



Pupil Premium Policy

October 2022

Policy Tracker – Responsibility for monitoring this policy: HAOI			
Reviewed annually – date of next review October 2023			
Date of review	Reviewed By:	Role	Date Approved by the Governing Board/committee
6/1/2020	J Mackinney	CEO	Spring term 2020
26/9/21	R Cox	DSI	Autumn 2021
12/10/22	E Tolley	HAOI	Autumn 2022

Contents

Policy aims and objectives

1. Ethos statement
2. Background
3. Context
4. Key principles
5. Monitoring and evaluation
6. Reporting

Policy aims and objectives

The purpose of the policy is to:

- outline how Hales Valley Trust will ensure pupil premium, school led funding and recovery premium is spent to maximum effect
- ensure the context of individual academies and the subsequent challenges faced are taken into account

1. Ethos statement

Hales Valley Trust offers a positive, safe learning environment for its learning community, in which everyone has equal and individual recognition and respect. We celebrate success and are committed to the continuous improvement and fulfilment of potential in every child. We encourage increasing independence, self-discipline, and resilience amongst our pupils.

Everyone within the Trust has an important role to play in sharing responsibility for the development of positive behaviour, outcomes, and attitudes.

2. Background

2.1 The pupil premium is a government initiative that targets extra money at pupils from deprived backgrounds. School led tutor funding is a grant issued following the 2020-2021 COVID pandemic to assist children to catch-up on lost learning. Research shows that pupils from deprived backgrounds underachieve compared to their non-deprived peers. The premium is provided to enable these pupils to be supported to reach their potential.

2.2 Our schools have high aspirations and ambitions for their children, and we believe that no child should be left behind. We strongly believe that it is not about where you come from but your passion and thirst for knowledge and your dedication and commitment to learning that make the difference between success and failure - and we are determined to ensure that our children are given every chance to realise their full potential.

3. Context

3.1 When making decisions about using pupil premium funding it is important to consider the context of the individual academy and the subsequent challenges faced.

3.2 Common barriers to learning for pupils eligible for the PP across our schools include:



- Lack of support at home
- Weak language and communication skills
- Lack of confidence
- More frequent behaviour difficulties
- Attendance and punctuality issues

3.3 All Hales Valley schools, as part of their pupil premium and school led premium provision, will:

- Analyse the individual needs of each child and identify their barriers to learning
- Ensure that support staff and class teachers communicate regularly
- Provide support for parents to develop their own skills, support their children's learning, and manage in times of crisis
- Recognise and build on children's strengths

4. Key principles

By following the key principles below, we believe we can maximise the impact of our pupil premium, and school led tutoring fund spending.

4.1 Building Belief

Hales Valley Trust will provide a culture where:

- Staff believe in ALL children
- There are “no excuses” made for underperformance
- Staff adopt a “solution-focused” approach to overcoming barriers
- Staff support children to develop “growth” mind-sets towards learning

4.2 Analysing Data

4.2.1 We will ensure that all academies will have a Pupil Premium Leader. This person will be involved in the analysis of data in their own school so that they are fully aware of strengths and weaknesses across the school.

4.2.2 We will use research (such as the Sutton Trust Toolkit and Education Endowment Fund) to support us in determining the evidence led interventions that will be most effective.

4.2.3 Hales Valley schools will use a variety of the following approaches as part of their pupil premium provision:

- Meta-cognitive and self-regulation strategies
- Effective feedback practices
- Peer tutoring
- Oral language interventions



- One-to-one tuition
- Accelerated Reader implementation
- STAR reader assessment
- Short, sharp intervention such as 'Toe by Toe'

4.2.4 To identify pupils, we will ensure that:

- ALL staff are aware of who pupil premium and vulnerable children are
- ALL teaching staff are involved in the analysis of data for pupils who receive pupil premium, and school led tutoring funding
- ALL pupil premium children benefit from the funding, not just those who are underperforming
- Underachievement at all levels is targeted (not just lower attaining pupils)
- Children's individual needs are considered carefully so that we provide support for those children who could be doing "even better if....."

