



Pupil Premium Strategy Policy

This Policy has been adopted and approved by Oxlip Learning Partnership and is to be used by all members of the Trust.

History of Document:

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V.3					
V.4					
V.5					

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1. Introduction

The Trust’s vision is firmly rooted in the belief that every learner can aspire to excellence and secure the best possible outcomes. It is the role of both the Trust and its schools to address and overcome socio-economic factors – or any other external factor – which may hinder learner progress and attainment, and which may, ultimately, affect their future opportunities.

The Trust recognises that not all learners who are eligible for premium funding are underachieving; conversely, some learners may be underachieving and not eligible for premium funding. However, all schools in the Trust will plan, adapt and prepare for any individual, or group, in which any area of under-performance is evident. Even where under-performance is not evident, learners entitled to premium funding may receive support to enhance their future educational aspirations and achievements.

Premium funding operates in addition to the annual grant provided each year and it is identified as a “restricted fund” in each school’s budget. Although it is for individual schools to determine exactly how premium funding is allocated (working to the principles outlined in this Policy), the effectiveness of strategies and initiatives will be monitored through Executive Leaders, Local Boards and the Trust. Local Boards must always receive sufficient information and data in order to engage in robust discussion.

2. Identification of Learners to benefit from Premium Funding

(a) **Pupil Premium Funding** is allocated to schools for the following groups of learners:

- **Ever 6 Free School Meals (FSM)**

The pupil premium grant will include pupils recorded in the January 2025 school census who are known to have been eligible for Free School Meals since May 2019, as well as those first known to be eligible in January 2025.

- **Children adopted from care or who have left care**

The pupil premium grant will include pupils recorded in the January 2025 school census and alternative provision census, who were looked after by an English or Welsh local authority immediately before being adopted, or who left local authority care on a special guardianship order or child arrangements order (previously known as a residence order). These are collectively referred to as post-LAC in these conditions of grant.

- **Ever 6 service child**

For the purposes of these grant conditions, Ever 6 service child means a pupil recorded in the January 2025 school census who was eligible for the service child premium since the January 2019

census as well as those recorded as a service child for the first time on the January 2025 school census. The grant will be allocated as set out in sections 4, 5 and 6 below. Where national curriculum year groups do not apply to a pupil, the pupil will attract PPG if aged 4 to 15 as recorded in the January 2025 school census.

3. Premium Funding Principles

The Trust passes all premium funding to schools with the expectation and requirement that all schools will allocate funding in line with the Trust's agreed principles. These principles are underpinned by NFER research which promotes an ethos of attainment for **all** learners, without accepting limitation or stereotyping. All schools will ensure that:

1. The targets for all learners in Trust schools, including pupil premium learners, are set with the expectation that progress, from starting points, will be in line with the top 20% of schools nationally. Where data is not available, targets will be agreed with our school improvement partners.
2. Tracking of progress, both at school and Trust level, encompasses all specific groups of learners, including those linked to pupil premium funding. Tracking should include attendance, behaviour, attainment and progress;
3. Following formative assessment, targets for pupil premium learners will be readjusted **upwards** whenever possible or appropriate to enhance the expectation of accelerated learning for all PP learners: Lower Prior Attaining, Middle Prior Attaining and Higher Prior Attaining;
4. Support and expenditure will include a focus on the **holistic development of learners** which, in turn, will be reflected in academic outcomes;
5. All parents/carers/learners will be fully involved in identifying, and reflecting on, the personalised support from which they feel they would benefit;
6. There is to be a named senior post holder in each school and a named Local Board governor and Trustee;
7. All schools in the Trust are committed to maintaining a relentless focus on high quality teaching (including bespoke approaches) that will benefit all groups of pupils, including premium learners.

4. Spending of Premium Funding

4.1 The statutory expectation is that all schools will ensure that premium funding is used:

- to raise the attainment of disadvantaged pupils of all abilities to reach their potential;
- to support children and young people with parents in the regular armed forces;
- to deliver evidence-based approaches for supporting disadvantaged pupils.

In order to fulfil these expectations, all schools in the Trust will evaluate the performance of premium learners to determine what support should be put in place to overcome barriers to learning, to provide recovery programmes or to enhance opportunities and experiences. The views of parents will also be taken into account when determining the allocation of funding.

Please see 4.3 for further advice.

4.2 In line with the DfE template, there are three priority areas. These encapsulate the Trust's vision of ***Ambition, Aspiration, Excellence within a Connected Community*** and will be used to group actions and structure school plans.

