



Hanley Castle

High School

PUPIL PREMIUM POLICY

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THE PUPIL PREMIUM

The Pupil Premium is additional funding which is allocated to schools on the basis of the number of pupils who have been eligible for free school meals (FSM) at any point over the last six years (known as 'Ever 6 FSM'). The Pupil Premium is aimed at addressing the current underlying inequalities that exist between children from disadvantaged backgrounds and their more affluent peers.

The Pupil Premium also provides funding for children who have been looked after continuously for more than six months and the children of service personnel.

The Pupil Premium was initially introduced in April 2011 when schools received an additional £488 for each of their pupils eligible for free school meals. In April 2012 this was increased to £623, and a further increase has seen the amount rise to £935 per eligible pupil (from Sept 2014). Children of service personnel receive a lower amount of £300.

The DfE has given us the freedom to use the Pupil Premium as we see fit, based upon our knowledge of our pupils' needs.

'It is for schools to decide how the Pupil Premium, allocated to schools per FSM pupil, is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility.'

However, we are accountable for the use of this additional funding.

PURPOSE OF THE PUPIL PREMIUM POLICY

The purpose of this policy is to outline how we will ensure that the Pupil Premium allocated to HCHS has an impact on closing the attainment gaps which may exist between pupils from disadvantaged backgrounds and their peers.

As a school in receipt of Pupil Premium funding, we are accountable to the parents and school community for how HCHS uses this additional resource to narrow the achievement gaps. New measures have also been included in the performance tables that are published annually on a national level. These capture the achievement of pupils covered by the Pupil Premium.

We are aware that under The School Information (England) (Amendment) Regulations 2012, Schedule 4 there is specified information which has to be published on a school's website.

Section 9 of this regulation requires schools to publish *'The amount of the school's allocation from the Pupil Premium grant in respect of the current academic year; details of how it is intended that the allocation will be spent; details of how the previous academic year's allocation was spent, and the effect of this expenditure on the educational attainment of those pupils at the school in respect of whom grant funding was allocated'*.

In this policy HCHS will publish the above information. In meeting this requirement we will observe our continuing responsibilities under the Data Protection Act 1998, so that individuals or groups of individuals, including children funded through the Service Premium cannot be identified.

HOW HCHS WILL MAKE DECISIONS REGARDING THE USE OF THE PUPIL PREMIUM

In making decisions on the use of the Pupil Premium HCHS will:

- Ensure that Pupil Premium funding allocated is used solely for its intended purpose. We also recognise that the Direct Schools Grant (DSG) has an element of deprivation funding included in it to also address the attainment of our disadvantaged pupils.
- Use the latest evidence based research¹ on proven strategies that work to narrow the attainment gaps and adapt these as necessary to meet the needs of our pupils.
- Be transparent in reporting on how the Pupil Premium has been used so that parents and carers, interested stakeholders and Ofsted are fully aware of how this additional resource has been used to make a difference.
- Encourage the take up of FSM by working proactively with parents and carers in a sensitive and supportive manner and remove any potential barriers or stigma attached to claiming FSM. In doing so, we also recognise the vital role that parents and carers play in the lives of their children.
- Be mindful of the fact that eligibility and take up of FSM does not equate to pupils being considered 'low ability' because of their social circumstances.
- Ensure there is robust monitoring and evaluation in place to account for the use of the Pupil Premium, by the school and Governing Body.
- Recognise the fact that FSM pupils are not a homogeneous group but cover a wide range of needs. As such the strategies used to raise attainment will take these group and individual needs fully into account.
- Use high quality teaching and learning as the preferred way to narrow the gaps in attainment in the first instance. We will also use high quality interventions with proven evidence of impact to assist pupils who need additional support in a time limited way.
- Use the Pupil Premium for all year groups not just those taking examinations at the end of the year.

INDIVIDUAL REQUESTS FOR FINANCIAL SUPPORT

- Priority will be given to funding directly linked to teaching and learning activities.
- In addition to the substantial amount of Pupil Premium funding that is used to support teaching and learning through the strategies documented in the payment plan, a sum of money will be set aside each year to support Premium Pupil families with additional costs related to school. Examples of such costs might be educational visits, uniform, music tuition, revision materials, and essential school equipment.
- Parents and carers are required to complete an official request form for financial assistance, available on the school website or from the school office. Parents and carers will be informed of the outcome of their requests.
- Trips and visits will be categorised as either "essential", "advisable" or "optional" in relation to students' academic progress.
- "Essential" visits will attract up to 100% funding; "advisable" visits; up to 50% and for "optional" visits, a contribution may be made depending on funds available.
- Contributions to uniform costs may be made and blazers, as the most expensive item, will take priority.
- Other requests will be considered on a case-by-case basis.

¹ Such as The Sutton Trust - Education Endowment Foundation, Teaching and Learning Toolkit <http://educationendowmentfoundation.org.uk/toolkit/> which is regularly updated & The Institute of Effective Education at University of York, <https://www.york.ac.uk/iee/>, which researches 'what works' in teaching and learning and promotes the use of evidence in education policy and practice. The two Ofsted reports - 'Pupil Premium', 20th September 2012, <http://www.ofsted.gov.uk/resources/pupil-premium> and the latest 11th February 2013, 'The Pupil Premium: How schools are spending the funding successfully to maximise achievement' www.ofsted.gov.uk/resources/pupil-premium-how-schools-arespending-funding-successfully-maximise-achievement are examples of the research evidence and case studies of best practice which we seek to use.

DEVELOPMENT OF THE POLICY

This policy has been developed in consultation with our Pupils, Staff, Governors, Parents and Carers. It is part of the commitment to reducing inequalities in outcomes and promoting the inclusive nature of the work we do at HCHS.

