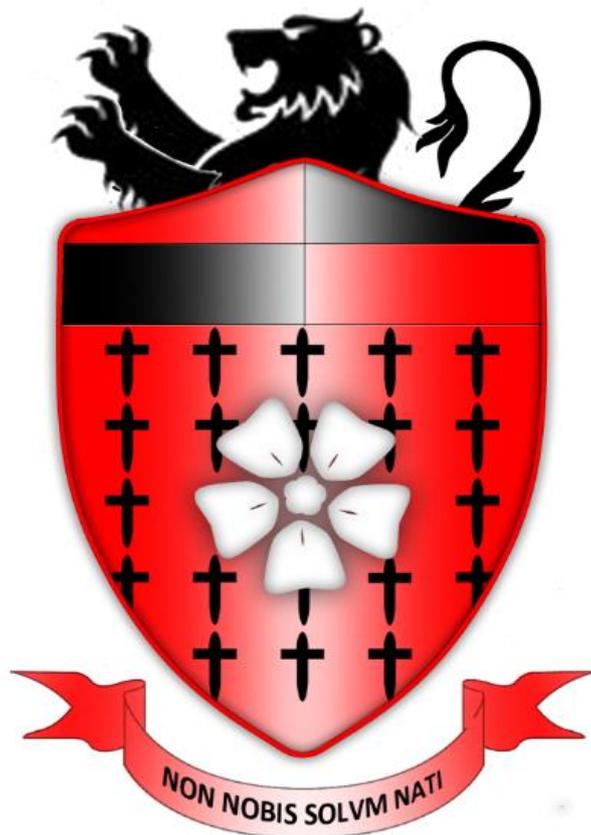


Hornsea School & Language College



Pupil Premium Grant - Closing the Attainment Gap for Disadvantaged Pupils

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Pupil Premium – Closing the Attainment Gaps for Disadvantaged Pupils

This policy is to be read in conjunction with the following HSLC Policy:

- Previously Looked After Child Education Policy
- Looked After Children Education Policy

Rationale

Hornsea School and Language College (HSLC) is committed to providing the best possible education for all pupils, based on equality of opportunity, fairness and an inclusive ethos. In pursuit of this, and with regard to the education of pupils identified as Disadvantaged Pupils, HSLC is committed to working to overcome socio-economic factors – or any other external factor – which may hinder pupil progress and attainment, and ultimately affect life chances.

Aims

- To provide all pupils with fair and equal opportunities to achieve and excel in all areas of the curriculum through the use of additional, delegated funding.
- To work in partnership with families and pupils eligible for pupil premium, to plan, monitor and evaluate support and intervention in order to secure individual progress and achievement.
- To ensure governors fulfil statutory responsibilities to make effective use of pupil premium funds in order to impact positively on pupils' achievement and attainment.

What is the Pupil Premium Grant (PPG)?

The Pupil Premium Grant began in 2011 for children eligible for free school meals, children whose parents serve in the armed forces and looked after children; its purpose was to close the attainment gap between these groups and their peers. In 2013 the DfE introduced Pupil Premium Plus for looked after and previously looked after children. In doing this, the DfE acknowledged the enduring impact of trauma and loss in children's lives and the key role of schools in supporting children who have had a difficult start in life.

Is your child eligible?

The Pupil Premium Grant (PPG) is allocated by the government to school in relation to the defined Disadvantaged Pupils cohort.

PPG provides funding for two policies:

- raising the attainment of disadvantaged pupils of all abilities to reach their potential
- supporting children and young people with parents in the regular armed forces¹

Definition of 'Disadvantaged Pupils':

This term refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route

Source: Ofsted School Inspection Handbook, updated 1st October 2021 (Paragraph 111)

<https://www.gov.uk/government/publications/school-inspection-handbook-eif/school-inspection-handbook>

This group comprises of pupils currently claiming free school meals (FSM) or at any point in the past six years (Ever 6), pupils in care (LAC) or who have left care through adoption or another formal

route (PLAC). In addition, a Service Premium is paid in respect of each pupil recorded in the October 2020 school census who have been eligible for the service child premium at any point since the January 2015 census as well as those recorded as a service child for the first time in the October 2020 school census¹.

The Education and Skills Funding Agency (ESFA) will calculate the allocation using¹:

- the number of pupils recorded on the October 2020 school census who are Ever 6 FSM in year groups 7 to 11 (except where the pupil is allocated the LAC or post-LAC premium)
- post-LAC pupils in year groups 7 to 11
- Ever 6 Service full time education pupils aged 4 and over in year groups reception to year 11 or in reception of pensions under the Armed Forces Compensation Scheme and the War Pensions Scheme.

Pupil Premium funding is a key and integral part of the resource base that helps maintain the inclusive ethos and agenda of HSLC.

Allocation of Funding

Other than for the LAC cohort², schools can choose how to spend their pupil premium money, as they are best placed to identify what would be of most benefit to the children who are eligible.

The Pupil Premium Grant is not allocated on the basis of a being a personal budget for individual children. It is the responsibility of the school to manage the Pupil Premium allocation for the benefit of this group. As such, there is scope for Pupil Premium funding to be utilised in a variety of different ways in terms of individual, group and school wide initiatives.

