



Holly Park School Pupil Premium Policy

Context

The pupil premium is a Government initiative that was introduced in 2011 and targets extra money at pupils from lower income families (children who have been registered for free school meals (FSM) and from 2012-13 at any point in the last six years, known as Ever 6 FSM), Looked after children, adopted (in the UK) children and service families, as research shows that these groups underachieve compared to their peers. The premium is provided in order to support these pupils in reaching their potential and to narrow the attainment gap between these children and their peers.

The Government has used pupils entitled to free school meals as an indicator for deprivation, and have deployed a fixed amount of money to schools per pupil, based on the number of pupils registered for free school meals. The school is accountable for using this funding to raise the achievement of the less advantaged children in its community. The Pupil Premium is in addition to the school budget.

The school's vision is that all pupils should be happy, safe and secure and to be the best they can be. The targeted use of pupil premium funding will support this vision.

There is a Key Leader for Disadvantaged pupils.

There is also a nominated Pupil Premium Governor

Links to the UN Rights of the Child

Article 28

Every child has the right to an education. Primary education must be free. Secondary education must be available for every child. Discipline in schools must respect children's dignity. Richer countries must help poorer countries achieve this.

Article 29

Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

Article 31

Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

Principles

- It is the central role of the Headteacher, SLT and governors to support improvements in the performance of disadvantaged pupils
- We ensure that teaching and learning opportunities meet the needs of all our pupils
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of those who are considered socially disadvantaged pupils are adequately assessed and supported
- We recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals but may also need additional support
- We aim to allocate the Pupil premium funding to support any pupil or groups of pupils the school has been legitimately identified as being socially disadvantaged. In cases where there is excessive demand on provision, priority will be given to pupils who have been allocated pupil premium
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will necessarily be in receipt of pupil premium interventions at all times. We have a whole school Pupil Premium provision map which outlines current provision.
- We also need to be aware that some pupils eligible for Pupil Premium may also be receiving support for EAL or SEN.
- Pupil premium funding may be used to target eligible children who are more able to achieve above age related expectations
- Provision will be reviewed each half term following pupil progress meetings

Strategies to maximise achievement

- Pupil Premium will be clearly identifiable within the budget – and will be ring-fenced
- The Headteacher, Key leader for Disadvantaged pupils and the Office manager are closely involved in tracking the allocation of funding and can always account clearly for spending
- Eligibility for Pupil Premium should never be confused with low ability. The premium should be used to also support more able Pupil Premium children reach their full potential and accelerate progress
- The Headteacher in consultation with the governors and SMT will decide how the Pupil premium will be spent
- Use research evidence (Ofsted, other schools, Sutton Trust etc) to allocate the funding to activities that are most likely to have most impact
- The school will be accountable for how it has used the additional funding to support the achievement of those pupils covered by Pupil Premium

- We will track the attainment of pupils covered by the premium carefully and use achievement data to check whether interventions or techniques are working and make adjustments accordingly. We will keep case studies for some pupils. A senior member of staff will have specific responsibility for tracking progress.
- The school will assess what additional provision should be made for the individual pupils at Pupil Progress meetings. Pupil Premium pupils will always be on the agenda of Pupil Progress meetings and the senior member of staff responsible will be there and will create a provision map of what is on offer. This will be adapted half termly.
- Make sure that teachers and support staff know which children are eligible and understand their role in helping children achieve. All staff need to take responsibility for improving the performance of disadvantaged pupils
- Keep a register of Pupil Premium children, noting where they cross over into other groups (SEN, EAL) and what are their potential barriers to learning due to family circumstances etc
- Be mindful that progress and attainment will not always/only be academic. We aim to also improve attendance and behaviour.
- We also aim to measure progress and attainment in the softer skills of engagement, well-being, enjoyment, first experiences etc
- Clear and robust Appraisal for staff including discussions about Pupil Premium children during meetings and also the possible inclusion of Pupil Premium targets.
- Appraisal targets for staff and/or the School Improvement Plan will include targets for the improvement of the performance of disadvantaged pupils
- We will monitor, evaluate and review the success of the impact of Pupil Premium
- Ensuring governors are fully informed about Pupil Premium and making it a regular agenda item at committees. Appointing a Pupil Premium governor.
- Make sure that information about disadvantaged pupils is included within year group files so that it can be shared on transition from one year to the next

Provision

All our work through the Pupil Premium will be aimed at trying to accelerate progress and moving children to age related expectations by focussing teaching and enriching learning experiences.

The range of provision the Governors consider suitable for this includes:

- Providing small group work with an experienced teacher or teaching assistant focussed on overcoming gaps in learning
- Additional teaching and learning opportunities
- Providing additional resources

- Facilitating additional and extra-curricular experiences, such as educational visits or guest speakers at a reduced cost
- Funding volunteer support programmes as available
- Supporting short projects for identified groups if they arise
- Providing one to one online tutoring

Reporting

The Headteacher will report to the Governing Body, via the Headteacher report to governors each term.

Pupil Premium will be a regular feature on the agenda for governors – Finance, Staffing & Pupil Welfare, Achievement and Teaching & Learning committees.

Information provided will be based on:

- the progress made towards narrowing the gap, by end of key stage results, for pupils eligible for Pupil Premium
- an annual outline of the provision that is made and an evaluation of the cost effectiveness, in terms of the progress made by the pupils receiving a particular provision, when compared to those children not receiving the support
- There will be an annual statement published on the school website as to how the Pupil Premium funding has been used to address the issue of 'narrowing the gap', for socially disadvantaged pupils

Accountability

- Data that shows the attainment of Pupil Premium children and their peers with those nationally
- Ofsted inspections
- Pupil Premium reviews – these can be internal, part of partnership work with other schools or commissioned by the LA
- Progress on narrowing the gap is monitored by the SLT and SIT and also by the Learning Network Inspector at the annual attainment review.


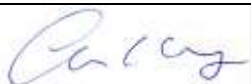
Document Control

This policy will be reviewed every two years by the full governors

Revision History

Version	Revision Date	Revised By	Revision
1.0	January 2016	Ann Pelham	Written in light of training
1.1	Spring 2016	Full Govs	Reviewed, adopted and ratified
1.2	Spring 2018	Full Govs	Reviewed, adopted and ratified
1.3	Spring 2019	Full Govs	Reviewed, adopted and ratified
1.4	Spring 2020	Full Govs	Reviewed, adopted and ratified
1.5	Spring 2021	Full Govs	Reviewed, adopted and ratified
1.6	Spring 2022	Full Govs	Reviewed, adopted and ratified
1.7	Spring 2023	Full Govs	Reviewed, adopted and ratified
1.8	Spring 2025	Full Govs	Reviewed, adopted and ratified

Signed by

	Name	Signature	Date
Headteacher	Ann Pelham		March 2025
Chair of Governors	Clare Hegarty		March 2025

Distribution

Shared with

- Staff via school server
- Parents via Website
- Governors via committee meetings

Date for next review

Spring 2027