In developing this policy account has been taken of our statutory responsibilities in meeting the requirements of the Equality Act 2010. The Equality Act 2010 requires HCHS, as a public organisation, to comply with the Public Sector Equality Duty (PSED) Some pupils covered under the “protected characteristics” of the Equality Act, especially minority ethnic, English as an additional language, Special Educational Needs and pupils with disabilities can suffer from higher rates of disadvantage and therefore can have higher rates of eligibility for FSM. Where this is the case, these additional needs shall be taken into account.

In developing this Pupil Premium Policy, account has also been taken of the Education Inspection Framework 2019 which places a strong focus on improving the learning and progress of different groups and on closing any possible gaps in standards. Note has also been taken that Ofsted has a statutory duty to report on the outcomes and provision for pupils who are disadvantaged.

LINKS TO OTHER POLICIES AND DOCUMENTATION

This policy is the key document outlining the approach to closing all possible gaps in attainment and achievement of our pupils from disadvantaged backgrounds. HCHS will, however ensure that information about our responsibilities under the Equality Act 2010 for other pupils (not covered by Pupil Premium) for whom closing any possible gap remains an issue, will also be included in key documents such as the school development plan, self-evaluation review, the school prospectus, school web site and newsletters.

There will also be references to disadvantaged pupils in the Behaviour, Admissions, SEN and Anti-Bullying policies, as well as minutes of meetings involving governors, the whole staff, and the Senior Leadership Team and School Council.

ROLES AND RESPONSIBILITIES

HCHS expects all members of the school community, particularly staff and governors to be committed to raising standards and closing all possible attainment gaps for our pupils.

The Head and Senior Leadership Team

The Head and Assistant Head Teacher (AHT - Teaching and Learning) of the Senior Leadership Team are responsible for implementing this policy. They will ensure that all members of staff are aware of their responsibilities in closing all possible gaps of our pupils. They will also ensure that members of staff are given appropriate support and relevant professional development opportunities to accelerate pupil progress and attainment. Through performance management arrangements, they will make sure closing all possible gaps is a priority area of focus for the school.

It will be the responsibility of the Head to include the following information in the annual report to the Governing Body:

- the progress made towards closing all possible gaps, by year group, for pupils from disadvantaged backgrounds,
- an outline of the provision that has been made since the last annual report,
- an evaluation of cost effectiveness, in terms of the progress made by the pupils receiving a particular provision, when compared with other forms of support.

An AHT (Teaching and Learning) has day to day responsibility for coordinating the implementation of this policy and monitoring outcomes. S/he has expert and informed knowledge of evidence based research of 'what works' and 'how' it works in closing all possible gaps. S/he knows how to customise this research to fit the needs of our pupils and school context.

The Business Manager will monitor the use of the Pupil Premium on a monthly basis and track the allocation and use of Pupil Premium funding. S/he will also assess whether it is providing value for money.

Teaching and Support Staff will:

- maintain and enhance the highest expectations of all pupils and not equate disadvantage of circumstance with 'low ability',
- promote an inclusive and collaborative ethos in their classrooms which enable pupils from disadvantaged backgrounds to thrive,
- plan and deliver curricula and lessons to a high standard and support the acceleration of progress in learning, so that gaps can be narrowed and improvements maintained.
- support disadvantaged groups of pupils in their class through differentiated planning and teaching, especially for those who find aspects of learning difficult and are in danger of falling behind,
- keep up-to-date with teaching strategies and research which have a proven track record in closing any possible gaps in attainment and achievement.

HCHS will provide opportunities for Staff to engage in a range of professional development opportunities suited to their particular needs and role. This will support them in implementing successful strategies to accelerate progress of pupils and narrow the gaps.

Governing Body

The Governing Body has an important role in ensuring the school complies with legislation and that this policy, along with its specific stated actions for closing any possible gaps is implemented.

The Responsible Officer (RO) is accountable for ensuring the implementation of this policy.

The Governing Body will, at least termly, keep the work in closing all possible gaps under review so that they can monitor the use of the Pupil Premium. In monitoring and evaluating the work of the school in relation to the Pupil Premium, the Governing Body will take into account a range of information, including quantitative (data on progress and attainment) and qualitative (case studies, views, surveys, etc.) data as evidence of impact.

At the end of the academic year, the Governing Body will ensure that there is an annual statement to parents on how the Pupil Premium funding has been used to address the issue of closing any possible gaps in our school and the impact this has had.

KEY CONTACTS 2015-16

Jacqui Burrows – Assistant Head teacher (Teaching & Learning)

MONITORING AND REVIEWING THE POLICY

The work in relation to the Pupil Premium will be reviewed on a termly basis to ensure it is having the intended impact in closing all possible gaps. This will allow HCHS to make

adjustments if particular strategies are not working well, rather than waiting until the end of the year.

The Pupil Premium Policy will be reviewed on an annual basis and adjustments will be made to it according to the impact the school is having in closing all possible gaps. It will also take into consideration any increased funding that becomes available under the Pupil Premium Grant.

HCHS recognises the importance of context and will evaluate new strategies as robustly as possible to ensure that the approaches we are using have the desired effect.

This annual review will involve staff, pupils, governors, parents and carers.

DISSEMINATING THE POLICY

This Pupil Premium Policy along with the details of actions will be published:

- on the website (with paper copies available on request in the school office)
- in the Staff electronic handbook on FROG and as part of induction for new staff

HCHS will also use other methods and occasions such as parents' evenings and assemblies, as appropriate, to share information about the Pupil Premium.

APPEALS PROCEDURE

Any appeals against this policy can be made through the formal Complaints Procedure Policy which is available on the school website.

SIGNED AND DATED

Head.....

Chair of Governing Body.....

Date of Policy.....

Review Dates



