



A joint Catholic & Church of England Academy

Pupil Premium Policy

2023/2024



Status	Statutory
Responsible Authority	Governing Board
Date Approved	21/11/2023
Responsible Person	Mr Stephen Clark (Assistant Principal)
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Statement of Intent

At Hope Academy, we believe that the highest possible standards can only be achieved by having the highest expectations of all learners. Some students from disadvantaged backgrounds require additional support; therefore, we will use all the resources available to help them reach their full potential, including the pupil premium grant (PPG).

The PPG was created to provide funding for two separate policies:

- raising the attainment of disadvantaged students
- supporting students with parents in the armed forces

This policy outlines the amount of funding available, the school's strategy for spending the PPG effectively, and the procedure for ensuring the funding is allocated correctly.

Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Children Act 1989
- Equality Act 2010
- UK General Data Protection Regulation (UK GDPR)
- Data Protection Act 2018
- The School Information (England) Regulations 2008
- ESFA (2022) 'Pupil premium: allocations and conditions of grant 2022 to 2023'
- DfE (2018) 'Promoting the education of looked-after children and previously looked-after children'
- DfE (2022) 'What academies, free schools and colleges should publish online'
- NCTL and the Teaching Schools Council (TSC) (2018) 'Effective pupil premium reviews'
- Education Endowment Foundation (EEF) (2019) 'The EEF Guide to Pupil Premium'

This policy operates in conjunction with the following academy policies:

- Equality Information and Objectives Statement
- LAC Policy
- School Website Policy
- Pupil Premium Strategy Statement
- Academy Improvement Plan

Roles & Responsibilities

The governing board is responsible for:

- ensuring the effectiveness of this policy.
- ensuring the academy meets its statutory duties with regards to the use of the pupil premium grant (PPG).
- maintaining robust oversight of the academy's financial affairs.

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- liaising with the principal to ensure the academy's strategies and activities regarding pupil premium align with the academy's wider Academy Improvement Plan.
- scrutinising the academy's plans for, and use of, its pupil premium funding, including reading and reviewing the academy's Pupil Premium Impact Statement.

The principal is responsible for:

- ensuring the day-to-day implementation of this policy.
- appointing an appropriately experienced and knowledgeable pupil premium lead at the academy.
- liaising with the governing board to ensure the academy's strategies and activities regarding pupil premium align with the academy's wider Academy Improvement Plan.
- working with the pupil premium lead to ensure the academy spends the PPG funding effectively and in a way which aligns with the academy's overall pupil premium strategy.
- ensuring the academy publishes its Pupil Premium Impact Statement, as required.
- ensuring the academy meets the requirements to publish information regarding the PPG on the academy website, as required.
- ensure that pupil premium spending is easily identifiable within the budget.
- ensuring the academy census is completed accurately.
- ensuring personal data of students eligible for the PPG is stored, processed and shared in line with the academy's Record Management Policy.

The assistant principal - pupil premium lead is responsible for:

- undertaking the day-to-day implementation of this policy.
- ensuring the academy spends its PPG funding to provide support to all eligible students.
- working with the principal and other relevant staff members to draw up the Pupil Premium Impact Statement.
- liaising with parents regarding any questions or concerns about the PPG.
- monitoring the effectiveness of the academy's PPG strategy as it operates on a day-to-day basis.
- working with the principal and other relevant staff members to implement suitable, effective and evidence-based interventions for eligible students to support their academic and personal progress at the academy.
- in combination with the principal, conducting research into evidence-based strategies for effective use of PPG funding, and demonstrably applying this research in the academy's own strategy.

The senior leadership team are responsible for:

- ensuring that all members of staff, within the faculty areas that they line manage, are making effective use of the pupil premium strategies and funding.

The heads of department are responsible for:

- gathering their faculty data and identifying the gaps in each year group, monitoring and evaluating them.
- communicating with their faculty staff on pupil premium and ensuring that all are aware of the strategies in place within their areas to narrow the attainment gap between students and their peers.
- monitoring, recording and evaluating the effectiveness and impact of strategies and interventions that are utilised.

