



# **Pupil Premium Policy**

***‘Overcoming the barriers  
of disadvantage.’***

**Updated: November 2017**

**PRIDE THROUGH SUCCESS**

## **1. Rationale and purpose**

This document outlines the ways in which The Hastings Academy intends to ensure that pupils for whom we receive the pupil premium grant will be supported in making the same progress as their peers.

The Hastings Academy receives funding from the government to address underlying inequalities experienced by students who have been eligible for Free School Meals in the last six years, or have been adopted from care; this is known as the Pupil Premium.

Around 50% of the students at The Hastings Academy are in receipt of a Pupil Premium. This places the Academy in the 80<sup>th</sup> percentile nationally. These figures have remained constant over the past 6 years with current analysis suggesting that this trend is unlikely to change.

Pupil Premium funds will be spent on supporting students in the three main areas of school life: pastoral, academic and extra-curricular.

***At The Hastings Academy we aim to give every student EQUAL OPPORTUNITY to succeed.***

Research suggests that underperforming children eligible for FSM may display some of the following characteristics:

- be underachieving;
- be more likely to be adversely affected by peer group pressure or attitudes;
- be more likely to have their attitude to school influenced negatively by their parents and/or carers;
- have low or declining attendance;
- have limited experience of books and reading;
- have difficulty in finding space where they can complete homework.

DCSF (2011)

***To help address the disadvantage that pupil premium students face they will be provided with MORE opportunities and support than other students.***

### **1.1 Success criteria**

These are the criteria to which we will judge our success in overcoming the barriers of disadvantage that pupil premium students face:

- The attainment and progress gap between pupil premium students and their peers will be zero.
- Planning for the progress of pupil premium students will be evident in lesson and learning walk data across all departments.
- Pupils in receipt of a pupil premium will have received relevant interventions to address their barriers to success.

## **2. Implementation of this policy**

*At The Hastings Academy we aim to give every student EQUAL OPPORTUNITY to succeed. To help address the disadvantage that pupil premium students face they will be provided with MORE opportunities and support than other students.*

The specific staff roles and responsibilities that relate to this are outlined below:

### **Staff**

All staff will be responsible for the identification of the barriers that pupil premium students face and the collective implementation of support strategies to assist them in overcoming these barriers. Refer to 'Intervention and support strategies' section below. All staff will use the Pupil Premium Toolkit (see linked documents) to raise concerns about individual students and plan timely interventions according to the process outlined in the toolkit.

### **Teaching staff**

Teaching staff should:

1. **Know who their pupil premium students are** – in ClassCharts, all pupil premium students have a note with a comment about What Works Well for them
2. **Mark pupil premium students books first** – Subtly indicate on their books who the pupil premium students are and then mark their books first
3. **Put pupil premium students first**, e.g. questioning

### **Behaviour**

In addition to the usual processes outlined in the school behaviour policy including the pastoral BTA system, THRIVE, Forest School, parental meetings, reports and learning plans, when a pupil premium student receives a C4 (isolation) this will trigger a face to face meeting with the students' parents. This should be led by the teacher who issued the C4 but they may be accompanied by the Pupil Premium Subject Lead.

### **Subject Leaders**

Subject leaders along with the Academy's Teaching and Learning Team, will be responsible for tracking and monitoring Wave 1 teaching and providing support where necessary.

Subject leaders will work with the Pupil Premium Lead for their subject to identify and addressing barriers to success for pupil premium students.

### **Pupil Premium Lead (within each subject)**

After each data capture, the Pupil Premium Lead in each subject will compare the progress of pupil premium and non-pupil premium students in all year groups. They will identify areas of underperformance and the reason behind this for pupil premium students in comparison to non-pupil premium students. Once these areas have been identified they will work with their subject leader and the Pupil Premium Champion to plan necessary intervention to support rapid progress; including after school intervention targeted at pupil premium students.

## **Pastoral teams**

### **Heads of School**

The Head of School, through their work with their pastoral teams including tutors, will prioritise the attendance and behaviour of pupil premium students. We follow East Sussex County Council's Fixed Penalty Notice Procedure for attendance (for more details on this please refer to the Attendance Policy).

### **Assistant Head of School**

Assistant Heads of School will be responsible for the provision of 'basics' for pupil premium students in their school. They will order and allocate uniform and equipment (pencil cases with a ruler, pen, pencil and rubber) to students that are identified as needing support with these items.

### **Student Support Managers**

Student Support Managers will support the Head of School and Assistant Head of school in fulfilling these expectations. On a daily basis they will ensure that pupil premium students are the first students to be called for non-attendance. They will also ensure that pupil premium students' parents are contacted repeatedly to improve awareness and knowledge of Academic Review Days, special events and examination as directed by their Head of School.

