

# Hillsview Academy

## Pupil Premium Policy

This model scheme and plan was adopted and ratified by Hillsview Academy on:	
Academy staff were consulted on this document and it was accepted on:	
It was ratified by the Governing Body on:	

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## POLICY STATEMENT

At Hillsview Academy, the use of the Pupil Premium funding will be targeted strategically to continue to narrow the gap between students from disadvantaged backgrounds and those from more affluent backgrounds. Students eligible for Pupil Premium funding are those who are known to be eligible for Free School Meals in the last six years, children who have been in the care of the Local Authority for 6 months or more and children of service personnel.

### 1. PRINCIPLES

- a) Barriers to learning and accessing the full curriculum will aim to be broken down through a strong focus on literacy (reading, writing and communication) and numeracy.
- b) Teaching and learning opportunities are designed, delivered and evaluated to ensure that they meet the needs of all of the students; the focus is on developing good quality lessons on a daily basis rather than just relying on interventions.
- c) Targeted provision is made for FSM, CLA and Services Children that is based on a sound analysis of individual needs in both English and mathematics.
- d) In making provision for socially disadvantaged pupils, it is recognised that not all students who receive free school meals will be socially disadvantaged.
- e) It is recognised that not all students who are socially disadvantaged are known to be eligible for free school meals.
- f) Not all children eligible for funding through the Pupil Premium will be in receipt of targeted interventions at one time.
- g) All staff and members of the Governing Body are involved in ensuring that the use of this funding contributes to student achievement. Where appropriate, Performance Management objectives will include reference to the use and evaluation of Pupil Premium funding.
- h) All data will be analysed intelligently through comparisons to national rather than local data and will compare the progress and attainment of FSM to non-FSM pupils, CLA to non-CLA pupils and children of service personnel to all other students.
- i) Data used to analyse the impact of strategies funded through Pupil Premium are: APS in English, APS in mathematics, expected progress in mathematics, expected progress in English, reading ages or levels (if appropriate).

### 2. PROVISION

- a) Teachers have access to good quality Continuous Professional Development (CPD) to gain expertise and experience in working to narrow the gaps in achievement between students eligible for funding through the Pupil Premium and all other students.
- b) The Academy works in collaboration with local partners to support the availability of summer schools to support effective transition from the Primary to Secondary phase.
- c) A named Governor will be responsible for oversight of Pupil Premium funding and the full Governing Body will be involved in decision making and evaluation.

- d) Clear and challenging success criteria will be set for each student based on analysis of their needs.
- e) Where appropriate, the following strategies will be used:
  - i. Small group tuition in English and Mathematics will be used;
  - ii. Reducing class sizes thus improving opportunities for effective Assessment for Learning and accelerating progress;
  - iii. Providing small group work with an experienced teacher focused on overcoming gaps in learning;
  - iv. Learning support (1:1) to enable student to access learning fully and accelerate progress;
  - v. Focused work to raise self-esteem, extend personal skills sets and support students to make appropriate choices in order to maximise learning opportunities;
  - vi. Good facilities for supported self-study.
- f) All strategies funded through the pupil premium monies will be aimed at accelerating progress, ensuring that children reach at least age related expectations and beyond. Initially this will be in English, Literacy and Mathematics
- g) Pupil premium resources will additionally be used to target able students to achieve the highest levels.
- h) Impact of provision will be evaluated at least termly and amended, where appropriate, where strategies are not effective.

### **3. REPORTING**

- a) It will be the responsibility of the Principal Mr /Assistant Principal Mr Paul Julian, or a delegated member of staff, to report to the Governors on:
  - i. An evaluation of the progress made towards narrowing the achievement gap between socially disadvantaged students – FSM/CLA/Children of service personnel – and other students, as demonstrated through assessment data and comparisons with the same data for all other students.
  - ii. An outline of the provision that was made since the last Governing Body meeting.
  - iii. Whether value for money is being achieved against the provision made using Pupil Premium funding.
- b) The Academy will ensure that there is an annual statement prepared to show how Pupil Premium funding has been used to address the issue of ‘narrowing the gap’ for students eligible for funding. This will be carried out within the requirements published by the DfE and will appear on the Academy website.
- c) Parents/carers will receive information as to the progress of students through the Academy assessment and reporting cycle.

#### **4. APPEALS/COMPLAINTS**

- a) Any allegation, complaint, disagreement or appeal regarding the deployment of Pupil Premium Funding will be considered by a panel of Governors convened by the Chair of Governors, as necessary, for this purpose.

#### **5. REVIEW**

- a) This policy will be routinely reviewed every three years. However, this can be sooner to reflect new information or changes, if required.

### **APPENDIX 1**

#### **NOTES FOR GOVERNORS AND LEADERS**

1. Leaders and Governors should consider research and reports about what works to inform their decisions about how to spend the Pupil Premium.
2. Governors must know how much money is allocated to the Academy for the Pupil Premium. This should be identified in the Academy's budget planning.
3. There should be a clearly understood and shared rationale for how this money is spent and what it should achieve. This should be communicated to all stakeholders including parents/carers.
4. Governors must know how the Academy spends this money. They should know what improvements the allocation has brought about, how this is measured and reported by SLT to governors and parents/carers via the Academy website (a new requirement).
5. If this funding is combined with other resources, governors must isolate and check on the impact of the funding and ascertain the difference it is making.
6. Governors must know that leaders and managers are checking that actions are working and are of suitable quality.

### **APPENDIX 2**

#### **LEADERS AND MANAGERS' ACTIONS**

1. The Academy's improvement/action plans identify where there are any issues in the performance of students who are eligible for the Pupil Premium.
2. The actions noted for improving outcomes for Pupil Premium students:
  - give details of how the resources are to be allocated
  - give an overview of the actions to be taken
  - give a summary of the expected outcomes
  - identify ways of monitoring the effectiveness of these actions as they are ongoing and note who will be responsible for ensuring that this information is passed to governors

- explain what will be evaluated at the end of the action and what measures of success will be applied.
- 3. The leader responsible for this area of the Academy's work is identified (Mr Paul Julian).
- 4. Governors have clear methods for keeping an ongoing check on these actions and ask pertinent questions about progress ahead of any summary evaluations.
- 5. Progress and outcomes for eligible students should be identified and analysed by the Academy's tracking systems. This information should be reported to governors in a way that enables them to see clearly whether the gap in the performance of eligible students and other students is closing.

## APPENDIX 3

### STUDENTS' PROGRESS AND ATTAINMENT

1. All parties should be clear what the summary report of RAISEonline shows regarding any gaps in performance between students who are eligible for free school meals and those who are not at the end of key stages. (First RAISEonline for Hillsview will be after September 2015).
2. The Academy's systems should enable governors to have a clear picture of the progress and attainment of students, who are eligible for the Pupil Premium in all year groups across the school, not just those at the end of key stages.
3. If there are gaps in the attainment of students who are eligible for the Pupil Premium and those who are not, are eligible students making accelerated progress – they should be progressing faster than the expected rate – in order to allow the gaps to close. Even if all students make expected progress, this will not necessarily make up for previous underperformance.
4. The school should track the attendance, punctuality and behaviour (particularly exclusions) of this group and take action to address any differences.

*Overall, governors must know and be able to intervene quickly if outcomes are not improving in the way that they want them to.*