

# Mossley Hollins High School



## Pupil Premium Policy

At Mossley Hollins we will ensure that at every level, in all our work and throughout all aspects of the school community and its life, all will be treated equally, with respect and dignity, free from discrimination and harassment. Each person will be given fair and equal opportunities to develop their full potential regardless of their age, disability, gender, gender-identity, race, religion or belief, sexual orientation, pregnancy and maternity (refers to staff / employment), socio-economic background and special educational needs. Our school will tackle the barriers which could lead to unequal outcomes for these protected groups, ensuring there is equality of access and that we celebrate and value the diversity within our school community. The school will work actively to promote equality and foster positive attitudes and commitment to an education for equality

### Data Protection Statement

The procedures and practice created by this policy have been reviewed under our Data Protection Policy in line with GDPR.

Accepted by the Governing Body .....November 2025

## Mossley Hollins High School

### Pupil Premium Policy

The Pupil Premium is a government initiative providing extra funding for pupils from less advantaged backgrounds. The Government has used entitlement to Free School Meals and those who are looked after in care as an indicator of focus. The Pupil Premium is allocated to schools with pupils on roll who are known to have been eligible for free school meals (FSM) at any time in the last six years. Children in care and children adopted are also included in the provision. Schools have the freedom to spend the Premium, which is additional to the underlying schools' budget; in a way they think will best support the raising of attainment for the most vulnerable pupils in order to close the gap in achievement.

At Mossley Hollins High School the targeted and strategic use of the pupil premium will support helping such students to hit and beat their individual academic and personal development targets and goal.

#### 1.0 This policy aims to:

- Provide background information about the pupil premium grant so all members of the school community understand its purpose and which pupils 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

#### 2.0 Legislation and guidance

This policy is based on the pupil premium [allocations and conditions of grant guidance 2025 to 2026](#) and guidance on [using the pupil premium](#), [virtual school heads' responsibilities concerning the pupil premium](#), and the [service pupil premium](#) from the Department for Education (DfE).

#### 3.0 Purpose of the grant

##### 3.1 Pupil premium grant

The pupil premium grant is additional funding allocated to publicly funded schools to raise the attainment of disadvantaged pupils.

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 also 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.

### 3.2 Service pupil premium grant

An additional grant, the service pupil premium grant, is funding to provide pastoral support for pupils who are children of serving and former armed services personnel. Pupils can be eligible for both pupil premium and service pupil premium.

## 4.0 Use of the grant

### 4.1 Pupil premium

- We work to ensure that teaching and learning opportunities meet the needs of all pupils.
- We work to ensure that appropriate provision is made for Pupil Premium Pupils.
- In making provisions for such pupils, we recognise that many Pupil Premium Pupils are already doing well.
- We also recognise that not all pupils who are disadvantaged are registered or qualify for free school meals.
- Attainment and progress - Pupil Premium students will be tracked carefully and the impact of pupil premium spending closely monitored by the Raising Achievement Leader, her team and SLG.
- Pupil premium funding will be allocated, following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources may mean that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

### 4.2 Provision

The range of provision for the Pupil Premium (including service Pupil Premium) group could include:

- Providing small group intervention with an experienced teacher or TA focused on overcoming identified gaps in learning
- 1-2-1 or small group tuition
- Additional teaching and learning opportunities provided through Faculties, trained TAs or external agencies
- Targeted literacy interventions
- In school counselling
- Assertive mentoring
- Pastoral interventions to raise self-esteem and maximise learning opportunities
- Facilitating extra curriculum activities and educational visits through financial support
- Providing a dedicated member of staff to liaise with parents /carers.
- Pupil premium resources may also be used to target Pupil Premium students who are already doing well.
- Purchasing resources or equipment designed to close the gap.

- Provision will not be aimed at statemented children as funding for need is already in place.
- The school will work with the head of the virtual school where appropriate.

In making decisions on the use of the Pupil Premium we will:

- Ensure that Pupil Premium funding allocated to our school is used solely for its intended purpose, use the latest evidence-based research ([guide published by the Education Endowment Foundation \(EEF\)](#)) on proven strategies which work to narrow the attainment gaps and adapt these as necessary to meet the needs of our pupils.
- Be transparent in our reporting of how we have used the Pupil Premium funding, so that our parents, interested stakeholders and Ofsted are fully aware of how this additional resource has been used to make a difference.
- Encourage take up of FSM by working proactively with our parents and carers in a sensitive and supportive manner and to remove any potential barriers or stigma attached to claiming FSM. In doing so, we also recognise the vital role that parents and carers play in the lives of their children.
- Be mindful of the fact that eligibility and take up of FSM does not equate with pupils being considered to be of 'low ability' because of their social circumstances.
- Ensure there is robust monitoring and evaluation in place to account for the use of the Pupil Premium, by the school and governing body.
- Recognise the fact that FSM pupils are not a homogeneous group and cover a wide range of needs. As such the strategies we use to raise attainment will take these group and individual needs fully into account.
- Use high quality teaching and learning as the preferred way to narrow the gaps in attainment in the first instance. We will also use high quality interventions with proven evidence of impact to assist our pupils who need additional support in a time limited way.
- Use the Pupil Premium for all year groups not just those taking examinations at the end of the year.
- Ensure our use of the pupil premium aligns with the approaches included in the DfE's 'menu of approaches' (see the DfE's [using pupil premium: guidance for school leaders](#))

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 conditions of grant, and using the templates on GOV.UK.

