HILLSIDE
HIGH SCHOOL

EXCELLENCE IN THE HEART
OF THE COMMUNITY

Pupil Premium Policy

2026-2027

Version Number: 01

Ratified by Local Governing Body: June 2026

Next Review Date: June 2027

School Link: J Anderson-Nicholls

1. Introduction

For the purpose of this policy, the term 'parent' includes adults who are in a parenting role, for example, step-parents, foster-parents, adoptive parents, guardians and carers. Also, the terms 'child/pupil' and 'children/pupils' are interchangeable.

2. Legislation and Guidance

This policy is based on the pupil premium allocations and conditions of grant 2026-2027, published by the Education and Skills Funding Agency (ESFA). 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.

3. Purpose of Pupil Premium grant

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

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

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

4. Use of the grant

The spending strategy is informed by research evidence including the guide published by the Education Endowment Foundation (EEF)

This aligns with the 3-tiered approach as described in the EEF's Pupil Premium Guide to:

- Support the quality of teaching, such as staff professional development;
- Provide targeted academic support, such as tutoring; and
- Tackle non-academic barriers to academic success, such as attendance, behaviour, and social and emotional support.

Our use of the pupil premium and activities align with the DfE's 'menu of approaches'.

Main challenges disadvantaged and vulnerable pupils face:

- Attainment and Progress gaps.
- Literacy levels.
- Numeracy levels.
- Gaps in knowledge following Covid disruption.
- Social and emotional well-being.
- Behaviour for learning.
- Cultural capital, aspirations and careers.

The range of provision to address these in the Pupil Premium Strategy may include:

- Facilitating pupils' access to education.

- Facilitating pupils' access to the curriculum.
- Additional teaching and learning opportunities.
- Alternative curriculum support and intervention.
- Raising aspirations and careers advice and guidance.
- Residential Trips and Educational Visits.
- Experiential Learning Visits.

In particular:

- Small group or 1-1 literacy and numeracy support.
- Additional learning support.
- Alternative Curriculum Pathways.
- Support the funding of enrichment activities and educational visits.
- Support the funding of specialist learning software.

This provision will be used to overcome the barriers to learning that include:

- Attendance at school.
- Application of basic English and math's skills.
- Poor reading and writing skills.
- Mathematical reasoning skills.
- Opportunities to learn at greater depth.
- Parental engagement with school - particularly regarding attendance and supporting learning at home.
- Social and emotional needs which impact upon pupils' ability to learn.

We will publish our strategy statement on the school's use of the pupil premium in each academic year on the school website, in line with the DfE's guidance on using the pupil premium and using the templates on GOV.UK.

Our pupil premium strategy statement is available here:
www.hillsidehigh.co.uk/academy_information/reports/

5. Eligible pupils

The pupil premium is allocated to the school based on the number of eligible pupils in Year 7 – 11. Eligible pupils fall into the categories explained below.

5.1 Ever 6 free school meals

Pupils recorded in the most recent October 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 pupils first known to be eligible for free school meals in the most recent October census.

This also includes pupils with no recourse to public funds (NRPF). The government has permanently extended FSM eligibility to include children in all households with NRPF.

It does not include pupils who received universal infant free school meals but would not have otherwise received free lunches.

5.2 Looked-after children

Pupils who are in the care of, or provided with accommodation by, a local authority (LA) in England or Wales for at least 1 day. Allocations will be provisionally based on the children looked-after data return in March of the previous year and then confirmed in December of the current year based on the children looked-after data return in March of the current year.

5.3 Post looked-after children

Pupils recorded in the most recent October 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.
- In state care from outside England and Wales before being adopted.

5.4 Ever 6 service children

Pupils recorded in the most recent October census:

- 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 October 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 Vice Principal

The Vice Principal and Senior Leadership Team are responsible for:

- Keeping this policy up to date and ensuring it is implemented across the school.
- Ensuring all school staff are aware of their role in raising the attainment of disadvantaged pupils and supporting pupils 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 pupils 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 the pupil premium strategy statement on the school's use of the pupil premium in each academic year on the school website, in line with the DfE's guidance on using the pupil premium and using the templates on GOV.UK.

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

6.2 Governors

The governing body 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 pupils 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 pupils, including those eligible for the pupil premium.
- Identifying pupils 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.

7. Monitoring arrangements

This policy will be reviewed annually by the Vice Principal. At every review, the policy will be shared with the Full Governing Body.