

Oatlands School



Pupil Premium Policy

Date of last review: Spring 2026

Date of next review: Spring 2027

Living our Values, Learning for Life

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1. Aims

This policy aims to:

- Provide background information about the pupil premium grant so all members of the school community understand its purpose and which pupils are eligible
- Set out how the school will make decisions on pupil premium spending
- Summarise the roles and responsibilities of those involved in managing the pupil premium in school

2. Legislation and guidance

This policy is based on the pupil premium [allocations and conditions of grant guidance 2025 to 2026](#) and guidance on [using the pupil premium](#), [virtual school heads' responsibilities concerning the pupil premium](#), and the [service pupil premium](#) from the Department for Education (DfE).

3. Purpose of the grant

3.1 Pupil premium grant

The pupil premium grant is additional funding allocated to publicly funded schools to raise the attainment of disadvantaged pupils.

The school will use the grant to support these groups, which comprise pupils with a range of different abilities, to narrow any achievement gaps between them and their peers.

We also recognise that not all pupils eligible for pupil premium funding will have lower attainment than their peers. In such cases, the grant will be used to help improve pupils' progress and attainment so they can reach their full potential.

3.2 Service pupil premium grant

An additional grant, the service pupil premium grant, is funding to provide pastoral support for pupils who are children of serving and former armed services personnel. Pupils can be eligible for both pupil premium and service pupil premium.

4. Use of the grant

At Oatlands we have a tiered approach to Pupil Premium Spending.

1. First Quality Teaching and Learning

The school's most significant investment through the Pupil Premium is focused on ensuring that every single class is led by an **expert, highly effective teacher**. We acknowledge that high-quality teaching is the most impactful lever for improving outcomes for disadvantaged pupils, and it is the foundation upon which all other interventions are built.

2. Targeted academic support

While **Expert Teaching** remains the primary lever for Pupil Premium (PP) success, we recognise that targeted, small-group support is essential for accelerating the progress of disadvantaged pupils who have specific learning gaps or barriers.

Our PP funding is therefore strategically used to employ and train Teaching Assistants to deliver **high-impact, evidence-based, structured interventions**.

High-Impact, Targeted Interventions

We allocate PP funding to ensure Teaching Assistants are trained and deployed to deliver interventions that have a proven impact on attainment. This is in addition to general classroom support and is highly focused, time-limited work.

- **Intervention Model:** TAs are deployed to lead **structured, evidence-based** small group or one-to-one interventions which include focused phonics catch-up, structured writing and mathematics groups.
- **Focus on 'Catch-Up':** Interventions are designed to be **intensive and short-term**, providing the specific knowledge or skill before or *immediately after* it is taught by the teacher in the main class.
- **Training is Key:** PP funds will cover **specialised CPD** for all TAs to ensure fidelity in delivering these structured programmes and to equip them with the skills to effectively **scaffold learning** and promote **pupil independence** (avoiding the risk of learned helplessness).

3. Wider strategies

To ensure that pupil premium funding has the greatest impact, we employ a multi-faceted approach that strategically addresses **non-academic barriers** to educational success. Recognising the vital role of **attendance**, we implement targeted strategies, including timely communication and support, to foster a consistent presence in school, which is fundamental to progress.

We prioritise **social and emotional support** through trained staff, dedicated pastoral care, and resources that build resilience, self-regulation, and positive relationships, enabling children to arrive ready to learn.

Furthermore, we actively seek to break down **socioeconomic barriers** by subsidising school visits, uniform, access to extra-curricular clubs and other resources, ensuring that all pupils have equal access to the full breadth of the curriculum and school life.

Finally, **parental engagement** is significantly invested in, offering workshops, resources, and one-to-one support to build strong home-school partnerships, empowering parents as key facilitators in their child's learning journey and overall well-being.

5. Eligible pupils

The pupil premium is allocated to the school based on the number of eligible pupils in Reception through to Year 2

Eligible pupils fall into the categories explained below.

5.1 Ever free school meals

Pupils recorded in the most recent October school census who are known to have been eligible for free school meals (FSM) at any point in the last 6 years (as determined by the DfE's latest conditions of grant guidance).

