



## **Pupil Premium Policy**

<b>Document Control Information</b>			
Document Title, Issue and Date Pupil Premium, Issue 1, February 2022			
Review Period: Annually		Review Committee: Governors/ Head Teacher	
Revision History (most recent first)			
<b>Author</b>	<b>Summary of changes</b>	<b>Issue</b>	<b>Date Authorised</b>
T Tushingam	New policy	1	February 2022
T Tushingam	Review of policy	2	February 2023
<b>Authorisation</b>			
Approved By:	Governors/ Head Teacher		
Date Approved:	March 2023		
Date of Next review:	February 2024		
Document Owner & Reviewer:	SLT/ Governors		
<b>Equality Impact</b>			
Statement	<p>We welcome feedback on this document and the way it operates. We are interested to know of any possible or actual adverse impact that may affect any groups in respect of any of the equalities act 2010 protected characteristics.</p> <p>The person responsible for equality impact assessment for this document is Laura Millard/Natalie Gordon</p>		
Screening	<p>This document has been screened by the Equality Team and the impact has been assessed as:</p> <p><input type="checkbox"/> Not applicable  <input type="checkbox"/> Low  <input type="checkbox"/> Medium  <input type="checkbox"/> High</p>		



## **1. Definition and Aims**

- 1.1 At Hollinwood Academy, we have high aspirations and ambitions for our children and young people and we believe that no child should be left behind. We strongly believe that it is not about where you come from but your passion and thirst for knowledge, and your dedication and commitment to learning that makes the difference between success and failure, and we are determined to ensure that our children and young people are given every chance to realise their full potential. Pupil premium funding represents a significant proportion of our budget and this policy outlines how we will ensure it is spent to maximum effect.
- 1.2 The pupil premium is a government initiative that is designed to support children and young people from deprived backgrounds. Research shows that children and young people from deprived backgrounds underachieve compared to their peers. The premium is provided to enable these children and young people to be supported to reach their potential.
- 1.3 The Government has used students entitled to free school meals (FSM), looked after children and service children as indicators of deprivation, and has provided a fixed amount per student based on the number of students registered for FSM over a rolling six year period. At Hollinwood Academy we use the indicator of those eligible for FSM as well as identified vulnerable groups as our target children to 'close the gap' regarding attainment.
- 1.4 When making decisions about using pupil premium funding it is important to consider the context of the school and the subsequent challenges faced. Common barriers can include less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties, and attendance and punctuality issues. There may also be complex family situations that prevent children and young people from flourishing. The challenges are varied and there is no "one size fits all".

## **2. Legislation and guidance**

This policy is based on the pupil premium allocations and conditions of grant guidance 2022 to 2023, published by the Education and Skills Funding Agency. It is also based on guidance from the Department for Education (DfE) on virtual school heads' responsibilities concerning the pupil premium, and the service premium.

## **3. Purpose of the Grant**

- 3.1 The pupil premium grant is additional funding allocated to publicly funded schools to raise the attainment of disadvantaged children and young people and support students with parents in the armed forces. The school will use the grant to support these groups, which comprise students with a range of different abilities, to narrow any achievement gaps between them and their peers. We also recognise that not all students eligible for pupil premium funding will have lower attainment than their peers. In such cases, the grant will be used to help improve students' progress and attainment so that they can reach their full potential.
- 3.2 We will publish information on the school's use of the pupil premium on the school website in line with the requirements set out in our funding agreement and the DfE's guidance on what academies should publish online, using the templates on GOV.UK.



#### **4. Eligible students**

The pupil premium is allocated to the school based on the number of eligible students who are known to have been eligible for free school meals at any point in the last 6 years (as determined by the DfE's latest conditions of grant guidance).

##### 4.1 Eligible students fall into the categories explained below.

Ever 6 free school meals Students recorded in the most recent October school census who are known to have been eligible for free school meals at any point in the last 6 years (as determined by the DfE's latest conditions of grant guidance). This includes students first known to be eligible for free school meals in the most recent October census. It does not include students who received universal infant free school meals but would not have otherwise received free lunches.

##### 4.2 Looked after children Students who are in the care of, or provided with accommodation by, a local authority in England or Wales for at least 1 day. Allocations will be provisionally based on the children looked-after data return in March of the previous year, and then confirmed in December of the current year based on the children looked-after data return in March of the current year.

##### 4.3 Post-looked after children Students recorded in the most recent October 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.

##### 4.4 Ever 6 service children Students 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 (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.

#### **5. Roles and responsibilities**

##### 5.1 Headteacher and senior leadership team

The headteacher and senior leadership team are responsible for:

- Keeping this policy up to date, and ensuring that it is implemented across the school.
- Ensuring that all school staff are aware of their role in raising the attainment of disadvantaged children and young people and supporting students 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 children and young people eligible for the pupil premium to assess the impact of the school's use of the funding.
- Reporting on the impact of pupil premium spending to the governing board on an ongoing basis.
- Publishing information on the school's use of the pupil premium on the school website, as required by our funding agreement and in line with guidance from the DfE.
- Providing relevant training for staff, as necessary, on supporting disadvantaged students and raising attainment.

##### 5.2 Governors

The governing board is responsible for:

- Holding the headteacher to account for the implementation of this policy.



- Ensuring 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 children and young people 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 whether the school is ensuring value for money in its use of the pupil premium.
- Challenging the headteacher 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.

### 5.3 Other school staff

All school staff are responsible for:

- Implementing this policy on a day-to-day basis.
- Setting high expectations for all children and young people, including those eligible for the pupil premium.
- Identifying students 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.

### 5.4 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 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.

## **6. School Approach**

- 6.1 We will ensure that all staff are involved in the analysis of data so that they are fully aware of strengths and weaknesses across the school and are involved in the analysis of data and identification of students.
- 6.2 We use research to support us in determining the strategies that will be most effective.
- 6.3 All staff are aware of who pupil premium and vulnerable children and young people are.
- 6.4 All pupil premium children and young people benefit from the funding, not just those who are underperforming.
- 6.5 Underachievement at all levels is targeted (not just lower attaining students).
- 6.6 Children's individual needs are considered carefully so that we provide support for those children who could be doing even better with additional support/interventions.



### 6.7 **Monitoring and Evaluation**

- 6.8 We will ensure that a wide range of data is used – achievement data, students’ work, observations, learning walks, case studies, and staff, student and parent voice.
- 6.9 We will collect assessment data termly so that the impact of interventions can be monitored regularly. Assessments are closely moderated to ensure they are accurate.
- 6.10 Teaching staff and support staff attend and contribute to pupil progress meetings each term and the identification of children is reviewed.
- 6.11 Regular feedback about performance is given to children, young people and parents.
- 6.12 Interventions are adapted or changed if they are not working.
- 6.13 A designated member of the SLT maintains an overview of pupil premium spending.

When reporting about pupil premium funding we will include:

- Information about the context of the school
- Objectives for the year
- Reasons for decision making
- Analysis of data
- Nature of support and allocation
- Learning in the curriculum
- Social, emotional and behavioural issues
- Enrichment beyond the curriculum
- Families and community
- An overview of spending
- Total PPG (pupil premium grant) received
- Total PPG spent
- A summary of the impact of PPG
- Performance of disadvantaged students (compared to non-pupil premium students)
- Other evidence of impact e.g. Ofsted, Accreditations

