

Hungerhill School
Pupil Premium Policy

The Pupil Premium

The pupil premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged students and close the gap between them and their peers.

Children from disadvantaged backgrounds are far less likely to get good GCSE results. Attainment Statistics published in March 2018 show that in 2017, 24.5% of students who are disadvantaged achieved Grade 5 + in English and maths nationally compared with 49.4.6% of non disadvantaged students.

Research also suggests (*Source: Oxford School Improvement*) that disadvantaged students nationally on average:

- have less home support than their peers
- have weaker language and communication skills
- are more likely to have significant difficulties in basic literacy and numeracy skills
- experience more frequent behaviour difficulties
- are less likely to believe that they can control events that affect them

For the 2018 -2019 financial year, the school will receive funding for disadvantaged students as follows:

- Each student registered as eligible for free school meals (FSM) at any point in the last 6 years:
 - £935 for students in year 7 to year 11
- Schools will receive £2,300 for any student:
 - identified in the January 2018 [school census](#) or the [alternative provision census](#) as having left local authority care as a result of:
 - adoption
 - a special guardianship order
 - a child arrangements order (previously known as a residence order)
 - who has been in local authority care for 1 day or more
 - recorded as both eligible for FSM in the last 6 years and as being looked after (or as having left local authority care)

<https://www.gov.uk/guidance/pupil-premium-information-for-schools-and-alternative-provision-settings#funding-for-financial-year-2018-to-2019>

At Hungerhill, our aspirations and ambitions are high for all our children 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, as well as your dedication and commitment to learning that make the difference between success and failure. Therefore, we are determined to ensure that our children are given every chance to realise their full potential.

In order to improve our students' employability and help them to realise their ambitions, we prioritise the development of key skills, qualities and attributes as well as increasing their educational outcomes. We ensure that teaching, learning and progression opportunities meet the needs of all of our students.

The pupil premium is a significant extra resource that exists to enable us to put in place provision to overcome the challenges faced by our disadvantaged students. Strategic targeting and appropriate use of the pupil premium will support the school in securing the highest possible progress for every child. As a result of the additional funding, our children will make better progress and achieve higher standards that would have been likely without it.

Purpose of the Pupil Premium Policy

The purpose of the policy is to outline how Hungerhill will endeavour to ensure that the funding allocated to us has an impact on closing the attainment gaps which currently exist between our disadvantaged students and their peers.

Hungerhill is accountable to our parents, carers, governors and the school community as to how we are utilising the additional pupil premium funding.

Ofsted inspections report on how schools' use of the funding affects the attainment of their disadvantaged students.

New measures have been included in the school performance tables, published annually on a national level, that capture the achievement of the disadvantaged students covered by the funding. The DfE holds schools to account through these performance tables, which include data on:

- the attainment of the students who attract the funding
- the progress made by these students
- the gap in attainment between disadvantaged students and their peers

Under The School Information (England) (Amendment) Regulations 2012, schedule 4, there is specified information which has to be published on a school's website.

The school must publish details of how its pupil premium funding and the impact this has had on the attainment of the students who attract the funding.

The details must include the following:

For the current academic year:

- your school's pupil premium grant allocation amount
- a summary of the main barriers to educational achievement faced by eligible pupils at the school
- how you'll spend the pupil premium to overcome those barriers and the reasons for that approach
- how you'll measure the effect of the pupil premium
- the date of the next review of the school's pupil premium strategy

For the previous academic year:

- how you spent the pupil premium allocation
- the effect of the expenditure on eligible and other pupils

<https://www.gov.uk/guidance/what-maintained-schools-must-publish-online#pupil-premium>

Under the Data Protection Act 1988, we will observe our responsibilities so that individuals or groups of individuals, including children funded through the service premium, cannot be identified.

How We Will Make Decisions Regarding The Use Of The Pupil Premium

The DfE has given schools the freedom to use the pupil premium as we see fit, based upon our knowledge of our students' 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.”

The school has a responsibility to ensure that the funding achieves maximum impact for pupil premium students and that the strategies chosen to implement the policy are cost effective.

