



HCAT Pupil Premium Policy 2020



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Pupil Premium Policy

C O N T E N T S

Section 1	Principles and Rationale	4
Section 2	Eligibility and Funding	5
Section 3	Looked-After and Previously Looked-After Children	5
Section 4	Service Premium	5
Section 5	Key Principles	6
Section 6	Use of Grant	6
Section 7	Teaching	6
Section 8	Targeted Academic Approaches	7
Section 9	Wider Strategy Approaches	7
Section 10	Reporting	7

Section 1 - Principles and Rationale

Principles

Closing the attainment gap between disadvantaged children and their peers is the greatest challenge facing English schools.

The gap is stubborn because its causes are entrenched and complex, and most lie beyond the control of schools and educators.

However, it is clear that schools can make a difference. In England, the gap has closed in both primary and secondary schools since the introduction of the Pupil Premium, and in every part of the country schools have demonstrated how great teaching and careful planning can make a huge impact on the outcomes of disadvantaged children.

All members of staff, trustees and governors accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within a caring environment. This is an essential, integral part of the spiritual development of our school communities.

As with every child in our care, a child who is considered to be 'socially disadvantaged' is valued, respected and entitled to develop to his/her full potential, irrespective of need or background.

This policy has used [Education Endowment Foundation Research and Guidance](#) as a basis for the principles.

Rationale of the Pupil Premium

The Pupil Premium was introduced in April 2011 as a Government initiative that targets additional money for pupils from deprived backgrounds who, research shows, underachieve compared to their non-deprived peers. The grant is delegated to schools based on school census figures for pupils registered as eligible for FSM in reception to Year 11. For looked after children the Pupil Premium is calculated using the Children Looked After data returns. A premium has also been introduced for children whose parents are currently serving in the armed forces. This service premium is designed to address the emotional and social well-being of these pupils.

The Government expects schools to employ strategies that they know will support their pupils to increase their attainment, and 'narrow the gap'. The Pupil Premium is additional to main school funding and it will be used by our schools to address any underlying inequalities between children eligible by ensuring that funding reaches the pupils who need it most.

Section 2 - Eligibility and Funding

Pupil Premium funding is allocated based on the number of pupils on roll in January each year from the groups listed below. The government has announced that pupil premium and service premium rates will increase in line with inflation for the financial year 2020 to 2021.

During the Covid-19 pandemic which commenced in the spring term 2020, additional government funds to support disadvantaged pupils / those eligible for free school meals were also allocated. For example, in relation to technology and summer food funding.

Free school meals

Schools get £1,345 for every primary age pupil, or £955 for every secondary age pupil, who claims free school meals, or who has claimed free school meals in the last 6 years.

Section 3 - Looked-After and Previously Looked-After Children

Schools get £2,345 for every pupil who has left local authority care through adoption, a special guardianship order or child arrangements order.

Local authorities get the same amount for each child they are looking after; they must work with the school to decide how the money is used to support the child's Personal Education Plan.

Section 4 - Service Premium

The service premium is not part of the pupil premium as the rules to attract the service premium are different.

Schools get £310 for every pupil with a parent who:

- is serving in HM Forces
- has retired on a pension from the Ministry of defence

This funding is to help with pastoral support.

Section 5 - Key Principles

Our Trust has the following key principles in relation to the expenditure of pupil premium funds:

- Expectations are high for all pupils. We do not equate deprivation and challenge with low ability
- Not all pupils who qualify for FSM are socially disadvantaged and not all socially disadvantaged pupils qualify or are registered for FSM. We therefore focus on the needs and levels of all pupils
- All teaching and learning strategies are designed to meet the needs of individuals and groups. Additional support is integrated into the teaching programme
- Research, trialling and self-evaluation are used in order to allocate the funding to activities that are most likely to have an impact on achievement
- In providing support we will not socially isolate pupils. Therefore it is likely that all groups receiving additional support will be a mix of FSM and non-FSM pupils.

Section 6 - Use of Grant

Evidence suggests that pupil premium spending is most effective when a tiered approach is used, targeting spending across the following 3 areas below, but focusing on teaching quality - investing in learning and development for teachers.

Section 7 – Teaching

Spending on improving teaching might include professional development, training and support for early career teachers and recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending. Encouraging training and professional development for all staff to improve, will then have a positive impact of teaching and learning for pupils.

Section 8 – Targeted Academic Support

Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy. Analysis of the main issues limiting their pupils' progress and attainment and then utilising the pupil premium to support any additional help.

Section 9 – Wide Strategy Approaches

Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. While many barriers may be common between schools, it is also likely that the specific features of the community each school serves will affect spending in this category.

This may include non-academic use of the pupil premium such as:

- school breakfast clubs
- music lessons for disadvantaged pupils
- help with the cost of educational trips or visits
- speech and language therapy

Schools may find using the pupil premium in this way helps to:

- increase pupils' confidence and resilience
- encourage pupils to be more aspirational
- benefit non-eligible pupils

Section 10 – Reporting

All schools are required to have the following by the 1st October:

- Pupil Premium Evidence of Impact for the previous academic year
- Pupil Premium Allocation and Intent to Spend Strategy for at least the current

academic year (can be extended up to 3 years) using analysis of performance data, taking account of the barriers for the eligible pupils and using quality research to provide a rationale for decisions.

The Principal / Head of School / Headteacher, in consultation with the governors and staff, will decide how the Pupil Premium is spent for the benefit of entitled pupils.

We will monitor evaluate and review the success of the impact of the pupil premium funding.

This policy will play an important part in the educational development of the individual pupils who are entitled to the Pupil Premium.