### **Tutors**

Tutors are key in establishing positive relationships between the school and home. To this end they will make personal phone calls to pupil premium student's parents to encourage attendance at parents' events and facilitate further engagement with school (at least once per term) and as directed by their Head of School.

Attendance: Tutors will discuss reasons for non-attendance with all of their tutees.

Behaviour: Tutors will monitor pupil premium student's behaviour in ClassCharts and ensure they talk to their students the day after a C3 or C4 has been issued. Tutors should encourage and facilitate R&R between their students and the teacher that has issued the consequence.

### **Attendance Officer**

The Attendance Officer will be responsible for tracking students' attendance, contacting parents regarding issuing Fixed Penalty Notices and supporting parent's engagement in their child's education.

### **Attendance Intervention Officer**

The Attendance Intervention Officer will be responsible for making home visits to students who are persistently absent to engage parents in their child's education.

## **Pupil Premium Champion**

The Pupil Premium Champion will be responsible for overseeing all activity relating to pupil premium students at a strategic level. They will track and monitor Academic, Pastoral and Enrichment intervention through use of the Pupil Premium Tracker and report on progress to the Principal and Leadership team. Once per year, in October, they will write a report outlining the impact of last year's provision and the plan for how this year's funding will be spent.

### **3. Interventions and support**

In the first instance teachers will seek to address underperformance in class with Wave 1 strategies documented on subject leader data analysis sheets and on the SIMS AM7 subject mark sheets as well as the HoS SIMS AM7 tracker. Some examples of strategies used are listed below:

- Praise and celebration of achievement
- Peer supported learning
- Modelling and exam literacy
- Provision of key words and vocabulary banks for success
- 'Short-step' tasks and clear definable outcomes
- Tailored seating and grouping

There is a range of intervention and support strategies currently in place to support pupil premium students, these strategies are funded by the pupil premium income that the Academy receives. A detailed account of the level of funding allocated to these can be found on the school website <http://www.thehastingsacademy.org.uk/about/pupil-premium>

This is a list of some of the current strategies in place/available for students identified as needing more than wave 1 support:

- 1:1 and small group tuition in core subjects
- Intensive intervention programmes to address literacy concerns and accelerated reader
- Engagement and enrichment activities outside of the school day
- Access to ICT and equipment that supports learning and progress
- Meta-cognitive and 'learn to learn' mentoring
- A counselling service which offers both behaviour management and self-esteem building
- Bespoke curriculum provision including a variety of alternative provision programs including: Forest School, Egtooth and Ivyland Farm run by Plumpton College.
- Aspire Tutor Groups
- Year 11 mentoring

## **Hardship Fund**

The Hastings Academy has established a fund to assist students who are in receipt of Free School Meals or Pupil Premium. The fund has been set up to supplement the purchase of essential school uniform and equipment as well as enabling students to participate in curriculum-based activities and trips.

Assistance will normally be limited to a percentage of the total cost of the activity/item. We do not accept applications for financial support after the item being claimed for has been purchased.

### Making a request for financial support

A Hardship Fund application form is available to download from our website (<http://www.thehastingsacademy.org.uk/about/pupil-premium> ) and from the school reception. In order for us to process the request completed application forms should be sent to Mr Snelling (p.snelling@hasla.org.uk). If a parent wishes to discuss their case before applying they can contact Mr Snelling.

All matters are dealt with in the strictest confidence and all applications on their individual merits.

The deadline for all uniform requests is July 1st each year.

## **4. Training**

Yearly CPD training will help staff in identifying strategies for raising the attainment of pupil premium students.

## **5. Monitoring the effectiveness of pupil premium strategies**

The effectiveness and implementation of this policy and the impact on the progress of students will be reviewed after data captures in outturn meetings where subject leaders are held to account for the performance of their teachers and sub-group performance is analysed. In addition, the effectiveness of interventions will be thoroughly analysed through the yearly report on the effectiveness of pupil premium spending as well as periodically throughout the year for individual interventions.

## **6. Linked policies and working documents**

- Pupil Premium Review and Future Expenditure
- Pupil Premium Toolkit
- Hardship Fund application form
- Pupil Premium & SEN Tracker

<http://www.thehastingsacademy.org.uk/about/pupil-premium>

## **7. Bibliography**

DCSF - DEPARTMENT FOR CHILDREN, SCHOOLS AND FAMILIES: TEACHING AND LEARNING RESOURCES., 2011. *Underperforming children eligible for free school meals*. [online] Available at: <http://www.tlr.nationalstrategies.dcsf.gov.uk> [Accessed 21 Aug. 2016].