

UNIVERSITY ACADEMY
HOLBEACH



The University Academy Holbeach

Principal: Sheila Paige

Pupil Premium Policy 2022/2023

Adopted by the Governing Body:

To be reviewed annually

Review date:

November 2023

Executive Principal: S Baragwanath BSc (Hons)

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1. Aims

This policy aims to:

- **Provide background information** about the pupil premium grant so that all members of the school community understand its purpose and which pupils are eligible
- Set out **how the school will make decisions** on pupil premium spending
- **Summarise the roles and responsibilities of those involved** in managing the pupil premium in school

2. Legislation and guidance

This policy is based on the pupil premium allocations and conditions of grant guidance 2022 to 2023, published by the Education and Skills Funding Agency. It is also based on guidance from the Department for Education (DfE) on virtual school heads' responsibilities concerning the pupil premium, and the service premium.

3. Purpose of the grant

The pupil premium grant is additional funding allocated to publicly funded schools to raise the attainment of disadvantaged pupils and support pupils with parents in the armed forces.

The school will use the grant to support these groups, which comprise pupils with a range of different abilities, to narrow any achievement gaps between them and their peers.

We also recognise that not all pupils eligible for pupil premium funding will have lower attainment than their peers. In such cases, the grant will be used to help improve pupils' progress and attainment so that they can reach their full potential.

4. Use of the grant

3-year strategy plan:

University Academy Holbeach takes a longer view of the support the grant provides and is based on the long-term approach to pupil premium planning recommended by the DfE and the Education Endowment Foundation (EEF). The plan is aligned to the Academy Development Plan [ADP]. This enables us to implement a blend of short, medium and long-term interventions, and align pupil premium use with wider school improvements and improving readiness to learn.

Overcoming barriers to learning is at the heart of our Pupil Premium use. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not

automatically allocate personal budgets per pupil in receipt of the Pupil Premium. Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly.

Setting priorities is key to maximising the use of the Pupil Premium. Our priorities are as follows:

To maximise opportunities for catch-up curriculum in English and Maths for pupil premium students following the Covid-19 lockdown
To raise performance and progress of disadvantaged pupils including middle ability boys at KS4
To raise performance and progress of pupil premium plus or LAC students at KS4
To raise aspirations among disadvantaged pupils
To ensure the wellbeing of disadvantaged pupils remains a priority

These priorities are organised through a 3-tiered approach to Pupil Premium spending.

Tier 1- Teaching and Learning

These activities focus solely on improving teaching to impact on pupil's learning, which is the preferred way to narrow gaps in attainment. This includes curriculum development and professional development of staff which includes:

- Use of standardized testing to establish a base-line for students on entry and quality assessments throughout the key stages to establish gaps in knowledge
- Lesson observations of Maths and English to identify strategies to improve learning for all pupils including disadvantaged pupils at KS4.
- Professional Development for staff by attending targeted training courses and inhouse training.
- Continue to ensure that high quality feedback is given to all pupils including disadvantaged pupils, especially through the use of homework books.
- To ensure that high quality teaching and learning is delivered to all pupils including disadvantaged pupils in all lessons.
- To ensure that Year 11 pupils including disadvantaged pupils continue to have access to additional learning after school, at Saturday schools and Easter school to enhance their learning opportunities.
- All departments to develop curriculum according to new curriculum framework Intent, implementation impact to allow all students including disadvantaged students to access a wide and balanced curriculum that is at once challenging and relevant. This includes a three-year KS3 curriculum.
- Staff training to focus on pupil mental-health and wellbeing in relation to Covid-19 recovery.

Tier 2 – Targeted Academic Support

Tier 2 activities will concentrate on targeted academic interventions with proven evidence of impact to assist our pupils who need additional support in a time limited way. The school considers carefully how staff are deployed to provide specific targeted academic support in small group situation examples include but are not limited to:-

- In-class withdrawal into small group for additional focus on identified weaknesses with experienced teachers.

- Make use of effective interventions in Maths, English and other subjects such as after-school revision, Saturday schools, Easter school and one-to-one provision for all KS4 pupil premium students.
- Ensure that all KS3 and KS4 LAC students are supported through the PEP process to access additional support such as one-to-one tuition.
- Early intervention for KS3 pupil premium pupils in English through one-to-one provision.
- To give all students, including pupil premium students, access to specialist teacher intervention for literacy and numeracy including phonics.
- The continued use of Accelerated Reader to promote reading among all pupils including disadvantaged pupils.
- To implement the use of IDL online literacy and numeracy for disadvantaged as well as SEND pupils working below expectation in literacy and numeracy.
- To ensure that all pupils including disadvantaged pupils have access where appropriate to social and emotional learning to support their progress in the classroom.
- Learning mentor to work with identified KS4 pupil premium students and families to identify and address any barriers to learning such as poor revision skills in Maths and English.
- pupils have access appropriate behaviour interventions such as PSP. BOSS and the behaviour support assistant to support the improvement of learning.
- TA in-class support for KS4 pupil premium students.
- Ensure Reading comprehension interventions such as *Read, Write Inc* continue to be available where appropriate for KS3 pupils including disadvantaged pupils.
- Disadvantaged pupils to have access to the National Tutoring programme, especially those not making expected progress.

