

Oxhey Wood and Warren Dell Primary Schools



<u>Reviewed: Summer 2018</u>	<u>Reviewed by: Jenny Morley and staff</u>
<u>GB: Full</u>	<u>To be reviewed: Summer 2020</u>

PUPIL PREMIUM POLICY

This policy should be read with the following documents; Pupil Premium by child, the School's Equality Policy, DSEN, and Teaching and Learning Policy.

**1. School Aims**

1.1 Oxhey Wood and Warren Dell is a place for everyone to succeed and thrive. The targeted and strategic use of Pupil Premium Funding (PPF) will support us in achieving our vision.

1.2 We aim to ensure that every child leaves Oxhey Wood and Warren Dell Primary Schools excited about learning, resilient and determined to succeed. We want to equip them with confidence, resilience and a passion for justice and equality. These qualities will enable them to thrive and to champion kindness and fairness at all stages of their future lives.

1.3 The targeted and strategic use of Pupil Premium funding will support us in achieving our aims.

**2. Principles**

2.1 At Oxhey Wood and Warren Dell we ensure that teaching and learning opportunities meet the needs of all pupils. We ensure that appropriate provision is made for pupils who belong to vulnerable 'disadvantaged' groups. This specifically includes ensuring that the needs of socially disadvantaged pupils are addressed.

2.2 Pupil Premium Funding will be allocated following annual needs analysis and half termly pupil progress meetings which will identify priority pupils and groups.

2.3 We recognise that it is important to ensure those children who are eligible for PPG who are at ARE and making expected progress are also supported to support better than expected progress and the potential to be above ARE.

### **3. Provision**

**When making decision about best use of PPG leaders make use of current research from Ofsted, the DfE and the Sutton Trust. As far as possible information is shared and views gained from parents.**

1 The range of provision the *Governors and Senior Leaders* will consider making for this group could include:

- \* Reducing class sizes where appropriate, thus improving opportunities for effective assessment for learning and accelerating progress.
- \* Providing small group work with an experienced teacher focused on overcoming gaps in learning.
- \* Weekly feedback and marking time in years 1-6
- \* Assertive mentoring coaching sessions every half term between teacher and child
- \* homework packs
- \* a range of breakfast clubs and after school clubs
- \* parent link worker available every day
- \* bespoke transition programme
- \* skills force leadership and resilience programme
- \* 1-1 support.
- \* a range of pastoral interventions
- \* Offer additional parent workshops and home learning opportunities to support parents to help their children's learning outside school.
- \* Delivering intervention programmes to target newly arrived children and/or those who do not speak English as their first or main language.
- \* Targeting more able children and those identified as *Gifted and Talented* within our school to ensure they reach their full potential.

Identifying barriers for children that are at ARE but will support could be above ARE

- \* Providing small group work with an experienced teacher assistant focussed on overcoming gaps in learning
- \* Additional support for assessments, training and advice from specialists such as speech therapists, educational psychologists etc.
- \* Access to therapeutic interventions and advice
- \* Paying or part subsidising activities that broaden the knowledge of the curriculum or participation in school activities
- \* Ensure good attendance, punctuality and readiness for learning of disadvantaged pupils through the employment of a school learning mentor

3.2 All our work through the Pupil Premium will be aiming to accelerate progress moving children to reach their individual full potential.

3.3 The school recognises that disadvantage does not mean and is not an excuse for low attainment or progress. Pupil Premium resources will be used to support all qualifying pupils including higher attaining children with previously high levels of achievement.

#### **4. Reporting**

4.1 The Head Teacher will produce annual reports for the Governors:

- \* the progress made towards narrowing the gap, by year group, for socially disadvantaged pupils
- \* an outline of the provision
- \* 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

4.2 The Academy Governing Board of the schools will ensure that there is an annual statement to parents and carers on how the Pupil Premium Funding has been used to address the issue of 'narrowing the gap', for socially disadvantaged pupils. This statement will be published on the schools website. This task will be carried out within the requirements published by the Department for Education

This policy should be read in conjunction with the School's Equalities Policy, SEN information report and the Teaching and Learning Policy.

#### **6. Review:**

6.1 This policy shall be reviewed annually and ratified by the Full Governing Board or a committee as directed by the Chair of Governors. The Full Governing Board shall then ratify the policy upon the recommendation(s) of the committee.