



Pupil Premium Policy

1.0 Hackney New School Mission Statement

Hackney New School is a learning community where our students have high aspirations for themselves and each other. We are creating a place of learning for each and every student in our care and nothing will stand in the way of this entitlement. All of our students have the right to grow into well-informed, confident individuals who are able to demonstrate independent learning and responsibility in their attitudes towards one another.

2.0 Policy overview and links to school mission, aims and values

We have high aspirations and ambitions for our children and we believe that every child can succeed, no matter what their background. We aim to equip students from all backgrounds with a desire to learn and earn, a thirst for knowledge, and the dedication and commitment to learning that makes the difference between success and failure.

The Pupil Premium (PP) grant is additional funding allocated to publicly funded schools to raise the attainment of disadvantaged students and support students with parents in the armed forces.

The pupil premium grant is provided by the government with the aim of narrowing the gap in outcomes between pupil premium and non-PP children. As a trust we have a good track record of ensuring that PP students make good progress compared to their national counterparts. However, in line with national trends, levels of attainment are lower for PP students.

We are aware of the impact of poverty and the characteristics associated with it, such as lack of parental education, low expectations, poor diet, and inadequate access to support mechanisms, which all impact nationally on the achievement of students. We are determined to work to ensure that our children are given every chance to realise their full potential and overcome these barriers where they exist.

A large proportion of students in our Trust are in receipt of the Pupil Premium. Pupil Premium funding therefore represents a significant proportion of our budget and this policy outlines how we will ensure it is spent to maximum effect. Any spending in our schools will therefore affect more pupil premium children than non-pupil premium children.

Our research shows that there is a minimal gap in the IDACI deprivation measure for our PP and non-PP students. Hence, the vast majority of our children face deprivation issues whether they get the PP or not.



3.0 Legislation

This policy is based on the pupil premium conditions of grant guidance (2019-20), published by the Education and Skills Funding Agency. It is also based on guidance from the Department for Education (DfE) document 'Pupil Premium: Effective use and accountability' October 2019.

In addition, this policy refers to the DfE's information on what academies should publish online, and complies with our funding agreement and articles of association.

4.0 Statutory Framework

We will publish our Pupil premium statement annually on our school website. This will detail our Pupil Premium allocation for the current academic year, details of how we intend to spend our allocation, details of how we spent our previous year's allocation, and how this made a difference to the attainment of disadvantaged students.

5.0 Eligible students

Eligible students fall into the categories explained below:

5.1 Ever 6 Free School Meals

Students recorded in the most recent January school census who are known to have been eligible for free school meals at any point in the last 6 years (as determined by the DfE's latest conditions of grant guidance). It does not include students who received universal infant free school meals but would not have otherwise received free lunches.

5.2 Looked after children

Students who are in the care of, or provided with accommodation by, a local authority in England or Wales. Any child who has been in the care of their local authority for more than 24 hours is known as a looked after child.

5.3 Post-looked after children

Students recorded in the most recent January 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.

5.4 Ever 6 service children

Students:

- With a parent serving in the regular armed forces
- Who have been registered as a 'service child' in the school census at any point in the last 6 years (as determined by the DfE's latest conditions of grant guidance)
- In receipt of a child pension from the Ministry of Defence because one of their parents died while serving in the armed forces



6.0 Purposes

The purpose of this policy is to outline how we intend to use the Pupil Premium money and how we will monitor it. It also includes a statement of our values.

7.0 Implementation

Our school is situated in an area of significant poverty. We commissioned a detailed Pupil Premium Report from Pearsons which shows that the large majority of our students, whether they receive the pupil premium funding or not, come from areas of disadvantage. The key outcomes of this report can be seen in the Pupil Premium Report. Any policy we implement must take account of this key factor and must benefit the majority of the children in our school.

We aim to equip our students first and foremost with the essential skills of literacy and numeracy so that they can read, speak, and write fluently, and are confident in their use of numeracy. Thereafter, we expect our students to succeed in their individual subjects and to become successful citizens. We administer Progress Tests, reading tests and make use of primary school data when students are admitted to our schools. We will assess our students internally at least 3 times per year and analyse this data for patterns that relate to the pupil premium.

Where children are falling behind their peers, in terms of progress or attainment, we will use the pupil premium funding to instigate a range of strategies to improve their progress. The schools will be expected to focus on and prioritise those strategies that affect the most disadvantaged children first. These strategies include, but are not limited to:

- Training staff in using effective teaching strategies, such as EDI based on evidence from sources such as the EEF and Ofsted
- Intervention classes after school
- Additional lessons such as targeted English or Mathematics teaching
- Small group sessions
- Holiday or weekend sessions
- Breakfast clubs
- Improving the physical environment
- Additional ICT support and purchasing assistive technology equipment/software to support access to ICT/communication
- Additional training for staff
- Educational trips and visits
- Extended days – attendance at before and after school clubs.

We recognise that disadvantaged families suffer a range of complex difficulties and we are committed to working closely with families to ensure these are overcome. Therefore, we will employ parent support workers in addition to pastoral and support staff where funding allows.



7.0 Responsibilities

The Trust Board delegates to the Local School Board oversight of the outcomes for PP students.

The Local School Board of each school delegates to the Headteacher the authority to spend the PP grant within an agreed budget.

The Headteacher will ensure that staff members and board members are kept abreast of developments and research into the Pupil Premium.

Key post holders will be held accountable for the impact of their work on narrowing the gap.

Staff will be expected to be aware of the students in their class who are in receipt of the PP, in order to further monitor their progress and review and feedback on PP allocation accordingly.

8.0 Monitoring and Review

The Headteacher, or a delegated member of staff in each school, will produce regular data reports in the form of the school's data dashboard, for scrutiny by the Local School Board.

A Pupil Premium report to the Trust Board will be prepared annually. The report will examine the progress made towards narrowing the gap, an outline of the provision made since the last report, and an evaluation of the cost effectiveness of this provision.

A designated member of staff on the Leadership Group in each school will be responsible for oversight of the progress of the children in receipt of the student premium. The Local School Board will appoint someone to act as a link Local School Board Member.

It is the responsibility of the Local School Board to explain Pupil Premium expenditure to parents in the form of an annual statement. The Headteacher will publish this on the school's website as outlined above in part 3.

Responsible for review:	Gillian Dineen
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