PPG allocation

In line with government expectations the academy adopts the following definitions for PPG eligibility:

- **Ever 6 FSM:** students who are eligible for free school meals or have been eligible in the past 6 years.
- **NRPF:** students in households with no recourse to public funds (NRPF).
- **LAC:** students who are looked after by the LA.
- **PLAC:** students who have been adopted from care or have left care.
- **Service children:** students who meet one of the following criteria:
 - one of their parents is serving in the regular armed forces (including students with a parent who is on full commitment as part of the full-time reserve service, and also students whose parent is serving in the armed forces of another nation and is formally stationed in England)
 - they have been registered as a 'service child' on a school census since 2016,
 - one of their parents died whilst serving in the armed forces and the student receives a pension under the Armed Forces Compensation Scheme or the War Pensions Scheme

For the 2022/2023 and 2023/2024 financial years PPG allocations are as follows:

Disadvantaged pupils	PPG amount per pupil	
	2022/2023	2023/2024
Secondary-aged students who are eligible for FSM, or have been eligible in the past six years, including eligible children of families with NRPF.	£985	£1,035
Students who have been adopted from care or have left care, i.e. previously LAC.	£2,410	£2,530

Children who are looked after by the LA, i.e. LAC.	£2,410	£2,530
Service children	SPP amount per pupil	
	2022/2023	2023/2024
Any student in Year 7 to Year 11 with a parent who is serving in HM Forces or has retired on a pension from the Ministry of Defence.	£320	£335

Hope Academy can only access this funding if students who are eligible for any of the categories listed above have been registered.

The academy will receive its PPG funding directly from ESFA.

Allocations for 2022/2023 will be based on the October 2021 census.

Objectives

The academy has the following objectives with regards to its use of the PPG:

- to provide additional educational support to raise the achievement of students in receipt of the PPG.
- to narrow and ultimately aim to close the gap between the educational achievement of these students and their peers.
- to address underlying inequalities between students, as far as possible.
- to ensure that the PPG reaches the students who are eligible for it.
- to make a significant impact on the education and lives of these students.
- to work in partnership with the parents of students to collectively ensure students success.
- to address and underlying inequalities between children eligible for Pupil Premium and others when deemed necessary.

How PPG is spent

The academy will only spend pupil premium funding in line with the terms outlined within the conditions of grant as outlined below:

- for the benefit of students registered at the academy.
- for the benefit of students registered at other maintained schools or academies.
- on community facilities whose provision furthers any benefit for students at the academy.

Pupil premium is not a personal budget for individual students, and academies are not required to spend all of their allocated grant on eligible pupils. The academy will use the PPG to support other students with identified needs where appropriate, for example, on students who have or have had a social worker or, students who may be acting as a carer.

The academy will decide the activities on which the PPG will be spent in line with the framework and 'menu of approaches' set out by the government in 'Using pupil premium: guidance for school leaders', and focussed on the three areas below:

- high-quality teaching, such as staff professional development.

- targeted academic support, such as tutoring.
- wider strategies to address non-academic barriers to success in the academy, such as attendance, behaviour, and social and emotional support.

Academically able pupils from disadvantaged backgrounds will be given as much focus as less academically able pupils.

The academy will ensure that the funding is used to close the gap across all year groups and not just those who are taking examinations during the academic year.

If the academy has not spent the PPG within the financial year in which it was allocated, the academy will carry the remainder forward to the following financial year. When the academy carries PPG funding forward, it continues to only spend the funding in line with the above criteria.

Long term strategy for success

The academy has a long-term strategy to ensure it maximises the use of PPG funding. The academy will adopt a three year long term strategic plan, aligned to the academy's wider Academy Improvement Plan, which contains the following considerations:

- expenditure.
- recruitment.
- teaching practice.
- staff deployment.

As part of its strategy, the academy will maximise the use of the PPG by:

- assigning a pupil premium lead to champion the educational needs of PPG recipients and ensure the implementation of this policy.
- ensuring PPG funding and spending can be identified within the academy's budget.
- consulting, as necessary and as appropriate, the pupil premium lead, governors, staff and parents when deciding how funds are spent.
- assessing the individual provisions required for each pupil in receipt of the PPG.

