



**Health  
Futures**  
UTC

## **Pupil Premium Policy**

Reviewed and approved: September 2020

Next review date: September 2021

# HEALTH FUTURES UTC

## PUPIL PREMIUM POLICY

### 1. Aims

This policy aims to:

Provide background information about the pupil premium grant so that all members of the school community understand its purpose and which students are eligible

Set out how the school will make decisions on pupil premium spending

Summarise the roles and responsibilities of those involved in managing the pupil premium in school

### 2. Legislation and guidance

This policy is based on the Pupil premium conditions of grant 2019-2020 , published by the Education and Skills Funding Agency. It is also based on guidance from the Department for Education (DfE) on virtual school heads' responsibilities concerning the pupil premium, and the service premium.

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.

### 3. Purpose of the grant

The pupil premium grant is additional funding allocated to publicly funded schools to raise the attainment of disadvantaged students and support those with parents in the armed forces.

The school will use the grant to support these groups, which comprise students with a range of different abilities, to narrow any achievement gaps between them and their peers.

We also recognise that not all students eligible for pupil premium funding will have lower attainment than their peers. In such cases, the grant will be used to help improve their progress and attainment so that they can reach their full potential.

### 4. Use of the grant

The Pupil Premium grant is used for a variety of reasons to address the barriers that disadvantaged students face in accessing their learning. Some of the barriers we consider are:

Low attendance

Opportunities for enrichment activities and extra-curricular support including enrichment, trips and visits.

Access to a wide range of educational resources, including revision materials and guides.

Parental engagement with school.

Some examples of how the school may use the grant include, but are not limited to:

Contributing towards travel costs

Providing extra one-to-one or small-group support

Employing additional learning support assistants

Running catch-up sessions before or after school (for example, for students who need extra help with maths or literacy)

Providing extra tuition where needed (for example, ahead of national assessments such as GCSE's)

Funding educational trips and visits

Funding English classes for students for whom English is not their first language.

We will publish information on the school's use of the pupil premium on the school website in line with the requirements set out in our funding agreement and the DfE's guidance on what academies should publish online.

Our pupil premium strategy is available here: <http://www.healthfuturesutc.co.uk/pupil-premium/>

## **5. Eligible students**

The Pupil Premium grant is allocated to the school based on the number of eligible students in years 10 and 11.

Those eligible 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).

This includes students first known to be eligible for free school meals in the most recent January census.

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**

Children who are in the care of, or provided with accommodation by, a local authority in England or Wales.

### **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), including those first recorded as such in the most recent January census

In receipt of a child pension from the Ministry of Defence because one of their parents died while serving in the armed forces

## **6. Roles and responsibilities**

### **6.1 Principal and senior leadership team**

The principal and senior leadership team are responsible for:

Keeping this policy up to date, and ensuring that it is implemented across the school.

Ensuring that all school staff are aware of their role in raising the attainment of disadvantaged students and supporting those with parents in the armed forces.

Planning pupil premium spending and keeping this under constant review, using an evidence-based approach and working with virtual school heads where appropriate.

Monitoring the attainment and progress of students eligible for the pupil premium to assess the impact of the school's use of the funding.

Reporting on the impact of pupil premium spending to the governing board on an ongoing basis.

Publishing information on the school's use of the pupil premium on the school website, as required by our funding agreement and in line with guidance from the DfE.

Providing relevant training for staff, as necessary, on supporting disadvantaged students and raising attainment.

### **6.2 Governors**

The governing board is responsible for:

Holding the Principal to account for the implementation of this policy.

Ensuring the school is using pupil premium funding appropriately, in line with the rules set out in the conditions of grant.

Monitoring the attainment and progress of students eligible for the pupil premium, in conjunction with the Principal, to assess the impact and effectiveness of the school's use of the funding.

Monitoring whether the school is ensuring value for money in its use of the pupil premium.

Challenging the Principal to use the pupil premium in the most effective way.

Setting the school's ethos and values around supporting disadvantaged members of the school community.

### **6.3 Other school staff**

All school staff are responsible for:

Implementing this policy on a day-to-day basis.

Setting high expectations for all students, including those eligible for the pupil premium.

Identifying students whose attainment is not improving in response to interventions funded by the pupil premium, and highlighting these individuals to the senior leadership team.

Sharing insights into effective practice with other school staff.

**Monitoring Evaluation and Review of Policy**

The principal will report to the governors relevant aspects of the working of the policy as appropriate.

**Signed by**

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**Chair of Governors**

**Date: .....**

*Rut Schmeel*

**Principal**

**Date: 27 August 2020**

The Governors will review the policy **annually** or as appropriate.