

Hanson School

Pupil Premium Policy

Prepared by (member of staff): Mukesh Nar Senior Deputy Principal	Date: 16 th May 2016
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Overarching Principles

- All staff and Governors at Hanson Academy accept responsibility for those students identified by the department for Education as 'disadvantaged' and are committed to developing programmes to support the development of their emotional, social and academic needs as with all students.
- Hanson Academy fully recognises its responsibilities for safeguarding children and child protection. Our specific policies also support our most vulnerable students, including Pupil Premium. There are five main elements to our policy and should be read in conjunction with this policy.
- Every child who is considered to be 'disadvantaged' is valued, respected and entitled to develop to the best of their ability, irrespective of socio-economic circumstances.
- Regardless of background or ability, students should come to school to enjoy the experience and make learning progress in order to secure a future where they and their children, are active citizens and can have a great life.

The Context

Introduced in April 2011, the Pupil Premium is a Government grant that provides additional funding aimed at students from deprived backgrounds. Research shows that students from socio-economically deprived backgrounds underachieve compared to other students. The Pupil Premium is provided in order to support these students by accelerating their progress.

The Government has used students entitled to Free School Meals and those who are looked after as an indicator for deprivation. They have given a fixed amount of money to schools per pupil, based on the number of students registered for Free School Meals and who are looked after by the local authority. 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 students.

Nationally approximately 26% of students are eligible for the Pupil Premium. At Hanson Academy there are around 42% of the students that are disadvantaged. This is 630 young people. The anticipated funding for 2016-2017 is likely to be in the region of £525 000 and is available in June of the academic year.

Overall Objectives

- Hanson Academy will ensure that the Pupil Premium funding reaches the groups of students for whom it was intended and that it makes a significant impact on their education and lives.
- The Pupil Premium will be used to provide additional educational support to improve the progress and raise the achievement for these students.
- The funding will be used to close the gap between the achievement of these students and other students.
- The academy will use the additional funding to address any underlying inequalities between children eligible for Pupil Premium and others.
- Students that have compound needs for example they may be HI, SEN or VI as well as being deemed disadvantaged, will receive additional support in order that they are supported to make progress.

How we will ensure effective use of the Pupil Premium

- The Pupil Premium will be clearly identifiable within the budget of Hanson Academy.
- The Strategic Leadership Team (SLT), in consultation with the IEB and staff, will decide how the Pupil Premium is spent for the benefit of the entitled students. Funding will be allocated following a 'needs analysis' carried out by leaders in the academy which will identify priority groups or individuals.
- In making provision for socially or economically disadvantaged students, we recognise that not all students who receive free school meals will be socially disadvantaged or underachieving. We also recognise that not all students who are socially disadvantaged are registered or qualify for free school meals. Pupil Premium funding will be targeted to support eligible students
- Hanson Academy will assess what additional provision should be made for the individual students and will provide guidance where appropriate.

- Hanson Academy to use recognised educational research such as the Sutton Trust research for the Educational Endowment Foundation to support decisions about allocating the funding to identify strategies with the highest potential impact.
- The Strategic Leadership Team (SLT), led by a named colleague – Mukesh Nar (Deputy Head teacher), will be accountable for how it has used the additional funding to support the achievement of those students covered by the Pupil Premium. Clearly communicated processes must be in place to when making decision about the suitability of spending.
- The SLT will report to the IEB and parents on how effective the intervention has been in achieving its aims, including publishing online information about how the Pupil Premium has been used and the proposed use of the funding in the near future. Impact Statements will be used to form the basis of this report.
- Hanson Academy will track the impact of the strategies put into place through the funding to ensure that it can show the value that has been added to the education of the entitled children. The tracking system will be robust and rigorous and should be used regularly to evaluate the impact of the funding.
- A named member of the IEB will monitor, evaluate and review the success of the impact of the pupil premium funding in collaboration with Hanson Academy.

