



Pupil Premium Policy, Information and Impact

Policy written and reviewed by Ruth Harding - Acting Headteacher, Trish Moysey – TLR holder, Alison Rees - Assistant Headteacher and Jackie Silverman - Governor

Last reviewed by the Governing Body – November 2017

Context

Oakleigh School and Acorn’s population of children currently comes 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.

The Pupil Premium Funding has been provided by the government, through the school’s budget to ensure the attainment of children who are in receipt of free school meals (FSM), children looked after by the LA and children of services families is in line with all the children in the school. The pupil premium funding is based on the pupils that have been eligible for FSM over the last 6 years and the funding is aimed at addressing the inequalities which exist between children from financially disadvantaged families and their more affluent peers.

In Oakleigh, currently 48% of the children are eligible for Pupil Premium funding. This is a slight decrease from 50% last year. Oakleigh currently does not have any children who are looked after by the LA or children of parents/guardians in The Services. One pupil is adopted from care.

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	£50,740 £53,380 Updated Dec 2017

Provision

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.

Oakleigh has very high aspirations for all the children and an individualised approach to learning and this additional funding is a welcome addition to ensure that our children can reach their potential.

At Oakleigh and The Early Years Centre we believe that families are the child's first and enduring educator and working together for the children brings about the greatest gains for the children. The school uses high quality teaching and learning, focussed on individual attainment, and highly differentiated activities, to ensure children make as much progress as possible. The school has focussed this enhanced funding towards supporting parents to enable and empower them, by giving them support, advice, and access to family therapy to support their children by maximising their learning in all environments to help raise their attainment further.

This was in response to the government's document 'The Impact of Parental Involvement on Children's Learning' and the knowledge and skills of our school based therapists and the expertise of the school staff who have noted the progress of children in relation to the parents' emotional well-being and involvement in their child's learning. This support provides for the long-term and wider needs of the children.

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 school continues to have well trained staff both teachers and LSAs and there is a relentless focus on ensuring all our teaching and learning is outstanding.

The areas of additional intervention for each child are determined and support is provided according to that child's individual needs which include enhancing the development of communication skills; sensory integration; hand and switch function to facilitate learning in literacy and increasing our subject expertise in numeracy. During the coming financial year the school will be targeting the funding towards increased Speech and Language Therapy and Occupational Therapy, to packages for individual children where appropriate and to family support from either the Family Support Worker, Arts Therapies or Child Psychotherapist. As the Early Years funding is significantly lower than that for school age pupils, we have decided this year (2017-18) to have a separate budget for that, and for the funding to go towards individual packages for the children, rather than the Family Support Team and therapies. However, the children in the Early Years will still benefit from support from these professionals, as their funding is topped up by the overall school budget. The staff will continue to research current thinking and trends about pupil attainment. This is highlighted on our School Improvement Plan.

Monitoring

The governors will review the policy annually

The Assistant Head / TLR holder and Governor responsible will meet regularly to review pupil progress and the expenditure and report the findings on new research to the governing body.

