
OVERSTONE PARK SCHOOL

Pupil Premium Policy



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Overstone Park, Northampton, NN6 0DT

Pupil Premium Policy

Date	Review Date	Pupil Premium Champion	Reviewers
September 2026	September 2027	Mrs. D. York	Mrs. M. F. Brown Mrs. D. York

Pupil Premium (PP)

We believe this policy should be a working document that is fit for purpose, represents the school ethos, enables consistency and quality across the school and is related to the following legislation:

- Adoption and Children Act 2002
- Education Act 2002
- Equality Act 2010

The following documentation is also related to this policy:

- Equality Act 2010: Advice for Schools (DfE)
- Pupil Premium 2014 to 2015; conditions of grant (DfE)

We are aware that the Pupil Premium, which is aimed at children from Reception to Year 11 pupils, is additional funding given to schools in order to address the inequalities between those children eligible for free school meals and their peers.

It is our duty to use the Pupil Premium effectively in order to raise achievement and narrow the gap between those children from low income families, looked after children, children whose parents are serving in the armed forces and their peers.

We have in place a Pupil Premium Champion who is responsible for coordinating all activity relating to the support of pupils facing disadvantage and will track and monitor academic, pastoral and enrichment provision.

We have adopted the process for deciding how to spend the PP by acknowledging the ‘Ten point plan on spending the pupil premium successfully’ as outlined by the National Pupil Premium Champion:

Step	Action
Step 1	Set an ambition for what we want to achieve with Pupil Premium funding.
Step 2	The process of decision-making on PP spending starts with an analysis of the barriers to learning for PP pupils.
Step 3	Decide on the desired outcomes of our PP spending.
Step 4	Against each desired outcomes, identify success criteria.
Step 5	Evaluate the effectiveness and impact of our current PP strategies and change them if necessary.
Step 6	Research the evidence of what works best.
Step 7	Decide on the optimum range of strategies to be adopted.
Step 8	Staff training in depth.
Step 9	Monitor the progress of PP-eligible pupils frequently.

Step	Action
Step 10	Put an audit trail on the school website for PP spending.

It is our intention to disaggregate the Pupil Premium funding from the main school budget and to target the groups of pupils that it is intended for. Also, the funding will be spent on strategies considered to be the most effective on raising achievement.

We understand that we will be held accountable on how we use the Pupil Premium and that the achievements must be quantifiable. This will be done by using the school's performance tables to compare the achievement of Pupil Premium pupils with their peers.

By using pupil tracking data effectively we can identify the strengths and weaknesses of individual pupils and groups and then provide the relevant support that is necessary in order to accelerate pupil progress.

Every year we will publish online details on how we intend to spend our Pupil Premium allocation plus an evaluation of its impact from the previous year.

We will strive to improve the life chances of all disadvantaged pupils by using the extra financial resources of the Pupil Premium wisely and thereby narrow the gap.

We have a clear vision for what all our pupils will achieve through:

- a whole school ethos of attainment for all;
- addressing behaviour and attendance;
- high quality teaching for all
- meeting individual learning needs;
- deploying staff effectively;
- data driven and responding to evidence;
- clear, responsive leadership.

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

Aims

- To raise achievement and narrow the gap between those children eligible for free school meals and their peers.
- To identify the strengths and weaknesses of individual pupils and groups by the effective use of pupil performance data.
- To provide relevant support that it necessary in order to accelerate pupil progress.
- To ensure compliance with all relevant legislation connected to this policy.
- To work with other schools and the local authority to share good practice in order to improve this policy.

Responsibility for the Policy and Procedure

Role of the Principal and Senior Leadership Team

The Principal and the Senior Leadership Team will:

- ensure all school personnel, pupils and parents are aware of and comply with this policy;
- provide strong leadership and have high expectations to raise achievement;
- lead by example and accept no excuses;
- make creative, evidence-based decisions based on a detailed understanding of pupils' needs;
- use data effectively to identify children who are underachieving;
- put in to place effective strategies and interventions such as:
 - additional teaching and support staff
 - one-to-one support
 - reduced class sizes
 - small group work
 - specialised curriculum tuition
 - specialised IT software
 - additional learning sessions outside school hours
 - educational visits
 - parent engagement programmes
- evaluate the impact of these strategies and interventions
- annually report to parents under the following headings:
 - A description of the Pupil Premium
 - The total amount allocated for the current academic year
 - How the money will be spent
 - Statement comparing the effect of the expenditure with the attainment of those pupils eligible for the Pupil Premium
- ensure that the Pupil Premium Grant is a prominent element of the school development plan;
- work closely with the link governor and coordinator;
- provide leadership and vision in respect of equality;
- make effective use of relevant research and information to improve this policy;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy by:
 - monitoring learning and teaching through observing lessons
 - monitoring planning and assessment
 - speaking with pupils, school personnel, parents and governors
- provide termly reports outlining:
 - what progress has been made towards narrowing the gap for socially disadvantaged pupils
 - the provision that has been used since the last report
 - a pupil progress cost effectiveness evaluation
- annually report on the success and development of this policy.