Provision

- Hanson Academy will regularly seek to further develop strategies and interventions which can improve the progress and attainment of all students. The strategic use of the Pupil Premium should be included at SLT meetings for discussion.
- Hanson Academy expect funding to be very carefully targeted at the types of activities that best meet the needs of each academy's students and leaders provide the rigour with which these activities are monitored, evaluated and amended.
- The provision for eligible students must be comprehensive, well-integrated and responsive to their changing needs and be part of a balanced programme of whole-school, targeted and specialist support that takes into account the needs of all pupils.

Hanson Academy will deploy a number of strategies including:

- Providing small group or 1:1 support with an experienced, high quality member of staff to focus on overcoming barriers to learning. This support may take the form of Phonics groups, Numeracy support or exam based small group tuition.
- Facilitating student's access to education and the curriculum through additional or specialist resources e.g. specialist software.
- Additional teaching and learning opportunities provided through learning mentors, trained teaching assistants or external agencies.
- Inclusion support for disengaged students.
- A wide variety of educational experiences that aim to widen participation, raise student aspirations and increase social mobility.
- Additional support and high quality coaching.
- Collaboration with parents.
- Providing musical instruments and lessons for students where appropriate.
- Providing available technology to support progress for specific groups of students.
- Making a contribution towards the cost of residential trips and experiences, if they are expected to make a significant impact on educational outcomes.
- Providing resources for breakfast club, after school club or study groups.
- Employment of high quality learning mentors with specific roles in supporting students' academic or social development.
- Catch up arrangements for students in the basics of literacy and numeracy
- Offer support to improve pupils' attendance, behaviour, confidence and resilience.

The success of the strategies will be measured by student progress, student attendance and attitude to school.

Tracking

Hanson Academy is committed to 'closing the gap' and have robust tracking systems that are effectively led.

Leaders must ensure they:

- Identify their students' specific needs accurately and promptly so that low attainment can be tackled at the very earliest stage.
- Track the progress of students who are eligible for the pupil premium funding methodically and make sensible amendments to the support they provide as a result of their monitoring and evaluation.
- Ensure that additional adult support is of high quality.
- Must be able to demonstrate that every effort has been made to ensure that pupils eligible for the pupil premium have access to the best teaching and are supported by skilled and well-trained additional adults; the work of additional adults is closely monitored and thoroughly evaluated.
- Demonstrate a very strong commitment, shared by all staff and IEB members, to doing everything possible to remove any barriers that might hinder a student's development.
- Are highly ambitious, respond to what they know to be good practice and ensure that their vision for improvement is clear.

Reporting outcomes

It is the responsibility of the Head teacher and the SLT of Hanson Academy to produce mid-point and final impact reports for the IEB and The Local Authority (or Sponsor) that will include:

- The progress made towards closing the gap, by year group, for disadvantaged students.
- An outline of the provision offered during the term since the last report.
- An evaluation of the cost effectiveness, in terms of the progress made by the students receiving a particular provision, when compared with other forms of support.
- An overall summary of the impact of the provision.

Hanson Academy will ensure that there is an annual statement to parents outlining how successfully the Pupil Premium funding has been used to address the issue of closing the gap for socially disadvantaged students. This statement will be published on the School website.

Governance

Hanson Academy know that effective governance for the use of the pupil premium will be demonstrated when the IEB:

- Are ambitious for all groups of students and have an allocated member with a specific link to Closing the Gap/ Pupil Premium.
- Hold leaders to account for their decisions and for the impact of initiatives funded by the pupil premium.
- Are fully involved in deciding how pupil premium funding is used.
- Ensure finances are tightly controlled and decisions on spending are linked closely to priorities in the school improvement plan.
- They monitor its effectiveness in closing the attainment gap between different groups of pupils.
- They have a comprehensive knowledge of published data and are skilled in using this to check on the progress of the school and hold staff to account.
- They also take steps to collect first-hand evidence, for example by meeting with students and teachers.

Hanson Academy will develop and implement its own specific interventions and support related to the context and needs of the students.