The academy will conduct lighter touch annual reviews to inform the strategic plan and form the academy's Pupil Premium Impact Statement.

The academy will explore evidence based summaries of PPG use, such as the EEF's Teaching and Learning Toolkit, to determine the best use of the funding. The academy will consult the EEF's Families of Schools Database to learn about effective practice in similar academies. The academy will make decisions about PPG spending that demonstrably illustrates its use of evidence based research.

When researching and implementing PPG use, the academy will focus on approaches that:

- are individually tailored to the strengths and needs of each student, and include targeted academic support, such as tutoring.
- are consistent (based on agreed core principles and components), but also flexible and responsive.
- are evidence-based.

- are focussed on clear short-term goals providing opportunities for students to experience success.
- include regular, high-quality feedback from teaching staff.
- engage parents in the agreement and evaluation of support arrangements, e.g. via student's personal education plans (PEPs).
- support students transition through the stages of education, e.g. from primary school to secondary school.
- raise aspirations through access to high quality educational experiences.
- promote each student's awareness and understanding of their own thought processes and help them to develop problem solving strategies.
- support the quality of teaching, including staff professional development.
- tackle non-academic barriers to success at the academy, by supporting good attendance and behaviour and providing social and emotional support.

The academy will also choose approaches that emphasise:

- relationship building, both with appropriate adults and with students peers.
- an emotionally intelligent approach to the setting of clear behaviour boundaries.
- increasing students understanding of their emotions and identity.
- positive reinforcement.
- building self-esteem.
- relevance to the learner – the approach relates to students interests and makes success matter to them.
- a joined up approach involving the student's social worker, carer, virtual school head (VSH) and other relevant professionals.
- a child centred approach to assessment for learning.

A tiered approach to PPG spending

The academy will operate a tiered approach to PPG spending to ensure spending is both balanced and focussed. Spending priorities are as follows:

- 1: Teaching.
- 2: Targeted academic support.
- 3: Wider strategies.

Ensuring effective teaching in every classroom is the priority for PPG spending. To achieve this, the academy will spend the PPG in the following ways:

- strategic reduction of class sizes across the academy to improve opportunity for quality feedback.
- investment in target setting and tracking (FFT and SISRA) tools to support high quality teaching and learning.
- additional non-contact per fortnight to engage with directed CPD providing opportunities for coaching and mentoring.
- investment in staff CPD resources including Walk-thrus and Steplab to enhanced mentoring and coaching of staff.
- classroom based intervention for any disadvantaged student performing below their peers in all year groups.

- library lessons and librarian to support reading for pleasure.
- targeted literacy intervention.

The academy will spend the PPG on targeted support in the following ways:

- proactive rota every lesson every day to maintain outstanding climate for learning within lessons.
- 1-1 intervention for disadvantaged students to help those with social, emotional and mental health problems to remain in the academy.
- use of teaching assistants to support targeted interventions.
- small group tuition delivered by a combination of academic mentors and online tuition partners.
- provision of technology, including laptops, online learning resources and other revision resources.

Wider strategies are used to overcome non-academic barriers to success. The academy will spend the PPG on the following wider strategies:

- attendance lead and pastoral liaison officer roles to support with the improvement of attendance for disadvantaged students.
- enhanced and tracked enrichment programme that analyses participation and responds to meet the needs of disadvantaged students.
- targeting of disadvantaged students for enhanced careers guidance.
- working with external agencies including Barnardo's, TAZ, YPDAAT, Listening Ear.

Use of LAC and PLAC premiums

The LAC premium will be managed by the LA's designated VSH.

The premium will be used to benefit a student's educational needs as described in their PEP. To avoid any delays in providing support, the academy will work with the VSH to ensure that funding allocation is as simple as possible.

The LAC premium will be used to facilitate a wide range of educational support for LAC. The designated teacher will work with the VSH to gain a full understanding of each student's needs and determine how to use the premium to support each pupil effectively. The designated teacher will work with the VSH to ensure that all available funding is spent.

PLAC premium is allocated directly to the academy. LAC premium and PLAC premium will not be treated as personal budgets for individual students; however, the VSH and the academy may choose to allocate an amount of funding to an individual to support their needs.