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

- ensure that Pupil Premium funding allocated to our school 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 address the attainment of our disadvantaged students.
- use the latest evidence based research, such as The Education Endowment Foundation Teaching and Learning Toolkit, of proven strategies which work to narrow the attainment gaps and adapt these as necessary to meet the needs of our students.
- be transparent in our reporting of how we have used the Pupil Premium, so that our parents and carers, interested stakeholders and Ofsted are fully aware of how this additional resource has been used to make a difference.
- encourage take up of Pupil Premium by working proactively with our parents and carers in a sensitive and supportive manner, for example, by removing any potential barriers or stigma attached to claiming Pupil Premium. In doing so, we

also recognise the vital role that parents and carers play in the lives of their children and will encourage them to share their knowledge, concerns and information with the school regarding their child to help us to work together to increase progress and celebrate their success.

- be mindful of the fact that eligibility and take up of Pupil Premium does not equate with students being considered to be of 'low ability' because of their social circumstances.
- ensure there is a robust monitoring and evaluation process in place to account for the use of the Pupil Premium, by the school and governing body.
- recognise the fact that Pupil Premium pupils are not a homogeneous group and cover a wide range of needs. As such, the strategies we use to raise attainment will take both 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 our students 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.
- provide a fresh focus on progress, especially in maths and English
- plan to develop skills as well as knowledge in our young people.
- address poor attendance as a priority if this is a barrier to a student's attainment
- raise aspirations of disadvantaged students, ensuring that careers advice and guidance is in place.
- target support for parents/ carers of those underachieving disadvantaged students
- provide a greater focus on attitude to learning, resilience and developing a growth mindset in our students.

How Will The School Use the Funding?

The school will use the funding to provide the following support structures for those pupil premium students that need additional help in order to achieve success in line with, or better than, school and national expectations. These will be based on individual needs and may include for example:

- developing the quality of teaching and learning, and assessment strategies which close the gap
- facilitating students' access to the curriculum
- small group literacy work
- the funding of enrichment activities and educational visits
- the funding of specialist learning software
- reducing class sizes
- increasing curriculum time allocation for target subjects
- one to one support
- pastoral support, social and emotional support, and mental health and resilience support
- alternative provision i.e. education outside the main curriculum timetable

- revision provision
- assessments to inform intervention/strategies e.g. GL assessments, reading ages
- small group intervention in English and mathematics
- literacy support – Accelerated Reader, Lexia, paired reading
- running Homework Club and Study Support groups
- alternative option pathways
- social skills, self-esteem and other specialised support programmes
- additional behaviour and learning support
- attendance related support structures and incentives
- home learning support and independent learning resources
- alternative provision e.g. sixth form or college taster courses or provision
- external agency support
- Summer Schools
- mentoring and advice for students in this group, in order to raise aspirations and remove barriers to success

How Will Intervention Be Triggered?

Assessment of a student's needs may be triggered as a result of one of the following:

- analysis of progress, using termly reporting processes and department tracking
- pastoral concerns raised by the Achievement Team, other members of staff or parents/carers including attendance records
- SEN concerns
- referral from external agency
- referral by the Pupil Premium Champion

An assessment of need will then lead to the necessary support being put into place. In addition, the school will be proactive in encouraging student participation in their progress.

How will the school measure success?

The school tracks the progress of all students, including disadvantaged students. Success will be evidence that shows that students in this group are making better progress than their national peers and also evidence that the attainment gap is closing against their peers in the school. This will be achieved through a rigorous target setting procedure with interventions to ensure that the vast majority of disadvantaged children will meet their individual targets. Communications between staff, students, parents/carers will be vital to this success including effective transition.

Roles and Responsibilities

Hungerhill's expectations are that all key members of our school community, especially staff and governors, are committed to raising standards and narrowing the gaps for our students.

The Headteacher and the School Leadership Team

The Headteacher and the School Leadership team are responsible for implementing this policy. They will ensure that all staff are aware of their responsibilities in narrowing the gap for our students. They will ensure that staff are given appropriate support and relevant professional development opportunities to accelerate students' progress and attainment. Through appraisal procedures and the school development plan, they will make sure that the narrowing of gaps is a key priority for the school.