Role of the Pupil Premium Champion

The Pupil Premium Champion will:

- collect, analyse and use data relating to individual pupils and groups;
- constantly focus on the quality of teaching;
- identify the main barriers to learning for PP-eligible pupils;
- use the Education Endowment Foundation Toolkit to decide on which strategies are likely to be most effective in overcoming barriers to learning;
- train teaching and support staff on the chosen strategies;
- undertake the frequent monitoring of the progress of every PP-eligible pupil;
- put in interventions when a pupil's progress slows;
- engage parents/carers in the education and progress of their child;
- address poor attendance;
- ensure all staff understand and accept the importance of the PP agenda;
- evaluate the effectiveness of teaching assistants and if necessary increase through training and improved deployment;
- provide awareness training (Accredited to Dr. John Dunford, National Pupil Premium Champion)
- lead the development of this policy throughout the school;
- work closely with the Principal
- report to the Senior Leadership Team as required and advise where appropriate;
- carry any other duties as directed by the Principal as may from time-to-time be agreed in accordance with the nature of the job as described above;
- make effective use of relevant research and information to improve this policy;
- provide training for all staff on induction and when the need arises;
- keep up-to-date with new developments and resources;
- review and monitor;
- annually report on the success and development of this policy.

Role of School Personnel

School personnel will:

- work closely with the PP Champion;
- identify barriers that pupils experiencing disadvantage face;
- identify those pupils not on track to make expected progress;
- use pupil data effectively;
- use support staff effectively;
- put into place a number of strategies and interventions;
- praise and celebrate achievement;
- be aware of all other linked policies;
- maintain high standards of ethics and behaviour within and outside school and not to undermine fundamental British values;
- work in partnership with parents and carers, keeping them up-to-date with their child's progress and behaviour at school;
- implement the school's equalities policy and schemes;

- report and deal with all incidents of discrimination;
- attend appropriate training sessions on equality;
- report any concerns they have on any aspect of the school community.

Role of Pupils

Pupils will:

- be aware of and comply with this policy;
- be encouraged to work in partnership with the school by making decisions and exercising choice in relation to their educational programme;
- listen carefully to all instructions given by the teacher;
- ask for further help if they do not understand;
- treat others, their work and equipment with respect;
- support the school Code of Conduct and guidance necessary to ensure the smooth running of the school;
- liaise with the school council;
- take part in questionnaires and surveys.

Role of the School Council

The School Council will be involved in:

- determining this policy;
- discussing improvements to this policy during the school year;
- organising surveys to gauge the thoughts of all pupils;
- reviewing the effectiveness of this policy

Role of Parents/Carers

Parents/carers will:

- be aware of and comply with this policy;
- be encouraged to take an active role in the life of the school by attending:
 - parents and open evenings
 - parent-teacher consultations
 - class assemblies
 - school concerts
 - fundraising and social events
- be encouraged to work in school as volunteers;
- be encouraged to organise after school clubs or groups;
- be asked to take part in periodic surveys conducted by the school;
- ensure regular and punctual attendance;
- notify school on the first day of pupil absence;
- have holidays in term time and authorised by school;
- encourage effort and achievement;
- encourage completion of homework and return it to school;
- provide the right conditions for homework to take place;

- hand in homework on time;
- support the school Code of Conduct and guidance necessary to ensure smooth running of the school;
- ensure correct school uniform is worn.

Raising Awareness of this Policy

- School Handbook/Prospectus;
- School website;
- Staff Handbook;
- Meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops;
- School events;
- Meetings with school personnel;
- Written communications with home such as weekly newsletters and of end of half term newsletters;
- Annual report to parents;
- Headteacher reports to the Governing Body;
- Information displays in the main school entrance;
- Text messages
- Email
- Social media:
 - Facebook
 - Twitter
 - Virtual pin boards
 - School blog

Training

All school personnel:

- have equal chances of training, career development and promotion
- receive training on induction which specifically covers:
 - All aspects of this policy
 - School Improvement
 - School Effectiveness
 - Use of Data
 - Target Setting
 - Reducing the Impact of Poverty and Disadvantage on Pupil Attainment
 - Emotional Health & Wellbeing of Children & Young People
 - Looked After Children
 - Equal opportunities
 - Inclusion
- receive periodic training so that they are kept up-to-date with new information

- receive equal opportunities training on induction in order to improve their understanding of the Equality Act 2010 and its implications.

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

Principal: Mrs. M. F. Brown

Date: September 2026