Example interventions

The academy may utilise the following achievement focussed interventions:

- providing one to one and small group work with academic mentors and HLTAs to address students specific knowledge gaps.
- reducing class sizes to improve opportunities for effective teaching.
- creating additional teaching and learning opportunities using Learning Support Assistants.

- targeting English and Maths teaching for students who are below age related expectations.
- targeting students who require additional help to reach age related expectations.

The academy may utilise the following teaching focussed interventions:

- an hour fortnightly CPD slot for staff.
- ongoing coaching of staff using Steplab.
- investment in target setting and tracking (FFT and SISRA) tools to support high quality teaching and learning.

The academy may utilise the following wellbeing focused interventions:

- one to one counselling sessions.
- occupational therapy based interventions.
- allocating funds to enable students to participate in extra-curricular activities.

The academy may utilise the following communication focused interventions:

- vocabulary interventions for students with poor oral language and communication skills.
- attendance lead and pastoral liaison officer roles to support with home visits and annual reviews.
- support for students to access a range of off-site trips and experiences.

The academy may utilise the following independence focused interventions:

- work experience opportunities.
- enhanced careers advice and support including college visits.

Use of the service pupil premium (SPP)

The academy will use the SPP to give pastoral support to service children during challenging times and mitigate the negative impact of family mobility or parental deployment.

Students will qualify for the SPP if they meet at least one of the following criteria:

- they have a parent serving in the regular armed forces.
- they have been registered as a 'service child' on the January census in the last six years.
- they have a parent who died whilst serving in the armed forces and the student receives a pension under the Armed Forces Compensation Scheme or the War Pensions Scheme.
- they have a parent who is on full commitment as part of the full-time reserve service, or one who is serving in the armed forces of another nation and is formally stationed in England.

The academy will not combine the SPP with any other form of PPG. SPP spending is accounted for separately to any other form of PPG. The academy may use the SPP for:

- providing pastoral support in the form of counselling, nurture groups, clubs, etc.
- improving the means of communication between the students and their deployed parent(s), such as introducing a 'video call club'.

- helping students to develop scrapbooks and diaries that can be shown to their parent(s) on their return.
- funding staff hours spent assisting the student when they join a new school as a result of a new posting.
- school trips specifically for service children, such as military-specific trips that allow pupils to join a wider community and better understand the role their service parent plays.

The academy will not use the SPP to subsidise routine academy activities.

Accountability

Individual targets will be set for each student in receipt of the PPG and their progress towards achieving these targets is analysed at the end of interventions. The progress of students in receipt of the PPG will be regularly discussed with subject teachers.

Ofsted inspections report on the attainment and progress of disadvantaged students in receipt of the PPG. The academy will be held to account for the spending of the PPG through the focus in Ofsted inspections on the progress and attainment of the wider pupil premium eligible cohort.

The academy will publish its strategy statement for using the PPG on the academy website by the 31 December utilising the DfE template.

The academy will use its recovery premium alongside its pupil premium funding and report on the use of them as a single sum in their strategy statement.

The academy will publish the updated PPG strategy annually, in line with its statutory duties.

The academy will publish a link to the school and college performance tables search tool, as well as the academy's individual performance tables page, on the academy website.

Reporting

The principal will report annually to the governing body and parents regarding how effective PPG spending has been and what impact has been made. The impact of PPG spending, in terms of improving educational outcomes and cost effectiveness, will be monitored, evaluated, and reviewed by the principal and the governing body.

The EEF's DIY Evaluation Guide will be used to measure the impact of the academy's spending.

Information regarding PPG spending will be published on the academy website. The academy will not publish any personal data regarding individual students on the academy website.

The academy will ensure that pupil premium funding will be easily identifiable within the budgets.

The academy will ensure that the impact strategies used through pupil premium funding will be monitored and evaluated to ensure that progress and attainment of pupil premium activities are tracked throughout each academic year.

All pupil premium strategies and spending will be monitored, evaluated and reviewed to ensure their success and impact on the students.

For parents/carers of students in receipt of PPG, details of the student's academic progress and behaviour will be sent home in their reports. This information will inform the development of additional or alternative strategies and interventions to further improve the attainment of these students.

