

<p>What is the Pupil Premium?</p>	<p>The Pupil Premium is funding provided by the government to schools (on top of the normal funding per child) to support learners who are disadvantaged to achieve their potential.</p> <p>The Pupil Premium funding a school receives is:</p> <ul style="list-style-type: none"> <li>• £955 per student who is in receipt of Free School Meals (or have been in the last six years)</li> <li>• £2345 per student who is looked after, has been adopted from care or who has left care under specific orders</li> </ul>
<p>Why do we need a Pupil Premium?</p>	<p>Statistics for many years show that there is a gap between the attainment of those students who are considered disadvantaged and those which are not, even if they come to school with the same abilities. This is because of the opportunities that some children can be offered. The Pupil Premium is designed to help close this gap and allow all students to achieve their potential</p>
<p>What can the Pupil Premium be used for?</p>	<p>The school decided how Pupil Premium funds are used to support disadvantaged children. We follow the following principles:</p> <ul style="list-style-type: none"> <li>• All teachers are aware of who the Pupil Premium cohort are</li> <li>• Low ability and social disadvantage are very different things – like all groups of learners, Pupil Premium learners are individuals with abilities and talents and expectations are high for all</li> <li>• Pupil Premium learners are an identified cohort in the school and their attainment is monitored both as individuals and as a cohort</li> <li>• Intervention with Pupil Premium learners is based on consideration of research, including the Sutton Trust’s work</li> <li>• Data is analysed thoroughly to identify underachievement and plan interventions</li> <li>• Intervention does not just mean academic intervention and focuses on attendance and social and emotional barriers to learning</li> </ul>
<p>How many children at Heath Park are eligible for Pupil Premium?</p>	<p>In September 2021, 340 students from Year 8 to 11 are indicated as eligible for Pupil Premium funding. 102 students in Year 7 are provisionally eligible and this will be confirmed during the year. 97 students in the Sixth Form are considered disadvantaged. This is 45% of the school population.</p>
<p>How is the impact of Pupil Premium measured?</p>	<p>As a school we monitor the progress and achievement of year groups, individuals and student groups. One of these groups is Pupil Premium students. Following external examinations, we publish our attainment figures and this includes a detailed breakdown of the gap between students in receipt of Pupil Premium and those who are not.</p> <p>At the end of each year the different aspects of Pupil Premium funded work are evaluated against their aims to ensure that objectives have been achieved and that the work represents value for money</p>

## How is the Pupil Premium used at Heath Park?

As a school we have identified 3 objectives which will close the gap in progress and attainment for Pupil Premium students:

1. Literacy and Numeracy – to ensure that levels of literacy and numeracy are appropriate for age and allow access to the curriculum
2. Curriculum Engagement – to ensure that Pupil Premium students are fully engaged in relevant curriculum experiences that effectively lead to the next stage of study or work
3. Removal Non-Academic Barriers – to support students social and emotional development through the school

Action	Objective	Outcome
Maintaining staff to learner ratio	1 & 2	To minimise class sizes and ensure that teachers are able to focus on individual needs. This includes the recruitment of additional teachers in all areas to team teach groups. This allows staff to intervene directly with students in the classroom and address issues as they arise
CPD	1 & 2	To develop outstanding teaching and intervention strategies, a significant commitment is made to staff development, with explicit provision for developing strategies to meet the needs of disadvantaged students
Raising Attainment Team	1 & 2	To monitor individuals and groups of learners in all Key Stages across the school, Standards leads are appointed. The attainment and progress of disadvantaged students is a specific focus, in both progress and attainment in all subjects. This is further supported by assistant subject leads who provide intervention in a range of subjects across the curriculum
Learning Support	1 & 2	To remove barriers to learning inside the classroom and beyond the school day, learning support assistants are available for disadvantaged students to work with. In class, teachers directed learning support to those with a learning need and explicitly highlight disadvantaged students. After school, LSAs are available for catch up and revision activities
Revision Materials	2	All disadvantaged students can purchase revision materials at a subsidised cost through the school. When this is not enough to bridge the gap, materials are provided without charge
Accelerated reading programme	1	The Lexia programme is in place across all years for students where reading is a barrier to progress and disadvantaged students' needs are assessed first. A member of staff is in place to administer this programme and monitor the impact on the curriculum
Small group intervention English and Maths	1	To provide further instruction in a different environment, before or after school, and to accelerate progress, a range of small group interventions are in place including: Morning Maths (including an explicit tutor group for Maths in Year 11) Targeted after school Maths sessions Withdrawn support for English

Action	Objective	Outcome
Information, advice and guidance	2	To provide pathways for learners to aspire to and continued monitoring, Connexions are commissioned to provide additional support. Students' needs are assessed in a range of ways including disadvantage
Transition	1 & 2	To ensure continuity of support and accuracy of information on transfer, a pastoral lead is in place to ensure a full understanding of each student, their learning needs and social context.
Education Welfare Officer	3	To offer support and guidance where needed and to intervene with hard to reach families
School nurse	3	To address social, emotional and health issues that may present a barrier to learning
Financial support for educational visits	2	To ensure that all learners are able to access out of classroom activities that develop both academic ability and aspiration. This includes subsidies for visits and transportation support to (for example) university open days
Excellence Academy	1 & 2	To provide for the most able learners in a local community, the Excellence Academy provision is coordinated by two members of school leadership. These leaders provide additional experiences for the most able students and facilitate work with other able students within the City