pupil Premium funding, we are accountable to our parents and school community for how we are using this additional resource to narrow the achievement gaps of our pupils. New measures have been included in the performance tables published annually on a national level. They capture the achievement of disadvantaged pupils covered by PPG.

### How will we make decisions about the spending of the Pupil Premium Grant?

In making decisions on the use of the Pupil Premium we will:

- Ensure that Pupil Premium funding allocated to our school is used solely for its intended purpose.
- Use the latest evidence based research on proven strategies which work to narrow the attainment gaps and adapt these as necessary to meet the needs of our pupils eg The SuttonTrust toolkit, Ofsted “Pupil Premium” and “The Pupil premium: How Schools are spending the funding to maximise achievement”.
- Be transparent in our reporting of how we have used the Pupil Premium, so that our parents, interested stakeholders and Ofsted are fully aware of how this additional resource has been used to make a difference.

- Encourage take up of FSM by working proactively with our parents and carers in a sensitive and supportive manner and to remove any potential barriers or stigma attached to claiming FSM. In doing so, we also recognise the vital role that parents and carers play in the lives of their children.
- Ensure there is robust monitoring and evaluation in place to account for the use of the Pupil Premium, by the school and Governing Body. Recognise the fact that FSM pupils are not an homogeneous group and cover a wide range of needs. As such the strategies we use to raise attainment will take these group and individual needs fully into account.
- Use high quality teaching and learning (QFT- Quality First teaching) as the preferred way to narrow the gaps in attainment in the first instance. We will also use high quality interventions with proven evidence of impact to assist our pupils who need additional support in a time limited way.
- Use the Pupil Premium for all year groups not just those taking examinations at the end of the year.
- Be creative in our use of the Pupil Premium for all eligible children to ensure that the support has impact on performance and is not “intervention first, child to fit” but “child first” always as is our overriding school principle

### **Aims**

To provide all pupils with fair and equal opportunities to achieve and excel in all areas of the curriculum; using and applying the most effective pedagogy, supported by use of additional, delegated funding.

To work in partnership with families and pupils eligible for pupil premium, to plan, monitor and evaluate support and intervention in order to secure individual progress and achievement.

To work with external partners and organisations to provide additional support for the social, emotional, health and wellbeing of all pupils with potential barriers to learning and achievement.

To ensure governors fulfil statutory responsibilities to make effective use of pupil premium funds in order to impact positively on pupils' achievement and attainment.

### **Systems, procedures and practice**

Under the strategic leadership of the executive headteacher Mr Springett McHugh, the operational management of the school's policy for pupil premium is led by the Assistant Principal; Mrs McClaren, Pupils are identified promptly and appropriate support put in place. The team consists of the following members:

- Mrs McClaren – Pupil Premium Lead
- Miss Robinson - Learning mentor
- Mrs Hvass - Family support worker
- Mrs McCorquodale – Finance Manager
- Mrs DeHann – Executive Services Manager

Each member has specific responsibilities, which include sharing and monitoring the impact of any funded support and/or intervention.

#### **Pupil Premium Lead**

- Provide termly pupil premium progress reports for Senior Leadership Team (SLT) and governors
- Provide appropriate support and guidance for staff when planning pupil premium targets and support
- Liaise with external partners and agencies, where necessary
- Monitor quality and impact of intervention
- Deliver one-to-one mentoring sessions.

#### **School business manager/admin.**

- Monitor funding for pupil premium
- Provide information on allocation for pupil premium funding via the school website and reports to governors

#### **Class teachers**

- Identify and list pupils in each class – July–September
- Arrange meetings with parents and pupil re. needs analysis
- Complete PP plan, incorporating delegated funding and attendance targets
- Arrange reviews with parents
- Work with pupils, parents and senior leaders to plan, implement and monitor the impact of the agreed support and intervention plan for children eligible for pupil premium
- Ensure classroom support assistants are fully prepared to assess the progress and learning outcomes for all pupils, including those requiring additional support
- Take prompt action to inform senior leaders of any areas where a child's progress or performance may be directly – or adversely – affected by social or economic disadvantage

#### **Learning mentor and family support worker**

- Maintain a record of pupil progress and impact of mentoring, and provide feedback to the class teacher
- Work with the Pupil Premium Lead to monitor pupil attendance
- Liaise with external partners and agencies, where appropriate
- Seek to promote the personal wellbeing of pupils and their involvement in the wider opportunities available through the extended curriculum
- Work with class teachers, pupils and parents in supporting provision for pupils

#### **Governors**

The designated link governor for pupil premium will act on behalf of the governors and board of directors to monitor and review the progress and impact of pupil premium funding. This will involve regular meetings with the deputy headteacher to evaluate individual pupil plans and subsequent impact on progress and attainment; evaluating termly reports from senior leaders; participating in discussions with pupils, where appropriate, with a focus on learning and success.

### **Reviewing the Policy**

Our Pupil Premium Policy will be reviewed on an annual basis and adjustments will be made to it according to the impact the school is having in narrowing the gaps. It will also take into consideration the increased funding that becomes available under the Pupil Premium Grant.

We recognise the importance of context and will evaluate new strategies as robustly as possible to ensure that the approaches we are using have the desired effect. In order to do this effectively, we will where relevant, undertake ongoing evaluations of the strategies we are using, our annual review will involve staff, pupils, governors and parents and carers.

This policy will be reviewed annually.

Date agreed: September 2019

(signed)  
Chair of Governors

(signed)  
Executive Headteacher