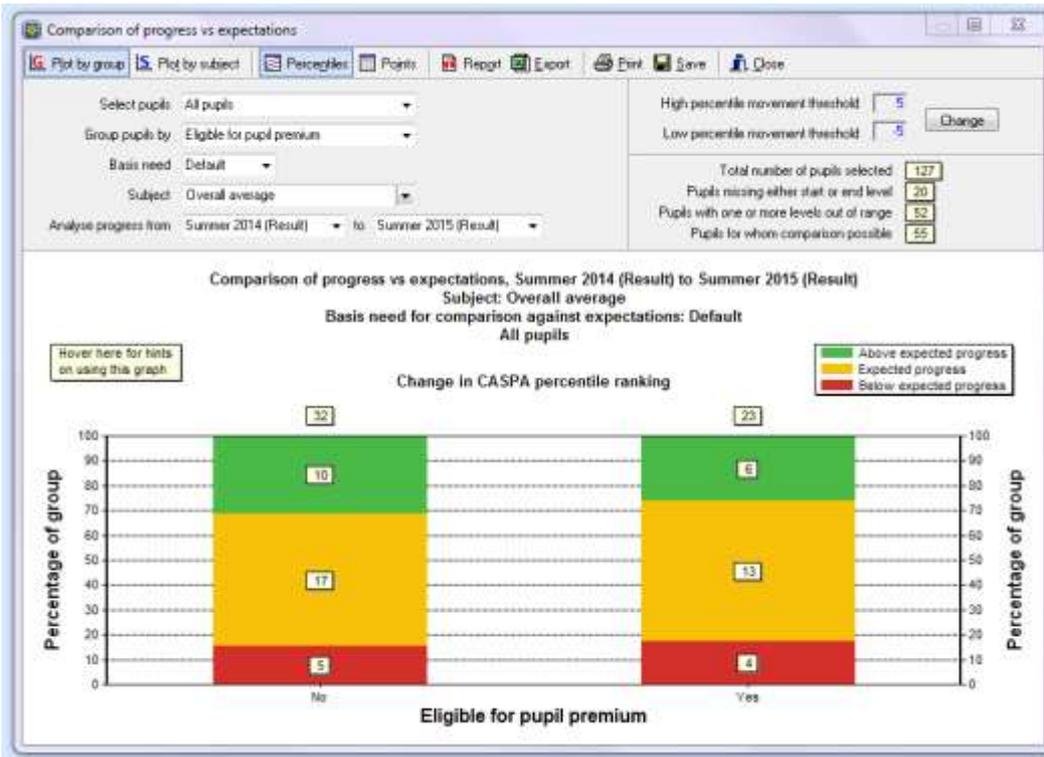
The TLR holder and School Business Manager will meet half-terminly to review and plan the budget. The TLR holder responsible will meet with the Headteacher, Assessment Coordinator and Assistant Heads, as required to discuss pupil progress from the data and support needed for the children and staff in meeting the expectations of the policy. The TLR holder will in turn liaise with

class teachers regarding individual packages, and will monitor progress of these children in light of the support provided.

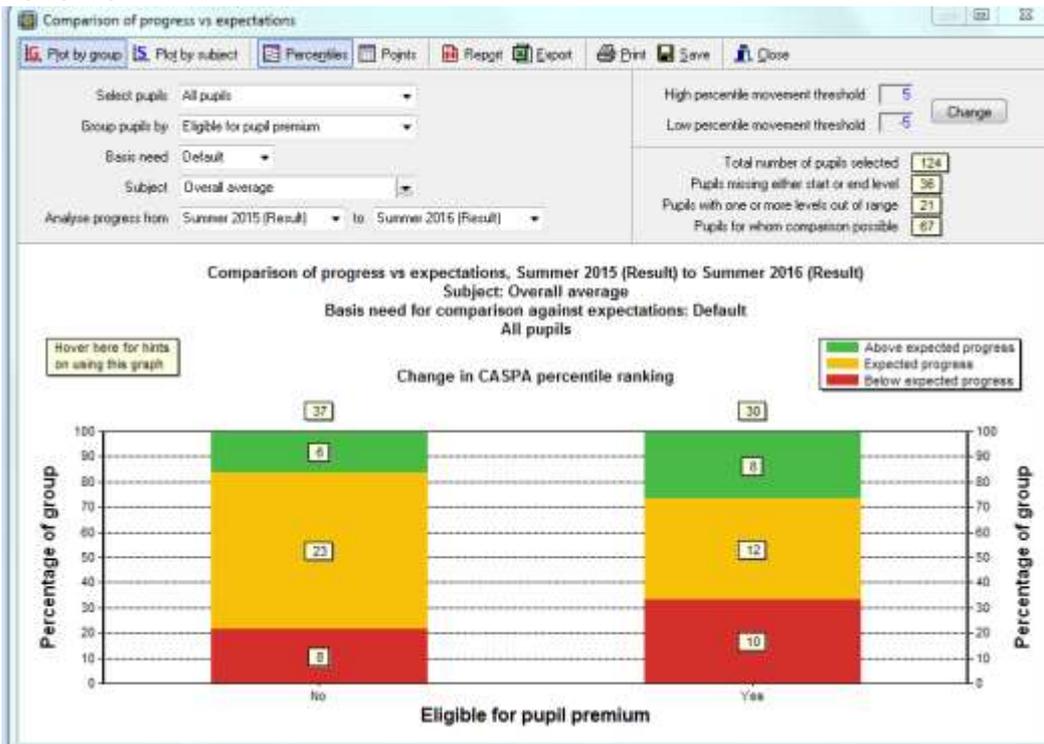
Outcomes

Our school results show that the overwhelming majority of children are making expected or better than expected progress overall with a significant percentage making better than expected progress 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.

