



Pupil Premium Policy

Approved by Governors: November 2017

Chair of Governors signature: _____

The DfE has given us the freedom to use the Pupil Premium as we see fit, based upon our knowledge of our pupil needs. However, we, as an academy, are accountable for the use of this additional funding.

THE PUPIL PREMIUM

The Pupil Premium, which was initially introduced in 2011, 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') and Service Children, including those who were eligible for the Service child premium at any point in the last three years (known as 'Ever 3 Service Child'). Pupils in care, who have been looked after by local authorities for more than six months, also continue to qualify for the Pupil Premium. The Pupil Premium is aimed at addressing the current underlying inequalities which exist between children from disadvantaged backgrounds and their more affluent peers.

The table below represents the Pupil Premium allocation throughout the Academy at all key stages for this academic year:

Disadvantaged pupils	Pupil premium per pupil
Pupils in Year Groups 7 to 11 recorded as Ever 6 FSM	£935
Looked After Children (LAC)	£1,900
Children adopted from care under the Adoption and Children Act 2002 1 and children who have left care under a Special Guardianship or Residence Order	£1,900
Service children	
Pupils in Year Groups 7 to 11 recorded as Ever 3 Service Child or in receipt of a child pension from the Ministry of Defence	£300

PURPOSE OF THE PUPIL PREMIUM POLICY

The purpose of this policy is to outline how we will ensure that the Pupil Premium allocated to us has an impact on initially narrowing, and then eradicating the attainment gaps which currently exist between our disadvantaged pupils and their peers.

As an academy in receipt of Pupil Premium funding, we are accountable to our parents and community for how we are using this additional resource to narrow the achievement gaps of our pupils. New measures have been included in the performance tables published annually on a national level. They capture the achievement of disadvantaged pupils covered by the Pupil Premium.

We are aware that under The School Information (England) (Amendment) Regulations 2012 Schedule 4, there is specific 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 impact of this expenditure on the educational attainment of those pupils at the academy in respect of whom grant funding was allocated.

Through this policy, we shall 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.

DEVELOPMENT OF THE POLICY

In developing this policy, we have taken into account our statutory responsibilities in meeting the requirements of the Equality Act 2010. Further information is available in our Equal Opportunities Policy. The overlap with our Equal Opportunities Policy is in relation to how we are meeting the needs of our pupils who are covered under the 'protected characteristics' of the Equality Act. Some of these pupils, 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, we shall take these additional needs into account.

When developing this Pupil Premium Policy, we have also taken into account the Ofsted Inspection Framework 2015, 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 pupils who are disabled and those who have special educational needs.

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

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

- Ensure that Pupil Premium funding allocated to our academy is used solely for its intended purpose.
- Use the latest evidence based research, such as: The Sutton Trust - Education Endowment Foundation, Teaching and Learning Toolkit. This is to ensure that we are adopting proven strategies which work to narrow the attainment gaps and we will adapt these as necessary to meet the needs of our pupils.
- Be transparent in our reporting of how we have used the Pupil Premium so that our parents, 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 and to remove 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.
- Be mindful of the fact that eligibility and take up of Pupil Premium does not equate with pupils being considered to be of '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, conducted by the academy and our 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 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 our pupils who need additional support in a time limited way.

PUPIL PREMIUM POLICY

The action plan below will ensure that we have the maximum impact upon the achievement of our disadvantaged pupils at Thomas Hepburn Community Academy:

- **Set an aspirational target:** We aim to eradicate the achievement gap between disadvantaged pupils and their peers.
- **Identify the barriers to learning for our disadvantaged pupils:** Complete an audit to identify the barriers to learning of each of our pupils in order to ensure that we are able to target specific strategies at different sub groups of pupils.
- **Decide upon a desired outcome:** We firmly believe that we can raise the attainment levels of our disadvantaged pupils but we are acutely aware that there are many contributing factors which may be negatively influencing a pupil's achievement levels. We have therefore developed a system which attributes a desired outcome for each strategy.
- **Identify success criteria:** For some of our interventions strategies, we can measure impact by comparing before and after data. However, for some interventions, there are no easy metrics. Therefore, we have developed a range of measures in order to clearly indicate what success would look like.
- **Evaluate current strategies:** We will evaluate how successful each strategy has been against the desired outcome and develop/adjust each strategy accordingly to ensure maximum impact.
- **Research the evidence of what works best:** Through analysing external reports and communicating with other schools, we will identify strategies which have the most impact and will therefore focus our strategies primarily around these approaches.
- **Decide on the optimum range of strategies:** Given the fact that the pupil premium funding is a limited fund, it is crucial that we decide upon the best strategies to deploy in the context of Thomas Hepburn Community Academy. This will be achieved through consultation with Governors, the leadership team, teaching staff and support staff.
- **Professional development of staff:** In order to ensure that our staff are fully equipped to implement our strategies, we will run regular staff training sessions specifically focused on maximising outcomes for our disadvantaged pupils.
- **Monitor the progress of our Pupil Premium pupils:** We perform half termly data uplifts in order to regularly monitor the progress of our disadvantaged pupils.

ROLES AND RESPONSIBILITIES

The Executive Principal, Jo Nolan, Head of Academy, Kate Wright and Vice Principal, Hijab Zaheer, are responsible for implementing this policy. They will ensure that all staff are aware of their responsibilities in narrowing the gaps of our pupils. They will also ensure that staff are given appropriate support and relevant professional development opportunities to accelerate pupil progress and attainment. Through performance management arrangements, they will make sure that narrowing the disadvantage gap is a priority area of focus for the academy.

MONITORING AND REVIEWING THE POLICY

Our work in relation to the Pupil Premium will be reviewed on a termly basis to ensure it is having the intended impact in narrowing gaps. This will allow us to make adjustments if particular strategies are not working well, rather than leaving things to the end of the year.

Our Pupil Premium Policy will be reviewed on an annual basis and adjustments will be made to it, according to the impact the academy is having in narrowing the gaps. It will also take into consideration the increased funding that becomes available under the Pupil Premium Grant.

We recognise 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. In order to do this effectively, we will, where relevant, undertake ongoing evaluations of the strategies we are using, such as that outlined in The DIY Evaluation Guide provided by the Education Endowment Foundation.