Governors, through the Standards and Achievement Committee, will receive a termly monitoring and evaluating report from the leadership team to include:

- the progress made towards narrowing the gap for each year group, for disadvantaged students
- an outline of the provision made since the last annual report
- an evaluation of the cost effectiveness, in terms of progress made by the students receiving a particular provision

The School Finance Manager will monitor the use of the Pupil Premium and track the allocation of the funding.

Teaching and Support Staff

Through classroom teaching and additional support strategies, teaching and support staff will:

- maintain the highest expectations of all students and not equate disadvantage of circumstance with 'low ability'
- promote an inclusive and collaborative ethos in their classrooms which enable students from disadvantaged backgrounds to thrive
- keep the focus relentlessly on the quality of teaching and learning
- 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 students 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 proven track records in narrowing the gaps in attainment and achievement as well as observing and acting upon excellent practice demonstrated in other schools (The National College for Teaching and Leadership list; DfE list of successful schools)

- share good practice with other schools as part of The Teaching Schools' Alliance
- 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 students and narrow the gaps.
- make effective use of data and identify barriers to learning to monitor the progress of disadvantaged students and intervene as necessary
- evaluate the impact of Pupil Premium spend within their area of responsibility
- insist upon a *no excuses* approach made for underperformance and set high expectations
- identify barriers to learning and adopt an evidence-focused approach to overcoming these barriers
- support students to develop growth mindsets towards learning

It is anticipated that concentrating on providing Quality First Teaching, teachers will ensure that:

- any students who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators will be monitored and interventions put in place
- they take steps to provide differentiated learning opportunities that will aid the student's academic progression. Interventions will be monitored, progress assessed and adjustments to differentiation made where necessary
- they provide regular quality feedback to students to identify strengths and areas of improvement. Teachers will set challenging targets and give students the opportunity to reflect upon their work and their feedback in and improve their work and realise their full potential

Governing Body

The governing body has an important role in ensuring that Hungerhill complies with legislation and that this policy, along with its actions for narrowing the gaps, is implemented.

The school governors will review, through the termly Standard and Achievement committee, the work of the school in relation to the Pupil Premium. This monitoring and evaluating will take into account a range of information including data on progress and achievement, case studies and tracking of intervention strategies as evidence of the impact in narrowing the gap.

An annual report will be compiled to evaluate how the Pupil Premium funding has been spent to narrow the gaps for pupil premium pupils across the school.

Key Contacts

Headteacher, Lead Governor, Pupil Premium Champion

Development Of The Policy

This policy has been developed in consultation with staff, students, parents, carers and governors.

It is part of our commitment to reducing inequalities in outcomes and promoting the inclusive nature of the work we do at our school, as required in the Equality Act 2010. It will support the school in meeting the needs of our students who are covered under the 'protected characteristics' of the Equality Act. Some students, especially minority ethnic, English as an additional language, Special Educational Needs and students with disabilities, can suffer from higher rates of disadvantage and therefore can have higher rates of eligibility for FSM. Where this is the case, we shall take these additional needs into account.

When developing this Pupil Premium Policy, we have also taken into account the Ofsted Inspection Handbook, which places a strong focus on improving the learning and progress of different groups and on narrowing gaps in standards. We also note that Ofsted has a statutory duty to report on the outcomes and provision for students who are disabled and those who have Special Educational Needs.

<https://www.gov.uk/government/publications/school-inspection-handbook-from-september-2015>

Monitoring and Reviewing The Policy

The school's work in relation to the Pupil Premium will be reviewed on a termly basis to ensure it has the intended impact in narrowing the gaps. This will allow the school to make adjustments if particular strategies are not working well. We will evaluate new strategies as robustly as possible to ensure that the approaches we are using have the desired effect.

This policy will be reviewed on an annual basis and adjustments made according to the impact that the school is having on narrowing the gaps as well and incorporating any changes in the funding that is available under the Pupil Premium Grant.

Disseminating The Policy

This policy will be published:

- on the school website (with paper copies available on request)
- staff handbook

November 2018