



Huxlow Academy

Ambition • Respect • Pride

Policy Owner	Department	Effective Date	Approval Date	Review Cycle	Revision Due Date
H.Huchet	SLT	May2023	3 May 2023	Bi-annual	May 2025

PUPIL PREMIUM POLICY

Policy Approver: Academy Improvement Board

Version Control

Version Number	Date of Change	Changes Made



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1. Policy Name

Pupil Premium Policy.

Since 2011, the Government has provided schools with additional funding (Pupil Premium) to support the learning of students who claim Free School Meals (at any time in the past 6 years), are or have been Looked After, adopted or in care or who have parents in the Armed Services.

The funding is intended to support the academic progress of these children (known as disadvantaged) as there is clear statistical evidence that they perform less well than children who are not disadvantaged.

This document sets out Huxlow Science College's policy in relation to Pupil Premium Funding.

2. Policy Aims

At Huxlow we endeavour to spend all of the Pupil Premium grant supporting disadvantaged students.

Our specific aims are to ensure these students;

- Are fully supported to secure good career outcomes
- Are ready to learn (support with uniform and equipment)
- Attend at least 95% of the time
- Achieve as well as possible
- Are happy at school
- Are able to enjoy most of the activities the school offers
- Secure good literacy and numeracy skills
- Achieve at least 5 Grade 4-9 including English and Maths

To achieve our aims we choose to positively discriminate in providing those students with additional provision in:-

- Pastoral Care
- Academic Support
- Literacy & Numeracy
- Enrichment opportunities
- Attendance support
- Post 16 options
- Emotional and behaviour support

To do this we employ additional staff with specific responsibility to provide this appropriate support.

3. Key Principles

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

Huxlow Inclusion Statement

We endeavour to achieve maximum inclusion of all children (including vulnerable learners) whilst meeting their individual needs.

Quality First teaching is the first step towards success for all children. Teachers provide differentiated learning opportunities for all the children within the school and provide materials appropriate to children's interests and abilities. This ensures that all children have a full access to the school curriculum.

We make every effort to narrow the gap in attainment between vulnerable groups of learners and others.

We focus on individual progress as the main indicator of success.

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 a “growth mind-set” towards learning

Identifying Need

We will ensure that:

- All staff are aware of who Pupil Premium and vulnerable children are
- All staff are involved in the analysis of data and identification of pupils’ strengths and weaknesses

Improving Day to Day Teaching

We will continue to ensure that identified students across the College receive quality first teaching by ensuring that class teachers:

- Set high expectations and targets for these pupils
- Use additional staffing provided by the PPG to support and extend these pupils in class lessons
- Assess and track these pupils’ progress specifically alongside other pupils i.e. every half term
- Adjust plans, lessons and class groupings to fill the learning gaps identified by their assessment

Increasing Learning Time

We will maximise the learning time for these students through:

- Improving attendance and punctuality
- Providing intervention as soon as possible i.e. as soon as the child becomes entitled to PPG funding and for as long as possible i.e. for up to up to six years after initial qualification;
- As wide a range of support programmes as possible to support student needs.

Individual Support

We will ensure that all students entitled to PPG funding receive some additional support that is tailored to their individual needs. This will be achieved through positive discrimination as outlined at the start of this policy:

- Pastoral Care (Family Support Worker, Assistant Headteacher, support)
- Academic Support (Learning Mentor meetings and in-class support from teacher)
- Literacy & Numeracy (Specific HLTA support for students requiring help)
- Enrichment opportunities (music, sporting activities and additional trips and visits)
- Attendance support (Learning Mentor tutor groups, breakfast clubs and rewards)
- Post 16 support (careers advice, visits and support with applications/interviews)
- Emotional and behaviour support (Learning and behaviour key workers, counselling and mentoring)

4. Monitoring and Evaluation

To ensure that our provision is effective we will:

- Collect assessment data for these students every RATE cycle;
- Ensure that the assessments used have been moderated and therefore accurate;
- Use additional evidence from other sources such as students' work, lesson observations, learning walks and student voice interviews to support evaluations of impact where necessary;
- Hold regular PP Meetings with Learning Mentors in which PP students are identified through RATE and academic support proposed. Use SLT Link Meetings and RATE meetings to specifically review PP progress and interactions;
- Change or adapt interventions if they are not working;
- Examine Case Studies to evaluate the impact of pastoral interventions, such as those taken to improve attendance and behaviour;
- Designate a member of the SLT to maintain an overview of PPG spending and its impact;
- Designate a governor to be responsible for monitoring the effectiveness of our PPG spending.

5. Reporting

Students and parents will receive feedback on their progress as part of the annual RATE cycle – additionally, each department will be required to report on the progress and work of PP students.

Annually, the College will report to the Academy Improvement Board about PPG funding. In these reports we will include:

- Information about the context of the school
- The objectives for the year based on an analysis of the latest data
- The nature of support being provided to enable the achievement of the objectives
- A summary of the impact of the support provided from the PPG
- Performance of disadvantaged students (compared to non-pupil premium children)
- Other evidence of impact e.g. case studies, monitoring evidence
- An overview of spending
- Total PPG received
- Total PPG spent
- Total PPG remaining
- Implications for PPG spending the following year

The Academy Improvement Board will consider the information provided and will ensure that there is an annual statement published on the school website outlining how the PPG funding has been used to address the issue of closing the gap for pupils eligible for Pupil Premium. This task will be carried out in line with the requirements published by the Department for Education.

The college will review this policy bi-annually.

Signed
Chair, Academy Improvement Board

Dated