Our pupil premium strategy statement is available here: [Pupil Premium - Mossley Hollins High School](#)

## 5. Eligible pupils

The pupil premium is allocated to the school based on the number of eligible pupils in years 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 (FSM) 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 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 in England or Wales for at least 1 day.

## 5.3 Previously looked-after children

Pupils recorded in the most recent October census who:

- Were looked after by a local authority or other state care immediately before being adopted, or
- Left local authority or other state care on a special guardianship order or child arrangements order

This includes children adopted from state care or equivalent from outside England and Wales.

## 5.4 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 ('ever 6 service children'), 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

## 6.0 Roles and Responsibilities

Under the strategic leadership of the executive headteacher and the headteacher, the operational management of the school's policy for pupil premium is led by the deputy headteacher and raising achievement team (RAT). Pupils are identified promptly and appropriate support is put in place.

The team consists of the following members:

- Assistant Headteacher – senior leader
- Raising Achievement Manager
- Deputy Heads of Faculty

Each member has specific responsibilities, which include sharing and monitoring the impact of any funded support and/or intervention.

## 6.1 Headteacher and Senior Leadership Team

The Headteacher and Senior Leadership Team are responsible for this policy. Through strong communication, narrowing the attainment gap will be a key priority for all the school community and will be championed by the Senior Leadership team.

## 6.2 Assistant Headteacher

The Assistant Headteacher with responsibility for Raising Achievement is responsible for coordinating the implementation of this policy and monitoring outcomes. They will also monitor the use of the Pupil Premium spending on a termly basis to track the allocation and use of Pupil Premium funding and to provide information to the Senior Leadership team to enable evaluation and measurement of the benefits derived from the funding.

- Developing robust systems and procedures for planning, monitoring and reviewing the impact of pupil premium
- Ensuring appropriate allocation and use of funding for pupils training for staff and governors
- Ensure that all staff are aware of their responsibilities in narrowing the gaps of our pupils. They will also ensure that staff are given appropriate support and relevant professional development opportunities to enable them to accelerate pupils' progress and attainment.
- Provide termly pupil premium progress reports for SLT and governors
- Provide appropriate support and guidance for staff when planning pupil premium targets and support
- Liaise with external partners and agencies, where necessary
- Monitor impact of intervention, e.g. one-to-one support, mentoring, etc.
- Work with designated staff to monitor attendance and evaluate against set targets on PP Plan

## 6.3 Head of Faculty/ Deputy Head of Faculty

- Identify and list pupils in each class
- Arrange meetings with parents and pupils where there are concerns over pupil progress
- Work with senior leaders to plan, implement and monitor the impact of the agreed support and intervention plan for children eligible for pupil premium

## 6.4 Class teachers

- Ensure that planning takes account of the needs of students eligible for pupil premium.

- Provide additional support to ensure good progress for all students eligible for pupil premium.
- Ensure classroom support assistants are fully prepared to assess the progress and learning outcomes for all pupils, including those requiring additional support
- Maintain the highest expectations of all pupils and not equate disadvantage of circumstance with 'low ability',
- Promote an inclusive and collaborative ethos in their classrooms which enables pupils from disadvantaged backgrounds to thrive
- Plan and deliver curricula and lessons to the highest standard and support the acceleration of progress in learning, so that gaps can be narrowed and improvements maintained.
- Support disadvantaged groups of pupils in their class through high quality planning and teaching, especially for those who find aspects of learning difficult and are in danger of falling behind
- Keep up to date with teaching strategies and research, which have proven track record in narrowing the gaps in attainment and achievement

## 6.5 Virtual school heads

Virtual school heads are responsible for managing pupil premium funding for children looked after by a local authority and allocating it to schools. Their responsibilities include, but are not limited to:

- Identifying the eligible looked-after children and informing the local authority
- Making sure methods for allocating and spending the funding ensure that looked-after children benefit without delay
- Working with each looked-after child's educational setting to put together a personal education plan, agree how pupil premium funding will be spent to meet the need identified in this plan, and ensure the funding is spent in this way
- Demonstrating how pupil premium funding is raising the achievement of looked-after children

Virtual school heads are in charge of promoting the educational achievement of all the children looked after by the local authority they work for.

## 7.0 Impact

The evaluation of this policy is based on how the school can close the gap between Pupil Premium and Non-Pupil Premium Students. Targets will be identified and evaluated termly and included in the School Improvement Plan.

The key outcomes for the Mossley Hollins Pupil Premium Policy are:

- Attendance Data
- Progress 8 (Not applicable for class of 2025 and 2026)
- Performance in all subjects' areas, with a particular focus on core subjects.

## 8.0 Monitoring arrangements

This policy will be monitored by the Assistant Headteacher (Raising Achievement)

It will be reviewed annually by the Senior Leadership Team. At every review, the policy will be shared with the governing board.