



Haywood Academy

Policy: Pupil Premium

Responsibility for Review: Local Governing Body

Date of Next Review: December 2022

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

“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.

The Pupil Premium

The Pupil Premium is additional funding which is allocated to schools on the basis of the number of students who have been eligible for free school means (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 which exist between children from disadvantaged backgrounds and their more affluent peers.**

The Pupil Premium also provides funding for children who have been looked after and the children of service personnel.

The Pupil Premium allowance for this year, 2021/2022, is £955 per eligible student in Years 7-11 recorded as Ever 6 FSM. Children of service personnel receive the lower amount of £310.

Children who have ceased to be looked after by the local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order will be eligible for £2345 of funding.

Looked-after children (LAC) defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority will be eligible for £2345 of funding.

Eligibility

Ever 6 free school meals

The pupil premium for 2021- 2022 will include pupils recorded in the October 2020 school census who are known to have been eligible for FSM since January 2015, as well as those first known to be eligible at January 2021.

Children adopted from care or who have left care

The pupil premium for 2021 - 2022 will include pupils recorded in the October 2020 school census, who were looked after by an English or Welsh local authority immediately before being adopted, or who left local authority care on a special guardianship order or child arrangements order (previously known as a residence order). These are collectively referred to as post-LAC.

Ever 6 service child

For the purposes of these grant conditions, Ever 6 service child means a pupil recorded in the October 2020 school census who was eligible for the service child premium since the

January 2015 census as well as those recorded as a service child for the first time on the October 2020 school census.

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 narrowing the attainment gaps which currently exist between our disadvantaged students and their peers.

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

How we will make decisions regarding the use of the Pupil Premium

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

- Ensure that Pupil Premium funding allocated to our Academy is used for the intended purpose. We also recognise that the notional SEND funding has an element of deprivation funding included in it to address the attainment of our disadvantaged students. However, in providing support we will not socially isolate students. Therefore, it is likely that all groups receiving additional support will be a mix of FSM and non-FSM students.
- Use the latest evidence based research on 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, interested stakeholders and Ofsted are fully aware of how this additional resource has been used to make a difference.
- Encourage take up of FSM 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 FSM. In doing so, we also recognise the vital role that parents and carers play in the lives of their children. Links to Pupil Premium information highlighted on the Academy website.
- Be mindful of the fact that eligibility and take up of FSM does not equate with students being considered to be of 'low ability' because of their social circumstances.
- Ensure robust monitoring and evaluation is in place to account for the use of the Pupil Premium by the Academy.
- Recognise the fact that FSM students are not a homogenous 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 Quality First 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.

Development of the Policy

This policy has been developed in consultation with staff, governors, parents and carers. It is part of our commitment to reducing inequalities in outcomes and promoting the inclusive nature of the work we do at our Academy.

In developing this policy we have taken into account our statutory responsibilities in meeting the requirements of the Equality Act 2010. The Equality Act 2010 requires us as a public organisation to comply with the Public Sector Equality Duty (PSED). Further information is available in our school's Equality Information Policy. The overlap with our Equality Policy is in relation to how we are meeting the needs of our students who are covered under the 'protected characteristics' of the Equality Act. Some of these students, especially minority ethnic, English as an additional language, Special Educational Needs and students with disabilities can suffer from higher rates of disadvantage.

When developing this Pupil Premium Policy, we have also taken into account current best practice, 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.

Links to other Policies and Documentation

Although this policy is the key document outlining our approach to narrowing the gaps in attainment and achievement for our disadvantaged students, we will, however ensure that information about our responsibilities under the Equality Act 2010 for other pupils for whom narrowing the gap remains an issue but are not covered by the Pupil Premium, are also included in key documents such as our Academy Improvement Plan, self-evaluation review and the Academy website.

There will also be references to disadvantaged students in our behaviour, admissions, SEND and anti-bullying policies, as well as minutes of meetings involving governors, the whole staff and the Academy Senior Leadership Team.

Roles and responsibilities

We expect all members of our school community, to be committed to raising standards and narrowing the attainment gaps for our students.

The Principal and Academy Senior Leadership Team

The Principal of the Academy has overall responsibility for implementing this policy and will ensure that all staff are aware of their responsibilities in narrowing the gaps of our students. Staff are to be given appropriate support and relevant professional development opportunities to accelerate students' progress and attainment. Through quality assurance arrangements, they will make sure narrowing the gaps is a priority area of focus for the Academy.

It will be the responsibility of the Principal, the Academy Senior Leadership Team and the Finance Manager to include the following information in reports for governors:

- The progress made towards narrowing the gap, by year group, for disadvantaged students.
- An outline of the provision that has been made since the last annual report.
- An evaluation of the cost effectiveness, in terms of progress made by students receiving particular provision, when compared with other forms of support.

The Pupil Premium Leader, has day to day responsibility for co-ordinating the implementation of this policy and monitoring the outcomes, supported by the Data Manager who will provide the analysis of any achievement gaps.

The Finance Manager will monitor the use of the Pupil Premium on a half termly basis to track the allocation and use of Pupil Premium funding, and will also check to see that it is providing value for money.

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.
- 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 a proven track record in narrowing the gaps in attainment and achievement.
- We 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 students and narrow the gaps.

Local Governing Body

The local governing body has an important role in ensuring our Academy complies with legislation and that the policy, along with its specific stated actions for narrowing the gaps is implemented.

The Local Governing Body is responsible for ensuring the implementation of this policy.

Our local governing body will keep our work in narrowing the gaps under review so that they can monitor the use of the Pupil Premium. In monitoring and evaluating the work of the academy, in relation to the Pupil Premium, the local 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 Pupil Premium Leader will produce an annual statement on how the Pupil Premium funding has been used to address the issue of narrowing the gaps in our Academy and the impact this has had on student outcomes. This will be available on our website.

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 the gaps. This will allow us to make adjustments if particular strategies are not working well.

Our Pupil Premium Policy will be reviewed on an annual basis and adjustments will be made according to the impact the Academy is having on 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 on-going evaluations of the strategies we are using, such as that outlined in The DIY Evaluation Guide provided by the Education Endowment Foundation.

Our annual review will involve staff, students, governors, parents and carers.

Disseminating the Policy

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

- On our website (with paper copies available on request in the Academy office)
- In the staff handbook and as part of induction for new staff.
- The Pupil Premium Leader will present progress to governors on a termly basis.

We will also use other methods and occasions such as parents' evenings / open evenings as appropriate to share information about the Pupil Premium.

Pupil Premium Key Principles

It is intended that if all staff and governors follow these key principles, we will maximise the impact of our pupil premium spending:

- Teachers are accountable for all pupil premium students and are held accountable for the progress of these children as a separate group. This is also to be apparent within Line Management meetings with a specific focus within each term.
- Every Department has a Pupil Premium Champion.
- Disadvantage is not an excuse for underperformance.
- All our students are given ambitious targets and all staff buy into the process of setting ambitious targets, so our students have the opportunity to excel and meet or exceed the high expectations we have for them.
- All staff encourage our students to think positively about their learning and create an independent learning environment where all children, regardless of their background feel valued.
- We use evidence based research (such as the Sutton Trust Toolkit) to support us in determining the strategies that will be most effective.
- Under achievement at all levels is targeted.
- All pupil premium students benefit from the funding, not just those who are underperforming.
- All staff are aware of who our Pupil Premium students are.
- We will robustly track the attendance of Pupil Premium students.
- We will ensure that the interventions we provide are completely individualised to support the right students when they are needed most, using the appropriate staff.