

**The Hills Academy**

# **Pupil Premium Policy**

*Updated: November 2024*

*Scheduled Review Date: November 2026*



# **POLICY**

Headteacher: Mrs. Moya Whitehead

Named personnel with designated responsibility for Safeguarding

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### 1. Details of staff training and training provider

Date	Staff	Training and provider
3/5/19	All teachers	DB – gave a teach meet to all teaching staff about Pupil Premium looking at both the national picture and what as a school we are doing.
Academic Year 2020 -2021	All teachers	TES course – looking at how to plan and teach with differentiation to meet the individual needs of the children in the class
INSET – January 2021	All teaching staff	Working memory – looking at different strategies for supporting children with poor working memories
January 15 <sup>th</sup> 2021	DB	TES course -Effective teaching strategies for teaching children with EAL
January 15 <sup>th</sup> 2021	DB	TES course – Effective strategies for supporting children with phonics
INSET September 21	All teaching staff	Ed Psych Training – Identifying different types of learning difficulties
17 <sup>th</sup> November 21	Teachers	Sharon Skilling – identifying anxiety

8/12/21 / 23/3/22 and 18/5/22	Teachers	VT/ZP/JP – talking success – staff meetings looking at speech, language and communication needs in children and how to support these needs in the classroom
Various dates across 2023-2024	HD and RA	Talk for writing training (year2)
Various dates across 2024-2025	ZT/AB/SL/NP/MP	Talk for writing training (year 1 and FS)
INSET SEPT 24 and 9/10/24	All teachers	CUSP TRAINING

**2) Background:**

The Pupil Premium is a Government initiative that was introduced in 2011. Its purpose was to help schools close the attainment gap between children from a disadvantaged start in life and/or from a low-income household and their peers. From 2011, you get Pupil Premium funding if, you had free school meals at any point in the last six years, were a child with a parent who serves in the armed forces or a looked after child. Extra money was targeted at these groups of pupils, which research shows under achieve compared to their peers. The Pupil Premium funding is provided to support these groups of pupils in reaching their potential and to narrow the attainment gap between them and their peers.

Then in 2013, the government introduced Pupil Premium Plus for looked after and previously looked after children. Its purpose was to acknowledge the enduring impact of trauma and loss on children’s lives and the key role of schools in supporting children who have had a difficult start to life. You get Pupil Premium Plus funding if you are in local authority care, are adopted or have left care under a special guardianship order.

The Government have used pupils who have been entitled to free school meals in the past 6 years (FSM) as an indicator for deprivation, and have deployed a fixed amount of money to schools per pupil, based on the number of pupils registered for free school meals.

Pupil Premium plus money for looked after and previously looked after children, is to be used to support children’s emotional, social and educational needs by providing specific support to raise their attainment and address their wider needs. Schools get a fixed amount of money per pupil premium plus child and, in recent years, it increases slightly year on year. Research has shown that this group of children can particularly struggle with attachment relationships with adults, managing peer relationships, managing their feelings and behaviour, coping with transitions, have poor executive functioning skills and have low-level attainment.

**3) Early Years Pupil Premium (EYPP)**

The aim of the Early Years Pupil Premium (EYPP) is additional funding for early years settings to close the gap between children from disadvantaged backgrounds and other children by providing additional funding to settings such as ours, therefore providing the opportunity to raise the quality of provision we offer.

All children aged three and four, who meet the eligibility criteria will benefit from the funding. This funding is paid directly to us on an hourly rate basis, linked to claimed hours for entitled children. In order to be able to claim this funding we require parents to sign the funding agreement which asks for details of parent’s date of birth and National Insurance number.

#### **4) Principles:**

It is our belief, at The Hills Academy, that all the children in our school achieve their potential irrespective of their background or any disadvantage they have faced in their life. We recognise that some children who do not receive free school meals are vulnerable or socially disadvantaged. Therefore, we reserve the right to allocate pupil premium spending on our most vulnerable learners and learners which the school has recognised as being vulnerable or socially disadvantaged. We seek to ensure that we meet the individual needs of every single child by ensuring quality first teaching underpins all our teaching and we are aspirational for all. We will aim to identify and know the potential academic and non-academic barriers for each of all most disadvantaged learners and use school assessments and attendance data to support our understanding. We will then tailor individual or small group support to these children to target their specific needs. Furthermore, we also recognise that involvement in extra curricula activities, trips and residential trips are essential in forming lifelong skills and 'memory making moments.' Therefore, The Hills Academy will contribute towards the costs for our most vulnerable pupils as we value the opportunities for personal growth and development they afford our children.

#### **5) Aims:**

All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations and supporting the children's mental and emotional welfare. We recognise that this starts with quality first teaching and carefully differentiated planning that is aspirational for all.