Tier 3 – Wider strategies

Tier 3 activities will focus on the wider strategies which relate to non-academic factors, including improving attendance, behaviour and social and emotional support. This can include but is not limited to:

- To ensure that the attendance of all pupils including disadvantaged pupils is in line with national averages.
- Additional funding to support disadvantaged pupils with issues such as uniform, equipment and school trips.

The result of these wider strategies is to increase pupil confidence, resilience and aspirations in line with our school vision.

Please see our Pupil Premium strategy document for information about some of the external sources that we use to inform our 'next-steps' developments.

We publish our strategy statement on the school's use of the pupil premium in each academic year on the school website, in line with the DfE's [guidance on using the pupil premium](#) and using the templates on GOV.UK.

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Our pupil premium strategy statement is available on the Academy website.

5. Eligible pupils

The pupil premium is allocated to the school based on the number of eligible pupils.

Eligible pupils fall into the categories explained below.

5.1 Ever 6 free school meals

Pupils recorded in the most recent October school census who are known to have been eligible for free school meals at any point in the last 6 years (as determined by the DfE's latest conditions of grant guidance).

This includes pupils first known to be eligible for free school meals in the most recent October census.

It does not include pupils who received universal infant free school meals but would not have otherwise received free lunches.

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5.2 Looked-after children

Pupils who are in the care of, or provided with accommodation by, a local authority in England or Wales for at least 1 day. Allocations will be provisionally based on the children looked-after data return in March of the previous year, and then confirmed in December of the current year based on the children looked-after data return in March of the current year.

5.3 Post looked-after children

Pupils recorded in the most recent October 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.

5.4 Ever 6 service children

Pupils recorded in the most recent October census:

- With a parent serving in the regular armed forces
- Who have been registered as a 'service child' in the school census at any point in the last 6 years (as determined by the DfE's latest conditions of grant guidance), including those first recorded as such in the most recent October census
- In receipt of a child pension from the Ministry of Defence because one of their parents died while serving in the armed forces

6. Roles and responsibilities

The following are suggestions only. Adapt this section as necessary to reflect how responsibilities regarding the pupil premium are distributed in your school.

6.1 Principal and senior leadership team

The headteacher and senior leadership team are responsible for:

- Keeping this policy up to date, and ensuring that it is implemented across the school
- Ensuring that all school staff are aware of their role in raising the attainment of disadvantaged pupils and supporting pupils with parents in the armed forces
- Planning pupil premium spending and keeping this under constant review, using an evidence-based approach and working with virtual school heads where appropriate
- Monitoring the attainment and progress of pupils eligible for the pupil premium to assess the impact of the school's use of the funding
- Reporting on the impact of pupil premium spending to the governing board on an ongoing basis
- Publishing the pupil premium strategy statement on the school's use of the pupil premium in each academic year on the school website, in line with the DfE's [guidance on using the pupil premium](#) and using the templates on GOV.UK.
- Providing relevant training for staff, as necessary, on supporting disadvantaged pupils and raising attainment

6.2 Governors

The governing board is responsible for:

- Holding the headteacher to account for the implementation of this policy
- Ensuring the school is using pupil premium funding appropriately, in line with the rules set out in the conditions of grant
- Monitoring the attainment and progress of pupils eligible for the pupil premium, in conjunction with the headteacher, to assess the impact and effectiveness of the school's use of the funding
- Monitoring whether the school is ensuring value for money in its use of the pupil premium
- Challenging the headteacher to use the pupil premium in the most effective way
- Setting the school's ethos and values around supporting disadvantaged members of the school community

6.3 Other school staff

All school staff are responsible for:

- Implementing this policy on a day-to-day basis
- Setting high expectations for all pupils, including those eligible for the pupil premium
- Identifying pupils whose attainment is not improving in response to interventions funded by the pupil premium, and highlighting these individuals to the senior leadership team
- Sharing insights into effective practice with other school staff

6.4 Virtual school heads

Virtual school heads are responsible for managing pupil premium funding for children looked after by a local authority, and allocating it to schools. Their responsibilities include, but are not limited to:

- Identifying the eligible looked-after children and informing the local authority
- Making sure methods for allocating and spending ensure that looked-after children benefit without delay

- Working with each looked-after child's educational setting to put together a personal education plan, agree how pupil premium funding will be spent to meet the need identified in this plan, and ensure the funding is spent in this way
- Demonstrating how pupil premium funding is raising the achievement of looked after children

Virtual school heads are in charge of promoting the educational achievement of all the children looked after by the local authority they work for.

7. Monitoring arrangements

This policy will be reviewed annually by the Senior Manager with responsibility for Pupil Premium. At every review, the policy will be shared with the governing board.