

Pupil Premium Statement for 2016/17 (Draft)

What is the Pupil Premium?

- The Pupil Premium is funding provided to schools which is additional to main school funding. It is allocated according to the number of pupils on-roll who are/have been eligible for free school meals (FSM), are Post- LAC and an allocation for each pupil who is currently 'Looked After' (in care) for 6 months or more. In 2012, funding was extended to include pupils who have been eligible for free school meals within the past 6 years.

Why was it introduced?

- The Government believes that the Pupil Premium is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most.
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- The Pupil Premium is allocated to schools per FSM pupil and is clearly identifiable. It is for schools to decide how the Pupil Premium is spent, since they are best placed to assess what additional provision should be made for pupils.
- Pupil Premium funding contributes to the cost of support programmes designed to support vulnerable pupils and pupils not on track. Schools are held accountable for how they have used the additional funding and must publish online information about how they have used the Premium.

Principles

- We monitor the performance of all of our pupils. The school identifies intervention strategies for all pupils who are not making sufficient progress. This is then recorded and regularly reviewed and amended according to pupil needs.
- The strategies identified for raising the achievement of pupils in receipt of Pupil Premium are, with a few exceptions, available to support all pupils who are not on track, or who need support to access learning successfully. The intervention is provided in response to need.

Our Philosophy

- We ensure that teaching and learning opportunities meet the needs of all pupils. Every child matters and no child is invisible.
- We ensure that appropriate provision is made for pupils that belong to vulnerable groups. This includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- We recognise that not all pupils who are socially disadvantaged are registered or qualify for Free School Meals. The Governors reserve the right to allocate the Pupil Premium funding to support any pupil or groups of

pupils the school has legitimately identified as needing additional support to improve

- outcomes in learning and/or well-being. Pupil Premium funding will be allocated following a needs analysis which will identify priority groups or individuals.
- The Local Advisory Board is consulted regarding the proposed spending of the Pupil Premium and agree the programmes, activities and initiatives to be implemented to support the pupils.
- The Finance Trust Board Committee specifically monitors and reports on Pupil Premium spending and the impact it is having on pupil in terms of their progress and attainment as well as other aspects of provision to support their learning including developing pupil aspiration, self confidence, communication skills etc.
- It is important to note that other funding is also allocated from the school budget to support these activities.

PUPIL PREMIUM GRANT REPORT 2016/17

Pupil Premium Grant Funding 2016/17: Number of pupils and pupil premium grant received

Total number of pupils on roll 16/17 **264 - Spring 16 Census add in SJS**

Total number of eligible for PP Grant **35 add in SJS**

Amount PP Grant received per pupil **£1320.00; £1900 post LAC pupils ; £600 per term for LAC pupils**

Total amount of PP Grant received 16/17 **£50540 - add in SJS for 16/17**

Record of how Pupil Premium Spent 2016/17 Red = FHPS - Purple = SJS funding			
What?	Activities	Cost	Outcomes
<i>SJS - LSA support for pupil premium pupils - any additional support above EHCP can count</i>	<p><i>Supporting 1:1, Mentoring for learning and behaviour</i></p> <p><i>Enabling children to access the curriculum.</i></p> <p><i>To develop strategies to enable individuals cope with emotional and social situations.</i></p> <p><i>SJS - suggest we identify PP and PP+ pupils who have additional LSA support to manage behaviour, emotions etc</i></p>	<i>Calculate based on hourly rate of additional LSAs over the 12 months</i>	<p><i>if there is a gap, Gap closing between progress of PP in this school and other children in the school, or PP pupils making good or better progress against starting points</i></p> <p><i>Children access curriculum at their level</i></p> <p><i>Child supported to develop the necessary skills and scaffolds to develop independence and self help skills.</i></p> <p><i>Fair access for PP children to broad and balanced curriculum.</i></p>

<p><i>Pupil Premium Champion - Lead Professional</i></p>	<p><i>Maintain disadvantaged children register Liaise with SENCO, Therapists and class teachers Monitor Training needs, monitoring of attendance, disadvantaged children's progress, data analysis Liaise with Pupil Premium Champion Link Governor Liaise with parents/carers. Coordinate and organise interventions.</i></p> <p><i>Report half termly to SLG</i></p>		<p><i>No Pupil Premium child is invisible, all are monitored and supported as priority. Clear records kept. Class teachers supported. Fair access for PP children to broad and balanced curriculum.</i></p>
<p><i>SJS - Music Therapy</i></p>	<p><i>1:1 Therapy as required. Group Therapy as required.</i></p>	<p><i>How much spend on Music Therapy 2016/17 for PP+ children</i></p>	<p><i>Children supported with emotional difficulties and social skills so they can access learning. Child has the necessary skills and scaffolds to develop as much independence and self help skills as possible</i></p>
<p><i>Educational Visits and Residential visits - fair access</i></p>	<p><i>To ensure all PP children access educational visits and residential visits if they wish to go.</i></p>		<p><i>Educational and Residential Visits develop independence, confidence and self belief. Fair access for PP children to Enrichment programme.</i></p>

<p>CPD</p>	<p>Improving quality of teaching and learning, pastoral and physical care of children. Quality First Teaching in Core Subjects SEND including Speech and Language, Physical, Sensory Impairment, Communication including Autism Child Protection</p> <p>List our CPD courses that staff access in house or externally to develop pastoral skills and understanding of SEMH -</p>		<p>Teachers and TAs have deeper understanding of:</p> <ul style="list-style-type: none"> Ø attachment and trauma for children and young people Ø Behaviour management and restorative approaches Ø Equality and Diversity and Prevent <p>Ensuring children have access to high quality provision and teaching, improving outcomes for all.</p>
<p>Behaviour support team involvement</p> <p>Employ BSTeam leader 2 days a week</p>	<p>Regular meetings and advice BSP in place, monitored and reviewed</p>		<p>Behaviour and mental health supported as required. Needs met and appropriate provision made</p>
<p>Develop Physical and Sensory Needs so progress against EHCP targets - Physical and sensory is outstanding</p>	<p>Provide access to specialist play equipment to develop sensory and physical needs All staff clear on Physical and sensory needs learning intentions while equipment is being accessed</p>	<p>Cost of Play equipment in Lower and Middle Playgrounds</p>	<p>PP children have access to high quality equipment outside to support sensory and physical development</p> <p>See case studies of progress of PP pupils in physical and sensory needs on EHCP</p>