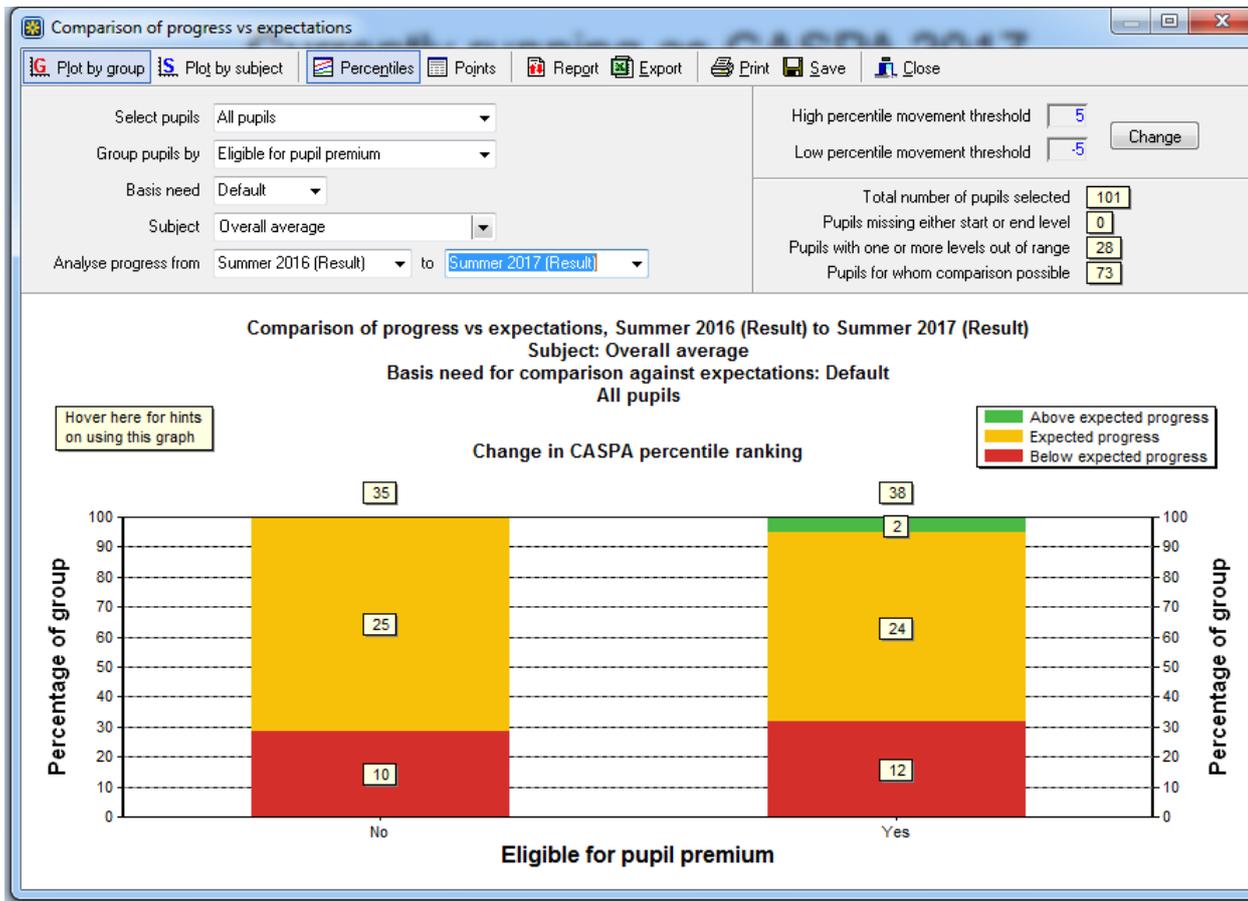
2014-15



2015-16



2016 – 2017



In addition to the CASPA targets, teachers will meet with the Deputy Head in the Autumn term to set Oakleigh targets which take into account all aspects of ongoing assessment including the curriculum, Personal Learning Plans, SCERTS (together with Autism Progress strategies) and Routes for Learning.

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 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 Trish Moysey (TLR – Pupil Premium).