#### **6) Provision:**

- Quality first teaching underpins all our pupil premium work, including using the lesson rubric
- Half-termly pupil progress meetings to track the progress of all children including pupil premium children. The pupil premium coordinator will keep a record of half termly pupil premium teacher assessments and termly progress test score results
- An aspirational curriculum which is designed to offer maximum flexibility to meet the needs of individuals
- Class teachers will highlight in their weekly English and maths planning where pupil premium children are to get focused support in class lessons by the teacher or TA.
- Each pupil premium child will be a weekly reader
- A range of practical resources to support the needs of individuals or groups of pupils.
- Providing in school support for children with special educational needs.
- Carefully planned one to one or small group interventions delivered through trained TAs, teachers or external agencies.
- The pupil premium coordinator will individually tutor pupil premium children in rotated weeks across year groups 1-6 (unless circumstances dictate otherwise). Targets will be provided by the class teacher using their assessment data and Arbor. The pupil premium coordinator will individually teach these targets through bespoke planning or through adapted class plans for each pupil premium child.
- Constant staff development and training to ensure that all staff in school are able to provide for each individual child.
- Individual mentoring and support programmes – including emotional and mental welfare support
- Broad and varied extra-curricular clubs to offer experiences outside of the classroom
- Access to the library, during some dinnertimes, to promote reading and a love of books.

- Craft activities, during some dinnertimes, to promote an enjoyment of craft and to support friendships and emotional welfare
- Homework club is available to support children complete their homework in school
- Family welfare support group
- Breakfast club
- Financial support to ensure that children do not miss educational opportunities due to financial hardship i.e. educational visits, residential visits and after school clubs

**Support provided by the pupil premium coordinator includes:**

- Producing a yearly action plan and pupil premium strategy
- Carrying out a yearly pupil premium pupil voice to ascertain the views of this group of learners
- Monitoring attendance
- Producing half termly pupil premium progress data for the SLT and class teachers
- Producing termly progress check data for the SLT and class teachers
- Termly, carrying out pupil premium English and maths book looks
- Meeting with the governors to report on pupil premium children
- At the start of the academic year, preparing reports for each class teacher about the assessment and individual needs of the pupil premium children in their new class

**7) Reporting:**

It will be the responsibility of the Head teacher and Assessment coordinator to produce termly reports for the Governors on:

The progress made towards narrowing the gap by year group for socially disadvantaged pupils.

An outline of the provision and changes made.

An evaluation of the cost effectiveness in terms of progress made by the pupils receiving a particular provision, when compared with other forms of support.

The Governors of the school will ensure that there is an annual statement to parents on how the pupil premium funding has been used to address the issue of narrowing the gap for socially disadvantaged pupils. This task will be carried out within the requirements published by the DFE.

**8) Appeals:**

Any appeals against this policy will be through each school's complaints procedure.

**9) Equal Opportunities:**

The Hills Academy is committed to working towards equality of opportunity for all children, regardless of age, ability, gender, race and social circumstances. All pupils are of equal value and have the same right to take part in the varied activities and opportunities wherever possible.

**10) Inclusion:**

There is a commitment to inclusive practice. Inclusion is the responsibility of everyone in the school. The Equality Act 2010 provides an updated statutory framework to ensure that all people with protected characteristics are given equal opportunities. All children have the right to attend a mainstream school, unless their parents choose otherwise or if this is incompatible with 'efficient education for other children.' Alongside the act The Disability Equality Duty (DED), introduced into The Disability Discrimination Act in 2005, place new duties on schools not to treat disabled pupils less favourably than others and to make 'reasonable adjustments' to ensure that they are not disadvantaged. This may involve disabled pupils receiving more favourable provision.

## 11) Linked policies

These include:

- \* Curriculum policy
- \* Safeguarding policy
- \* Charges and remissions policy
- \* Inclusion policy
- \* Equal opportunities policy

Amendment Details	Made By	Date
PP 1-2 – Further details included about the difference between pupil premium and pupil premium plus	D Bennett	May 2019
P 3 – Further details given about the provision available Pupil Premium Champion to work weekly with each pupil premium child. Class teachers to highlight in weekly English and maths planning when PP children will get support in lessons.	D Bennett	May 2019

<p>Pupil Premium Champion to attend weekly homework club to support KS2 PP children.</p> <p>Breakfast club</p> <p>PP children have access to the library at dinner times through the school librarian</p> <p>PP champion to attend pupil progress meeting</p>		
<p>P3 - The way pupil premium children are supported by the pupil premium champion. The children are now tutored individually in a six weekly cycle.</p> <p>P4 – Assessments – The pupil premium champion keeps a record of termly attainment for each pupil premium pupil and produces a document showing black and red targets for maths and English, at the end of the academic year, for the next class teacher.</p> <p>P4 - Covid provision (new information)</p> <p>P4 – Carrying out pupil voice each year (new provision)</p>	D Bennett	June 22
<p>A rewrite of the <b>principles</b> of the pupil premium provision so it links directly to the pupil premium strategy</p>	D Bennett	November 24
<p>Recognising that quality first teaching and planning which is aspiration for all underpins our <b>aims</b></p>	D Bennett	November 24
<p><b>Provision</b> – updated provision so it was more clearly grouped and added in the role of the pupil premium coordinator in supporting the provision.</p>	D Bennett	November 24
<p><b>Covid provision</b> – removed from the policy</p>	D Bennett	November 24