



**THE HESSLE ACADEMY**  
**Pupil Premium Policy**

**Effective Date:**  
June 2015

**Date of minuted review approval by the Board of Governors:**  
8 June 2017

**Review Committee:**  
Board of Governors

**Review Date:**  
June 2019

**Rationale**

At The Hessle Academy, all members of staff, directors and governors accept responsibility for ‘disadvantaged’ learners and are committed to meeting their guidance, social and academic needs within a caring and supportive environment.

As with every child and young person in our care, a child or young person who is considered to be ‘disadvantaged’ is valued, respected and entitled to develop their full potential.

Our strategic use of the Pupil Premium funding focusses on quality first teaching and a range of strategies focused on individual and whole school needs, to ensure that disadvantaged learners achieve at least in line with their non-disadvantaged peers nationally and within the schools, in any given year.

It is recognised that the collective term ‘disadvantaged’ includes those who are eligible for Pupil Premium funding, as reflected in DfE guidance

**Background**

The Pupil Premium is a Government initiative that provides funding aimed at learners from ‘deprived’ backgrounds. Research shows that nationally learners from deprived backgrounds underachieve compared to their non-disadvantaged peers. This gap in achievement is replicated within the East Riding. The Pupil Premium is provided in order to support these learners in reaching their potential.

The Government has used learners entitled to Free School Meals (FSM), on the annual census, or those who have been eligible to FSM in the last years (Ever6) as an indicator of deprivation. In addition, those who are looked after continuously for six months, are adopted or are designated as children of service personnel, are also entitled to a level of additional school funding to support them. The funding received is a fixed amount. The following table indicates the level of funding currently received (Sept 2016)

<b>Disadvantaged pupils Funding 2015/16</b>	<b>Pupil Premium per pupil</b>
Pupils in Year Groups R to 6 recorded as Ever 6 FSM	£1,320
Pupils in Year Groups 7 to 11 recorded as Ever 6 FSM	£935
Looked After Children (LAC) <i>*in the East Riding £900 will be issued to schools with £1000 being retained centrally in the first instance. The £1000 will be bid for in the learners' PEP Review for specific activities aimed at increasing progress.</i>	£1,900
Children adopted from care under the Adoption and Children Act 2002 <sup>1</sup> and children who have left care under a Special Guardianship or Residence Order	£1,900

At The Hessle Academy we will be using the indicator of those eligible for free school meals as well as identified vulnerable groups as our target learners to 'close the gap' by raising achievement of all groups of learners.

The Government is not instructing schools how they should spend this money, it is not ring-fenced and schools are free to spend the Pupil Premium as they see fit' (DFE 2011). The Government is however, clear that schools will need to 'employ the strategies that they know will support their learners to increase their attainment' and raise standards and, therefore, each school is accountable for the impact of the pupil premium funding.

In order to meet the above requirements, the Board of Governors and staff of The Hessle Academy will ensure that provision is made which secures quality first teaching and learning and opportunities (Sutton Trust Report 2011) which national research would indicate have the highest gains for learners, that meet the needs of all learners and that we adopt a culture of aspiration and high expectation of this group of learners.

As part of the additional provision made for learners who belong to vulnerable groups, the school leaders will ensure that the needs of disadvantaged learners are adequately assessed and addressed through termly progress meetings with staff (PPS) and via five assessment points where progress data is robustly tracked (HHS). In addition, the Associate Headteacher at PPS and Assistant Head - Standards at HHS will coordinate and track learners' progress and the impact of planned interventions. The value of Student/Pupil Voice cannot be underestimated in evaluating the impact of our Pupil Premium strategy in removing barriers to success for disadvantaged learners which are identified nationally as including:

- Low aspiration
  - Lack of parental engagement
  - An increase in the achievement gap as learners progress through education
  - Low levels of literacy
  - Lack of provision for basic needs (warmth, food, sleep for example)
  - Lack of access to technology in the home
  - Lack of breadth of experience
  - Limited provision for additional work to take place at home
- \*ref Education Endowment Foundation report*

The Local Governance Boards receive termly progress and engagement reports to ensure that they have a strategic understanding and are able to challenge the progress of disadvantaged learners against their peers.

In making provision for disadvantaged learners, the Directors and staff of The Hessle Academy recognise that not all learners who receive free school meals will be disadvantaged.

The Hessle Academy is proactive in its strategy to ensure the FSM allowance accurately reflects need, particularly in light of the current free KS1 meal offer to all learners and the transition of learners due to the proximity to neighbouring Local Authorities.

The Directors and staff also recognise that not all learners who are disadvantaged are registered or qualify for free school meals, though we offer active support to assist eligible parents to access the FSM provision. We, therefore, reserve the right to allocate the Pupil Premium funding to support any learner or groups of learners the schools within the Academy has legitimately identified as being disadvantaged (including those identified as 'Just About Managing' families (JAMs))

In addition, the Academy also recognise that often disadvantaged learners will have a further additional need which may also require support to ensure that barriers to learning or social and emotional development are removed.

The range of provision may include:

- facilitating learners' equality of access to education
- facilitating learners' access to a curriculum which enables them to achieve their potential
- additional teaching and learning opportunities
- alternative support and intervention

In particular but not exclusively, support towards:

- small groups literacy work
- setting to allow for the staffing of established nurture groups by specialist teachers
- funding of intervention and increased teacher contact time in English and Maths
- the funding of enrichment activities and educational visits
- the funding of specialist learning software
- funding of extra-curricular activities both within and outside school to improve motivation and levels of engagement
- to promote a healthy lifestyle which supports achievement
- the funding of school uniform

### **Reporting**

It will be the responsibility of the Assistant Head - Standards at Hessle High School and Sixth Form College and Associate Headteacher at PPS and the Finance Manager, to produce an annual report for the Board of Governors that will include:

- the progress made towards closing the gap between PP and non-PP, by year group and individual learner level for disadvantaged learners
- an outline of the provision that was made during the academic year
- an evaluation of the cost effectiveness, in terms of the progress made by the learners receiving a particular provision, when compared with other forms of support
- a proposal for plans to deliver effective strategies in the forthcoming academic year

The Board of Governors will consider the information provided, in the context of the data relating to

the progress of the school's disadvantaged learners, in conjunction with the revised schools' league tables.

The Directors will ensure that there is an annual statement to parents outlining how the Pupil Premium funding has been used to address the issue of 'closing the gap' for disadvantaged learners. This task will be carried out within the requirements published by the Department of Education and published on The Hessle Academy website ([www.thehessleacademy.co.uk](http://www.thehessleacademy.co.uk)).

### **Success Criteria**

The evaluation of this policy is based on how the schools within the Academy can close the gap between disadvantaged learners and their peers. Targets will be identified and evaluated annually to give an overall impact statement for the Pupil Premium strategy.

In general our aspirational outcomes for the effective use of and application of the Pupil Premium Policy are:

- early intervention and support for disadvantaged learners
- disadvantaged learners will meet their individual targets
- effective parental support and engagement, including effective transition
- learners eligible for the Pupil Premium achieve outcomes which are at least in line with 'others' nationally and within school
- attendance of those learners eligible for the Pupil Premium is at least in line with their peers within the Academy and against national 'good' levels of attendance
- Fixed Term Exclusion data for those eligible for the Pupil Premium grant is in line with their peer group internally
- at Hessle High School and Sixth Form College those learners identified as being in receipt of the Pupil Premium grant have a 0% NEET (not in Education, Employment or Training) rate within one year of leaving the Academy
- the progression onto Level 3 course by Disadvantaged learners is at least in line with those progressing nationally.