4.3 Improving Teaching and assessment

4.3.1 We will continue to ensure that **all** children across the Trust consistently receive at least good teaching using our academy improvement systems to:

- Set high expectations
- Address any within-school or cross-trust variance
- Ensure consistent implementation of the non-negotiables, e.g., high-quality feedback
- Share good practice within the school and draw on external expertise
- Provide high quality CPD
- Improve assessment through joint moderation

4.3.2 We will continue to maximise the time children have to "catch up" in the academic year 2022/2023 through:

- Improving attendance and punctuality
- Providing earlier intervention (KS1 and EYFS)
- Providing early morning and after school support (where appropriate).

4.3.3 We will continue use additional funding provided as a result of the COVID pandemic to accelerate the progress of our disadvantaged children by:

- Continuing to employ tutors as part of the DfE School Led Tutoring programme Autumn 2022
- Apply for Academic Mentors - for schools who are eligible



4.4 Individualising support

4.4.1 Hales Valley Trust will ensure that each academy has an identified Pupil Premium Leader. If this person is not a senior leader, then they will liaise with the designated senior leader responsible for pupil premium funding in each school.

4.4.2 The school Pupil Premium leader will ensure additional support provided in their academy is effective by:

- Looking at the individual needs of each child and identifying their barriers to learning
- Ensuring additional support staff and class teachers communicate regularly to ensure that support and intervention are having an impact
- Using key staff to provide high quality interventions across their phases
- Matching the skills of the support staff to the interventions they provide
- Working with other agencies to bring in additional expertise
- Providing school/home support
- Providing support for parents
- Tailoring interventions to the needs of the child (e.g., targeted maths revision sessions in the afternoons for children who struggle in the main lesson)
- Recognising and building on children's strengths to further boost confidence

4.4.3 Hales Valley has a Director of Education who line manages the Head of academic outcomes and inclusion who will oversee and monitor the work of the school led tutors and academic mentors. The Head of academic outcomes and inclusion will support academy leaders with ensuring appropriate use of their pupil premium funding on outcomes for the disadvantaged and most vulnerable pupils. The Curriculum and Standards committee will receive termly information from the Director regarding the pupil premium strategy. Headteachers will report on the impact of pupil premium funding on improving outcomes termly at the local governing committee meetings.

4.5 Going the Extra Mile

In our determination to ensure that ALL children succeed, we recognise the need for and are committed to providing, completely individualised interventions for set periods of time to support children in times of crisis.

5. Monitoring and evaluation

We will ensure that:

- A wide range of data is used – achievement data, pupils' work, observations, learning walks, case studies, and staff, parent, and pupil voice
- Assessment Data is collected each half term so that the impact of interventions can be monitored regularly
- Assessments are closely moderated to ensure they are accurate



- Teaching staff, and often support staff, attend, and contribute to pupil progress meetings each term and the identification of children is reviewed
- Regular feedback about performance is given to children and parents
- Interventions are adapted or changed rapidly if they are not working
- Case studies are used to evaluate the impact of pastoral interventions, such as on attendance and behaviour
- A designated member of the leadership team maintains an overview of pupil premium spending

6. Reporting

6.1 When reporting about pupil premium funding each school will produce a personalised strategy document. It will include:

- information about the context of the school
- objectives for the year
- reasons for decision making
- analysis of data
- use of research
- nature of support and allocation
- learning in the curriculum
- social, emotional, and behavioural issues
- enrichment beyond the curriculum
- families and community
- an overview of spending
- total PPG (pupil premium grant) received, total PPG spent and total PPG remaining
- a summary of the impact of PPG - including the school led tutoring grant
- performance of disadvantaged pupils (compared to non-pupil premium children)
- other evidence of impact e.g., Ofsted, Accreditations
- case studies (pastoral support, individualised interventions)
- implications for pupil premium spending the following year

6.2 The Head of academic outcomes and inclusion will consider the information provided by each academy and will ensure that there is an annual strategy statement to the parents on the school website outlining how the funding has been used to improve outcomes for pupils eligible for Pupil Premium. This task will be carried out in line with the requirements published by the Department for Education.