This includes pupils first known to be eligible for free school meals in the most recent October census.

This also includes pupils with no recourse to public funds (NRPF). The government has permanently extended FSM eligibility to include children in households with NRPF.

It does not include pupils who received universal infant free school meals but would not have otherwise received free lunches.

5.2 Looked-after children

Pupils who are in the care of, or provided with accommodation by, a local authority in England or Wales for at least 1 day.

5.3 Previously looked-after children

Pupils recorded in the most recent October census who:

- Were looked after by a local authority or other state care immediately before being adopted, or
- Left local authority or other state care on a special guardianship order or child arrangements order

This includes children adopted from state care or equivalent from outside England and Wales.

5.4 Service children

Pupils recorded in the most recent October census:

- With a parent serving in the regular armed forces
- Who have been registered as a 'service child' in the school census at any point in the last 6 years ('ever 6 service children'), as determined by the DfE's latest conditions of grant guidance, including those first recorded as such in the most recent October census
- In receipt of a child pension from the Ministry of Defence because one of their parents died while serving in the armed forces

6. Roles and responsibilities

6.1 Head Teacher and senior leadership team

The headteacher and senior leadership team are responsible for:

- Keeping this policy up to date, and making sure it is implemented across the school
- Making sure all school staff are aware of their role in raising the attainment of disadvantaged pupils and supporting pupils with parents in the armed forces
- Planning pupil premium spending and keeping this under constant review, using an evidence-based approach and working with virtual school heads where appropriate
- Monitoring the attainment and progress of pupils eligible for the pupil premium to assess the impact of the school's use of the funding
- Reporting on the impact of pupil premium and service pupil premium spending to the governing board on an ongoing basis
- Publishing the pupil premium strategy statement on the school's use of the pupil premium in each academic year on the school website, in line with the DfE's [guidance on using the pupil premium](#) and using the templates on GOV.UK
- Providing relevant training for staff, as necessary, on supporting disadvantaged pupils and raising attainment

6.2 Governors

The governing board is responsible for:

- Holding the headteacher to account for the implementation of this policy
- Making sure the school is using pupil premium funding appropriately, in line with the rules set out in the conditions of grant
- Monitoring the attainment and progress of pupils eligible for the pupil premium, in conjunction with the headteacher, to assess the impact and effectiveness of the school's use of the funding
- Monitoring the school's use of the service pupil premium to assess the effectiveness of the school's use of the funding in providing pastoral support to service children

- Monitoring whether the school is ensuring value for money in its use of the pupil premium
- Challenging the Head Teacher to use the pupil premium in the most effective way
- Setting the school's ethos and values around supporting disadvantaged members of the school community

6.3 Other school staff

All school staff are responsible for:

- Implementing this policy on a day-to-day basis
- Setting high expectations for all pupils, including those eligible for the pupil premium
- Identifying pupils whose attainment is not improving in response to interventions funded by the pupil premium, and highlighting these individuals to the senior leadership team
- Sharing insights into effective practice with other school staff

6.4 Virtual school heads

Virtual school heads are responsible for managing pupil premium funding for children looked after by a local authority and allocating it to schools. Their responsibilities include, but are not limited to:

- Identifying the eligible looked-after children and informing the local authority
- Making sure methods for allocating and spending the funding ensure that looked-after children benefit without delay
- Working with each looked-after child's educational setting to put together a personal education plan, agree how pupil premium funding will be spent to meet the need identified in this plan, and ensure the funding is spent in this way
- Demonstrating how pupil premium funding is raising the achievement of looked-after children

Virtual school heads are in charge of promoting the educational achievement of all the children looked after by the local authority they work for.

7. Monitoring arrangements

This policy will be reviewed annually by the Curriculum Committee.

8. Links with other policies

This policy is linked to:

- Pupil mental health and wellbeing policy
- SEND Policy
- Single Equality Policy
- Accessibility Policy
- Pupil Mental Health and Wellbeing Policy
- Attendance Policy