The priority areas are:

1	Teaching	This area focuses on ensuring good teaching for all learners in all lessons
2	Targeted academic support	This area identifies bespoke interventions and programmes for learners not yet securing good progress across all subjects
3	Wider Strategies	This area supports and encourages excellence in all aspects of life (including positive learning behaviour and wellbeing) by helping pupils overcome personal barriers

- 4.3 It is for schools to decide on the deployment of funding, and for the Trust and its committees to monitor the effectiveness and impact of the grant, **but the Trust expects school leaders to make well-informed choices based on evidence relating to specific cohorts** and to be familiar with research findings such as those summarised in the Sutton Trust Education Endowment Toolkit.

In order to evaluate past spending and inform future plans, the following questions should be used:

Historic Plan

- How well did PP learners perform in attainment and progress compared with national non-PP learners? Do we have robust evidence of this?
- How does the attendance and behaviour of PP learners compare with non PP learners?
- Is the gap between PP and non-PP across the school widening, plateauing or closing?
- Was attainment in line with predictions?
- How did we raise and maintain staff awareness of PP learners? For e.g. can all staff (teaching and support) identify the PP learners in their care?
- How were senior leaders and those in governance kept informed of the progress, attainment and achievement of PP learners?
- Is our overall monitoring of PP learners sufficiently rigorous and robust?
- What worked well and how do we know?
- What was less successful and how do we know?
- In retrospect, did we identify barriers correctly within the priority groups?
- What lessons have we learnt?

Current Plan

- What strategies are we going to continue and why?
- How have we identified the current barriers - have individual needs been diagnosed correctly?
- Are we balancing quality first teaching with specific, targeted interventions?
- Have we considered the most recent research in compiling our plans?
- Do systems for monitoring the quality of education (intent, implementation and impact) pay sufficient attention to premium learners?
- Have we reflected parent and learner views when compiling our new plan?
- Are we ensuring that “less is more” and focusing on the successful implementation of a smaller number of strategies?

5. Published Information

In line with DfE developments, a Pupil Premium Strategy Plan will be published on school websites by 31st December each year to cover the use of pupil premium funding. The DfE template will be used.

- (a) the number of pupil premium learners in the school
- (b) the total amount of funding received
- (c) the outcomes and evaluation of pupil premium expenditure in the preceding academic year;

(d) the planned expenditure for the year ahead.

6. Monitoring and Evaluation: Roles and Responsibilities

6.1 The Principal and/or designated senior post-holder will:

- Evaluate the effectiveness of past pupil premium plans
- Identify appropriate support for current premium learners based on need (and including input from parents/learners)
- Complete and publish a Pupil Premium Strategy by 31st December, having produced an evaluative report based on lessons learnt from previous year
- Deploy teaching and support staff effectively
- Adopt (and communicate) non-negotiable school-based strategies linked to quality-first teaching
- Monitor key performance indicators such as attendance, behaviour and safeguarding, liaising with staff as appropriate
- Monitor the impact of initiatives in school and take action as appropriate
- Liaise with other Trust schools, external partners and agencies where appropriate
- Provide CPD and guidance for staff
- Provide termly data for the Local Board and the Trust Board on the performance of learners covered by the Pupil Premium Strategy
- Respond appropriately and in a timely fashion to issues arising from the attendance, behaviour, safeguarding and progress data for pupil premium learners

6.2 Class teachers and subject post-holders will:

- Ensure that pupil premium learners are (a) known to staff and (b) supported through quality-first teaching
- Ensure any classroom support or additional staffing is deployed effectively;
- Monitor progress and intervene as appropriate
- Advise line managers and the senior post holder of barriers to learning through progress conversations and documentation

6.3 The Local Boards will:

- Identify a designated LB member to liaise with school staff to ensure that statutory requirements are fulfilled (e.g. creating and publishing a Pupil Premium Strategy Plan) and that best practice is receiving appropriate attention
- Monitor the use and impact of premium funding
- Scrutinise the performance of all learners, including those covered by the premium funding, through the termly data collections (covering attendance, behaviour, safeguarding, attainment and progress)

6.4 The Trust will:

- Identify a designated Trustee to champion the ethos of attainment for all
- Monitor the use and impact of Pupil Premium Strategy funding through the finance team
- Evaluate the performance of Pupil Premium learners through the termly data collections and provide challenge and support to schools and Local Boards as appropriate
- Include reviews of PP learners as part of the School Improvement process
- Support (and commission) CPD activities across the Trust in line with the best practice identified
- Review the delegation and use of premium funding on an annual basis to inform future policy.