Some funding will be allocated from the overall Pupil Premium budget for the provision of additional staff who will provide additional services in school. This funding will also support a universal entitlement to these services. All funding allocated in this way will be calculated on a pro rata basis amongst all of the pupils in receipt of the Pupil Premium Grant

HSLC's use of the Pupil Premium Grant:

Examples of ways in which HSLC spend their PPG include:

- Extra one-to-one or small-group support for children/young people within the classroom.
- Employing extra teaching assistants to work with classes.
- Reduced class sizes.
- Nurture Group (Y7/Y8/Y9) and Personalised Pathway Programmes (Y10 and Y11).
- Running catch-up intervention sessions during school time or after school/at weekends, for example for children/young people who need extra help with maths or English.
- Providing extra tuition for able children.
- Providing music lessons for children whose families would be unable to pay for them.
- Funding educational trips and visits including residential learning opportunities.
- Subsidising pupil contributions for inside and outside classroom learning experiences.
- Supporting extra-curricular activities.
- Providing revision support materials.
- Supporting sporting opportunities.
- Providing pastoral support.
- Providing "Meet and Greet" support at the start of the school day.
- Supporting emotional literacy and emotion regulation (ELSA)
- Supporting parents to provide better support to their children by engaging them in their children's learning and/or providing them with the knowledge and skills to do so effectively, for example Transition Family Learning Day, attending Parents Evening events.
- Investing in resources that boost children's learning, such as laptops/tablets, materials to be used in 1 to 1 and/or intervention sessions.
- Subsidising the purchase of shoes and school uniform, including PE items.

Often, all of the children in a class will reap some benefit from how the school spends its pupil premium: for example, if the money is used to fund an additional teaching assistant who works across the whole class, rather than providing one-to-one support.

When considering how the PPG is spent, HSLC will:

- Ensure that Pupil Premium funding allocated to our school is used for its intended purpose.
- Use the latest evidence based research³ on proven strategies which work to close the attainment gaps and adapt these as necessary to meet the needs of our pupils.
- Be transparent in our reporting of how we have used the Pupil Premium, so that our parents, interested stakeholders and Ofsted are fully aware of how this additional resource has been used to make a difference.
- Ensure there is robust monitoring and evaluation in place to account for the use of the Pupil Premium, by the school and governing body.
- Use the support of outside agencies either as part of an already purchased package or additional support as appropriate.
- Recognise the fact that disadvantaged children are not a homogeneous group and cover a wide range of needs. As such the strategies we use to raise attainment will take these group and individual needs fully into account.
- Use the Pupil Premium for all year groups (Y7 to Y11) not just those taking examinations at the end of the year.
- Be mindful of the fact that eligibility for pupil premium funding does not equate with pupils being considered to be of 'low ability' because of their social circumstances.

Overview of HSLC Support Structure(s) for Disadvantaged Pupils

The team in school with oversight of this group of young people comprises of:

Rachael Schofield (Disadvantaged Pupils Champion)

Vicky Parnaby (Head of Learning Enhancement)

In the first instance, any day to day queries relating to this would be directed to Miss Schofield.

The Disadvantaged Pupils cohort is directly supported through the overarching HSLC 'Disadvantaged Pupil' structure(s) which is overseen and managed by the Head of Learning Enhancement (Vicky Parnaby) and HSLC Disadvantaged Pupils Champion (Rachael Schofield) and which involves the routine and ongoing monitoring of this cohort in terms of progress in school across areas such as academic attainment / progress, attendance, additional needs, pastoral care, engagement with learning etc.

The Head of Learning Enhancement (Vicky Parnaby) works closely and collaboratively with the SLT, Subject Leaders and Progress Leaders to ensure that, at a strategic and operational level within school, the needs of this cohort are identified and met and that a holistic approach is adopted. This approach is predicated upon establishing and maintaining a mutually supportive, open, transparent and positive relationship with parents / carers and any professionals and partner agencies involved working together in the best interests of the child.

The role of the Governing Body

The designated link governor for Disadvantaged Pupils/Pupil Premium will act on behalf of the governors to monitor and review the progress and impact of PPG. This will involve regular meetings with the Disadvantaged Pupils Champion and the Head of Learning Enhancement to evaluate impact on progress and attainment; evaluating reports; participating in discussions with pupils, where appropriate, with a focus on learning and success.

¹Ever 6 Free School Meals children. For mainstream and special schools, the pupil premium for 2021 to 2022 will include pupils recorded in the October 2020 school census who have had a recorded period of FSM eligibility since January 2015, as well as those first recorded as eligible at October 2020. For the purposes of these grant conditions, these pupils are collectively referred to as Ever 6 FSM.

Ever 6 service children. The grant is also paid for children in receipt of a child pension from the Ministry of Defence. For mainstream and special schools, the service premium for 2021 to 2022 will include pupils recorded in the October 2020 school census who have been eligible for the service child premium at any point since the January 2015 census as well as those recorded as a service child for the first time in the October 2020 school census. For the purposes of these grant conditions, these pupils are collectively referred to as Ever 6 service children. Service children are not regarded as disadvantaged; their premium is allocated for pastoral support purposes

Source: Pupil premium: conditions of grant 2021 to 2022 for local authorities (Updated 22 September 2021) <https://www.gov.uk/government/publications/pupil-premium-allocations-and-conditions-of-grant-2021-to-2022/pupil-premium-conditions-of-grant-2021-to-2022-for-local-authorities>

² Children adopted from care or who have left care

For mainstream and special schools, the pupil premium for 2021 to 2022 will include pupils recorded in the October 2020 school 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. Source: Pupil premium: conditions of grant 2021 to 2022 for local authorities (Updated 22 September 2021)

<https://www.gov.uk/government/publications/pupil-premium-allocations-and-conditions-of-grant-2021-to-2022/pupil-premium-conditions-of-grant-2021-to-2022-for-local-authorities>

With regard to the LAC cohort, school works with the respective LA and LAC Virtual School to identify and agree the individual use of the LAC PPG via the Personal Education Plan (PEP) process.

³ Such as the Education Endowment Foundation, Teaching and Learning Toolkit

<http://educationendowmentfoundation.org.uk/toolkit/> which is regularly updated and The Research Schools Network <https://researchschool.org.uk/>