



Holley Park Academy

Person in charge: Sharon Richards

PUPIL PREMIUM POLICY

Aims

At Holley Park Academy, we have high aspirations and ambitions for all of our children and we believe that no child should be left behind. We strongly believe that it is not about where you come from but your passion and thirst for knowledge, and your dedication and commitment to learning that make the difference between success and failure, and we are determined to ensure that all our children are given every chance to realise their full potential.

Current Pupil Premium funding represents on average less than 5% of our total annual budget. This policy outlines how we will ensure it is spent to maximum effect.

What Pupil Premium is

The Pupil Premium Funding was introduced in April 2011 to provide additional support for looked after children and children who are entitled to free school meals.

Schools are free to spend this funding as they wish, however, The Academy Trust at Holley Park Academy have agreed in their School Improvement Plan to specifically allocate this money to strategies across school that will help us achieve the objective of narrowing the attainment gap of the children that fit the criteria for Pupil Premium funding that attend our school by raising their attainment.

Eligibility

Ever 6 Free School Meals (FSM)

The pupil premium for 2018 to 2019 will include pupils recorded in the January 2018 school census who are known to have been eligible for FSM since May 2012, as well as those first known to be eligible at January 2018.

Children adopted from care or who have left care

The pupil premium for 2018 to 2019 will include pupils recorded in the January 2018 school census and alternative provision 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 in these conditions of grant.

Ever 6 service child

For the purposes of these grant conditions, Ever 6 service child means a pupil recorded in the January 2018 school census who was eligible for the service child premium since the January 2013 census as well as those recorded as a service child for the first time on the January 2018 school census. The grant will be allocated as set out in sections 4, 5 and 6 below. Where national curriculum year groups do not apply to a pupil, the pupil will attract PPG if aged 4 to 15 as recorded in the January 2018 school census.

Mainstream schools

For the purposes of these conditions of grant, mainstream school means infant, junior, primary, middle, secondary, high schools, special school and pupil referral units. It does not include general hospital schools or other alternative provision.

DfE will allocate PPG to schools and local authorities (who must allocate for each FTE pupil on the January 2018 school census, at each school they maintain) the following amounts:

- £1,320 per pupil for each Ever 6 FSM FTE pupil aged 4 and over in year groups reception to year 6, except where the pupil is allocated the LAC or post-LAC premium
- £935 per pupil for each Ever 6 FSM FTE in year groups 7 to 11, except where the pupil is allocated the LAC or post-LAC Premium
- £2,300 per pupil for each post-LAC in year groups reception to year 11
- £300 for each pupil aged 4 and over in year groups reception to year 11 who is either Ever 6 service child FTE or in receipt of pensions under the Armed Forces Compensation Scheme (AFCS) and the War Pensions Scheme (WPS)

For pupils recorded aged 5 and over on the school census, PPG will be allocated on the basis of sole and dual main registrations only. Terms on which PPG is allocated to schools.

Context

When making decisions about spending pupil premium funding many factors are taken into consideration. We consider the cohort of children and their current needs and challenges when planning the area of spending. It is important to consider the context of the school and the subsequent challenges faced in raising the pupil progress and attainment across the curriculum.

Key Principles

By following the key principles below, we believe we can maximise the impact of our pupil premium spending.

Building Belief

We will provide a culture where,

- Staff believe in ALL children
- There are "no excuses" made for underperformance
- Staff adopt a "solution, focused" approach to overcoming barriers

Staff support children to develop "growth" mind-sets towards learning

Analysing Data

We will ensure that,

- All staff are involved in the analysis of data so that they are fully aware of strengths and weaknesses across the school
- We use research (e.g. The Sutton Trust Toolkit) to support us in determining the strategies that will be most effective

Identification of Pupils

We will ensure that:

- All teaching staff and support staff are involved in the analysis of data and identification of pupils
- All staff are aware of who pupil premium and vulnerable children are
- All pupil premium children benefit from the funding, not just those who are underperforming
- Underachievement at all levels is targeted (not just lower attaining pupils but stretching the more able children)
- Children's individual needs are considered carefully so that we provide support for those children who could be doing "even better if....."

Improving Day-to-Day Teaching

We will continue to ensure that all children across the school receive good teaching, with increasing percentages of outstanding teaching achieved by using our Key Stage Leaders to:

- Set high expectations
- Address any within school variance
- Ensure consistent implementation of the non-negotiable, e.g. marking and guided reading
- Share good practice within the school and draw on external expertise
- Provide high quality CPD
- Improve assessment through joint levelling and moderation

Increasing Learning Time

We will maximise the time children have to "catch up" through:

- Improving attendance and punctuality by promoting and offering Breakfast and Afterschool Clubs
- Providing earlier intervention (KS1 and EYFS)

Individualising Support

"No stigma is attached to being in a small intensive group in Holley Park Academy. Everyone needs something, whatever that might be, and so they're all getting something somewhere." We will ensure that the additional support we provide is effective by:

- Looking at the individual needs of each child and identifying their barriers to learning
- Ensuring additional support staff and class teachers communicate regularly
- Using Key Stage Leaders to identify and provide high quality interventions across their phases where needed
- Matching the skills of the support staff to the interventions they provide
- Working with other agencies to bring in additional expertise if needed
- Recognising and building on children's strengths to further boost confidence (e.g. providing Breakfast and Afterschool clubs and smaller group work)

Monitoring and Evaluation

We will ensure that:

- A wide range of data is used -achievement data, pupils' work, observations, focused learning walks, case studies, and staff, parent and pupil voice
- Assessment Data is collected half termly so that the impact of interventions can be monitored regularly
- Assessments are closely moderated to ensure they are accurate
- Teaching staff and support staff attend and contribute to pupil progress meetings each term and the identification of children is reviewed

- Regular feedback about performance is given to children and parents termly through two formal parents evenings. One informal drop-in session, weekly newsletters and parent/pupil questionnaires. (Autumn and Spring Term)
- Interventions are adapted or changed if they are not working
- A designated member of the SLT maintains an overview of pupil premium spending

Reporting

We will report to the Academy Trust Board and Local Governors termly and we will include:

- Information about the needs of the children
- Objectives for the year
- Reasons for the decisions on how to spend the Pupil Premium
- Analysis of previous data research and outcomes
- An overview of spending
- Family and Community
- Total PP received and schedule of payments for the year
- Impact that PP has made to the outcomes and a comparison of PP children to non-PP children

The Academy Trust Board will evaluate the information provided to them by the school and ensure that an annual statement appears on the school website outlining how the funding has been used and what the impact/outcomes were. This will ensure guidelines are adhered to from the Department for Education