

Pupil Premium Policy

First introduced in April 2011, the Pupil Premium is a Government-led initiative that provides schools with additional funding for pupils from deprived backgrounds in order to address educational inequality and social deprivation. Research has shown that pupils from deprived backgrounds academically underachieve at a greater rate than their wealthier peers. The Pupil Premium therefore aims to raise the attainment of disadvantaged students from all backgrounds and abilities, so they are given equal opportunities to achieve and succeed, and to support the well-being of young people and their families in circumstances where a parent is serving in the armed forces.

The Government's measure of deprivation is based on students entitled to free school meals and those who are looked after. Schools receive a fixed amount of money per pupil within each of these categories to provide them with additional support in school.

The allocation for the funding for 2019-20 is set out as follows:

Disadvantaged students	Pupil Premium per pupil
Pupils in years 7 to 11 recorded as Ever 6 FSM	£935
Looked-after children (LAC), defined in the Children Act 1989 as someone who is in the care of, or provided accommodation by, an English local authority	£2,300
Children who have ceased to be looked after by a local authority in England or Wales because of adoption, a special guardianship order, a child arrangement's order or a residence order	£2,300
Service children	Pupil Premium per pupil
Pupils in years 7 to 11 recorded as Ever 6 service child or in receipt of a child pension from the Ministry of Defence	£300

(DFE, 2019)

Funding for 2019-20 will be paid to academies in quarterly instalments on:

- 09 July 2019
- 08 October 2019
- 09 January 2020
- 08 April 2020

Schools that are academies will receive their funding directly from the Education and Skills Funding Agency (ESFA).

Eligibility:

The DFE Pupil Premium Guidance (conditions of grant 2019 to 2020 document, June 2019) identifies each group of students in the following ways:

FSM Ever 6

The Pupil Premium for 2019 to 2020 will include pupils recorded in the January 2019 school census who are known to have been eligible for free school meals (FSM) since May 2013, as well as those first known to be eligible at January 2019.

Children adopted from care or who have left care

The Pupil Premium for 2019 to 2020 will include pupils recorded in the January 2019 school census and alternative provision 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.

Ever 6 service child

For the purposes of these grant conditions, Ever 6 service child means a pupil recorded in the January 2019 school census who was eligible for the service child premium since the January 2014 census as well as those recorded as a service child for the first time on the January 2019 school census.

Purpose of the Pupil Premium:

The government has given schools and academies authority to decide on how to best spend the Pupil Premium, so it meets the specific needs of pupils within their setting.

At Hampton High, we strive to provide the highest standards of education for all our pupils, regardless of background, starting points and potential barriers to learning. We aim to use the Pupil Premium funding to:

- provide an excellent education and the highest expectations for all
- support improved attainment, raised expectations and readiness for life and learning
- prioritise high-quality teaching and learning, over intervention
- address the individual needs of pupils, as early as possible, to close gaps in learning
- instil a commitment from all staff and governors to meet the pastoral, social and academic needs of disadvantaged students
- embed a culture where every child considered to be 'disadvantaged' is valued, respected and encouraged to reach their full potential.

Allocation of Funding:

At Hampton High we are committed to ensuring the Pupil Premium funding reaches the groups of pupils for whom it was intended so it has a significant impact on their education and life chances.

We will use the funding to:

- provide additional educational support to improve the progress and raise the achievement for these pupils
- narrow and close the gap between the achievement of these pupils and their peers
- address any underlying inequalities between children eligible for the Pupil Premium and non-disadvantaged families.

At Hampton High, we recognise that not all pupils who receive free school meals are academically underachieving and not all pupils eligible for FSM Ever 6 are socially disadvantaged. In addition, many families within our school community who are socially disadvantaged have not registered for or qualified for free school meals. Each family's financial circumstances can change at any given time throughout the course of an academic year. We therefore reserve the right to allocate the Pupil Premium funding to support any pupils identified as needing financial assistance.

Who is responsible for the funding?

The Headteacher, in consultation with the governors and staff, will decide how the Pupil Premium is spent to benefit entitled pupils. Funding will be allocated following a needs analysis which will identify priority groups or individuals.

The Pupil Premium allocation will be identifiable within the school's budget. The Headteacher and the SLT lead will report to the governing body and parents on how effectively the funding has been implemented to improve the outcomes for students. The overall impact of strategies is periodically tracked, monitored and evaluated to ensure successful implementation, and the outcomes of the evaluation will be published on the school website.

Provision

Funding is allocated under three broad categories: improving quality of teaching and learning, targeting academic support and embedding wider strategies to support social and emotional needs. When decided where funding is best spent, we will evaluate the holistic needs of individual students to ensure they receive targeted, bespoke support.

Strategies and interventions aim to improve the progress and attainment of our disadvantaged pupils, as well as ensuring they have equal opportunities to all students both in the classroom and through wider enrichment. We provide a range of provision, which may include (this is not exhaustive and will depend on individual circumstances):

- small group or 1:1 support with an experienced member of staff

- access to education and the curriculum through additional or specialist resources e.g. specialist software
- recruitment of specialist staff to support learning needs
- additional teaching and learning opportunities provided through learning mentors, trained TAs or external agencies
- lunchtime and afterschool clubs to support with homework and cultural capital
- school trips and enrichment opportunities, i.e. trips to Sky Studios, PGL and trips abroad
- participation in the arts, including school performances and music lessons
- interventions aimed at improving aspirations, i.e. visits to universities and listening to talks by keynote inspirational speakers
- one to one tuition to accelerate learning
- behaviour and emotional mentoring, i.e. The Prince's Trust Mosaic project
- school uniform, PE kit and classroom equipment, including revision guides and resources for practical lessons
- financial support for curriculum linked trips i.e. fieldtrips • participation in sporting events
- social and emotional learning.

Monitoring of Funding

Each year the impact of the provision for disadvantaged students is reviewed, evaluated and reported on the school website, along with the Pupil Premium strategy, for parents, governors and relevant stakeholders. The report will assess:

- the progress made towards closing the gap for disadvantaged pupils
- an evaluation of the cost effectiveness, in terms of the progress made by the pupils receiving a particular provision, when compared with other forms of support
- areas in need of further intervention and support, based on evidence from the findings.

The SLT in charge of supporting disadvantaged students will ensure all staff, including middle leaders and governors, are aware of the key priorities for the academic year and will provide training for all staff. Governors will also receive an annual review of the impact of spending to ensure the school and its leaders are held to account in creating an environment which puts the interests of its disadvantaged students first.

Last Reviewed:	01 September 2019
Nest Review:	01 September 2021
Reviewed By:	School Business Officer
Responsibility:	Inclusion RJU