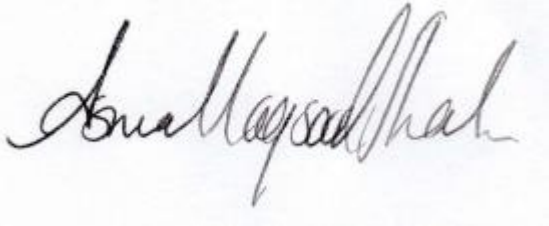



Principal: Mrs A Maqsood-Shah

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Pupil Premium Policy

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| Date of last review: | 8 th November 2021 | Review Period: | 1 year |
| Date of next review: | November 2022 | Owner: | Laura Field – Vice Principal Designated teacher for children who are looked after: Asma Maqsood-Shah |

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| Policy Signed off on:- 8 th November 2021 | Date: 8 th November 2021 | Date: 8 th November 2021 |
| Signed off by: Principal & Chair of Governors | Name: Asma Maqsood-Shah - Principal Signature:  | Name: Shufqat Khan - Chair of Governors Signature:  |

Pupil Premium Policy November 2021

Pupil Premium lead: Laura Field –Vice Principal

Pupil Premium governor: Mohammed Mohammed

Designated teacher for children who are looked after: Asma Maqsood - Shah

Aims

At High Hazels Academy, we have high expectations and aspirations for all our children and believe that no child should be left behind on account of their background or home life.

We strongly believe that it is not about where you come from but your passion, thirst for knowledge and commitment to learning that makes the difference between success and failure. As such, we are determined to ensure that all our children are given every chance to realise their full potential whilst they are a pupil in our school.

Pupil premium funding represents a significant proportion of our budget; this policy details how we will ensure it is spent to maximum effect.

Background

Pupil Premium is a Government initiative that provides additional funding for pupils from deprived backgrounds who research shows underachieve compared to their non-deprived peers. The funding is provided in order to support these pupils in reaching their potential.

The Government do not dictate how schools should spend this money, but are clear that they should employ strategies that will support pupils to increase their progress and attainment, and diminish differences between children who qualify for pupil premium and their peers. Schools are accountable for diminishing differences, through the following:

- Annual performance tables which show the performance of disadvantaged pupils compared with their non-disadvantaged peers
- The Ofsted framework, under which inspectors focus on the attainment of pupil groups, in particular those who qualify for pupil premium
- School Governance and United Learning

The Government has used pupils entitled to free school meals (FSM), looked after children and service children as indicators of deprivation, and have provided a fixed amount of money for schools per pupil based on the number of pupils registered for FSM over a rolling six year period. This fixed amount of money is expected to increase every year for the course of this current Parliament. At High Hazels Academy, we will use the indicator of those eligible for FSM as well as identified vulnerable groups as our target children to diminish the differences.

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Principles

- The 'Best in Everyone' underpins our expectations for all pupil groups. We do not equate deprivation and challenge with low ability. We target underachievement at all levels.
- We ensure all teaching and learning opportunities are targeted to meet the needs of children at High Hazels Academy thus leading to equality of opportunity for all.
- We identify vulnerable groups, including the needs of those pupils deemed socially disadvantaged, through appropriate assessment and tracking.
- We recognise that not all pupils who qualify for the pupil premium are socially disadvantaged and not all socially disadvantaged pupils qualify or are registered as pupil premium. We therefore focus on the needs and levels of all our pupils.
- Pupil premium funding will be allocated through careful analysis of relevant data, which will identify classes, groups or individuals.
- We must acknowledge that before we accelerate progress, there are other barriers that we need to address: attendance, social and emotional factors and early intervention family support.
- We ensure that all disadvantaged children benefit from the funding, not just those who are underperforming.
- All our work through pupil premium is aimed at accelerating pupil progress and moving children to at least age related expectations, initially in English and Maths, and closing the gap between disadvantaged pupils and their non-disadvantaged peers.

Roles and Responsibilities

United Learning Trust and the Governors will hold the school to account for the use of Pupil Premium. The school will publish information annually on how they have used their Pupil Premium Grant to address the issue of 'diminishing differences' for socially disadvantaged pupils.

Our Assistant Head and Business Manager alongside the Head teacher will oversee the spending of the Pupil Premium Grant and will monitor the progress of our disadvantaged pupils, ensuring that the focus is on diminishing differences.

The Pupil Premium Lead and Business Manager will maintain an on-going programme of support for socially disadvantaged pupils, which will be subject to the oversight of the Governors Standards Committee with responsibility sitting with the Pupil Premium Governor. This will be monitored closely by the SLT and year group/subject leads.

Provision

The range of provision that the Governors at High Hazels Academy may consider include:

- Providing small group work with an experienced teacher/TA focussed on overcoming gaps in learning with specific focused resources to ensure high impact.
- Small group after school tutoring for reading and maths.

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- Early intervention through targeted programmes to support developing speaking and listening skills, reading, writing and number concepts with proven impact.
- The specific teaching of phonics (throughout the school) as an essential component of supporting the development of early reading skills.
- Additional teaching and learning opportunities provided through trained TAs, pastoral care and emotional support through nurture groups or external agencies.
- Parental involvement – an increased focus on activities and/or initiatives that encourage parents to support their children’s learning effectively whether inside or outside the classroom.
- Buying support from Speech and Language Therapist to support whole school identification and a joint approach to supporting oral language skills, alongside support individuals and small groups of children.
- Providing access to broad educational experiences such as residential courses and trips during school hours by contributing to the costs for disadvantaged children.
- Time from the bought in Educational Psychology and Learning Support services to support learning for whole school and Pupil Premium children, alongside specialist support for children with SEND.
- The employment of an Inclusion Lead to oversee the provision for Disadvantaged pupils within school and a pupil premium champion to support vulnerable families.
- The employment of an attendance officer to monitor and support attendance.

Reporting

- The progress made toward diminishing the differences by year group, for socially disadvantaged pupils.
- An outline of the provision that was made since the last annual report.
- An evaluation of the cost effectiveness, in terms of the progress made, by the pupils receiving a particular provision when compared with other forms of support. It is the responsibility of the Chair of the Standards Committee to ensure that this information is reported to the Full Governing Body. The Governors of High Hazels Academy will ensure that there is an annual statement to parents on how Pupil Premium Grant has been used to address the issue of ‘narrowing the gap’ for socially disadvantaged pupils.

Success Criteria

The evaluation of this policy is based on how quickly the school is ‘diminishing differences’ between socially disadvantaged pupils and their peers and increasing the proportions of disadvantaged children achieving age related expectations.

The success criteria of the Pupil Premium Policy are:

- Early intervention and support for socially disadvantaged children
- Effective school support for parents and pupils.
- Having an effective system for identifying, assessing and monitoring pupils.
- Having a whole-school approach and accountability to ensure that the gap is narrowing.

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Children who are looked after

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. This also includes, children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order

DfE will allocate to local authorities a provisional amount of £2,300 per child looked after for at least one day, as recorded in the March 2017 children looked-after data return (SSDA903), and aged 4 to 15 at 31 August 2016.

How should the funding be spent?

The LAC premium must be managed by the designated virtual school head (VSH) in the local authority that looks after the child, and used without delay for the benefit of the looked-after child's educational needs as described in their personal education plan.

The VSH should ensure there are arrangements in place to discuss how the child will benefit from pupil premium funding with the designated teacher for children looked after, Asma Maqsood-Shah in the child's education setting who best understands their needs.