Pupil premium reviews

If disadvantaged students are not meeting expected levels, or slow progress means they are failing to realise their full potential, the academy will consider undertaking a pupil premium review to objectively evaluate the pupil premium strategy and identify ways to use the PPG more effectively.

If requested to do so by Ofsted, the LA, or the DfE, the academy will commission a pupil premium review.

The academy will undertake reviews in partnership with an experienced, independent system leader with a proven track record in improving outcomes for disadvantaged students.

The cost of the review will reflect the DfE's guideline that says day rates for external reviews should reflect pay and expenses for a senior leader, including any costs incurred by their school to release them. Where costs are prohibitive, the academy will consider the use of a joint review with local schools. The academy may pay an additional cost for the brokerage service providing the reviewer.

In advance of the review, the academy will complete sections 1-4 of the Pupil Premium Review Self-Evaluation Form available in the appendices.

At the end of the review, the academy will have an improved strategy and the plans to implement it. This strategy and these plans will be shared with all relevant stakeholders.

Overpayments

The academy will repay any overpayment of the PPG.

Monitoring and review

This policy will be monitored and reviewed annually by the Pupil Premium Lead.

This policy will be reviewed and approved annually by the full governing board.

Any changes to this policy will be communicated to all relevant stakeholders.

The next scheduled review date for this policy is shown on the cover.

Appendix A: Pupil Premium Review Self-Evaluation Form

1. Summary information					
Staff member completing this form:		Signature:		Date:	
Year:		Total PPG budget:		Date of most recent PPG review:	
Total number of pupils:		Number of pupils eligible for PPG:		Date for next internal strategy review:	
2. Current attainment					
<p>[Use your established alternative to the levels below. As part of your full strategy, you should also consider results for specific groups of pupils (such as particular year groups or minority groups) as well as the headline figures presented here. If you have very small pupil numbers, you may wish to present three-year averages here.]</p>			Pupils eligible for the PPG in the school	National average	
Progress 8 score average					
Attainment 8 score					
3. Barriers to future attainment					

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Data sources that can help you identify barriers to attainment in your school include: Get Information About Schools (GIAS); the Education Endowment Fund (EEF) Families of Schools Database; FFT Aspire; staff and pupil consultation; attendance records; recent Ofsted reports and guidance.

Academic barriers

[Identify barriers that need to be addressed in-school, as well as external factors such as home learning environment and low attendance.]

A

B

C

Additional barriers

D

4. Intended outcomes

Outcome

Success criteria

5. Review of expenditure

Quality of teaching for all

Action	Intended outcome(s)	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for the PPG, if appropriate)	Lessons learned (and whether you will continue this approach)	Cost (£)

Targeted support

Action	Intended outcome(s)	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for the PPG, if appropriate)	Lessons learned (and whether you will continue this approach)	Cost (£)

Other approaches				
Action	Intended outcome(s)	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for the PPG, if appropriate)	Lessons learned (and whether you will continue this approach)	Cost (£)
6. Planned expenditure				
Quality of teaching for all				

Action	Intended outcome(s)	What is the evidence and rationale for this choice?	How will you ensure it is effectively implemented?	Staff lead	When will you review implementation?
		<p>[Effective practice is to combine professional knowledge with robust evidence about approaches that are known to be effective. You may wish to consult external evidence sources such as the <u>EEF Teaching and Learning Toolkit</u>, the <u>National Foundation for Educational Research (NfER) report on supporting the attainment of disadvantaged pupils</u>, <u>Ofsted's 2013 report on the pupil premium</u> and <u>Ofsted's 2014 report</u></p>			

		on pupil premium progress.]			
Total budgeted cost (£):					
Targeted support					
Action	Intended outcome(s)	What is the evidence and rationale for this choice?	How will you ensure it is effectively implemented?	Staff lead	When will you review implementation?
Total budgeted cost (£):					
Other approaches					
Action	Intended outcome(s)	What is the evidence and rationale for this choice?	How will you ensure it is effectively implemented?	Staff lead	When will you review implementation?



Total budgeted cost (£):					
7. Additional detail					
[Use this section to annex or refer to additional information which you have used to support the sections above.]					