Pupil Premium POLICY

Longford Park School

Prepared : Nov 2012
Reviewed : Dec 2014, April 2017
Approved by: Signed
Governing Body : Simon Warburton

Author : Andrew Taylor
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Principles

All members of staff and governors accept responsibility for ‘socially disadvantaged’ pupils and are committed to meeting their pastoral, social and academic needs within a caring special school environment. This is an essential, integral part of the supportive ethos of the whole school community.

As with every child in our care, a child who is considered to be ‘socially disadvantaged’ is valued, respected and entitled to develop to his/her full potential, irrespective of need.

Our Philosophy

The introduction of the Pupil Premium allowed LPS to heighten focus on our ‘disadvantaged children’. Our rationale is relatively simple; we believe that by addressing our children’s’ often complex emotional needs we enable them to flourish academically and socially. The emphasis is on building up each individual’s well-being and confidence through carefully designed therapeutic interventions and quality first learning opportunities. Children develop the resilience to learn through mistakes, accept others and co-operate, these qualities and skills transfer into home and school life situations. The link is clear and while the qualitative evidence is reflected in school attendance, behaviour and willingness to learn; the hard evidence is seen in pupil progress data.

Background

The pupil premium is a Government initiative that targets extra money at pupils from disadvantaged backgrounds, who research shows underachieve compared to their peers. The premium is provided in order to support these pupils in reaching their potential. It is in addition to any funding the pupil may receive to support their special educational needs.

The Government have used pupils entitled to Free School meals and those in care as indicators for extra support, and have deployed a fixed amount of money to schools per pupil, based on the number of pupils registered for Free School meals and in care. We will be using the indicator of those eligible as our target children to ‘narrow the gap’ regarding attainment.

The Government are not dictating how schools should spend this money, but are clear that schools will need to employ the strategies that they know will support their pupils to increase their attainment, and ‘narrow the gap’. Schools will be accountable for narrowing the gap, and there is a planned reform to the school performance tables to include new measures that show the attainment of pupils who receive the pupil premium compared with their peers. This expectation applies to special schools where there is a focus on expected rates of progress in comparison to national data sets. (Progression Guidance)
Provision

In order to meet the above requirements, the Governing Body of the School will ensure that provision is made which secures the teaching and learning opportunities that meet the needs of all pupils. As part of the additional provision made for pupils who belong to vulnerable groups, the Governors of the school will ensure that the needs of socially disadvantaged pupils are adequately assessed and addressed through pupil progress meetings and planned and recorded intervention strategies. Information will be provided on the school website.

In making provision for socially disadvantaged pupils, the Governors of the school recognise that not all pupils who receive free school meals will be socially disadvantaged.

The Governors also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals.

The range of provision

- Facilitating pupils’ access to education
- Facilitating pupils’ access to broader curriculum opportunities
- Additional teaching and learning opportunities
- Alternative support and intervention

Whereby alternative support is agreed at PEP meetings that funding is to support parents/carers in organising of activities or purchasing of resources, the amount agreed will be paid to the parents/carers direct by the school. The school will then seek reimbursement from the Virtual Headteacher.

The teacher with responsibility for pupil premium, in conjunction with the Headteacher, will maintain an ongoing programme of support for socially disadvantaged or vulnerable pupils, which will be monitored by the Governors’ Curriculum Committee.

Reporting

It will be the responsibility of the Headteacher to produce reports for the Governor’s Curriculum Committee on:

- The progress made towards narrowing the gap, by year group, for socially disadvantaged pupils.
- An outline of the provision that was made since the last meeting.
- An evaluation of the cost effectiveness, in terms of the progress made by the pupils receiving a particular provision, when compared with other forms of support.

It will be the responsibility of the Curriculum Committee to ensure an outline of the school’s progress towards ‘narrowing the gap’ for socially disadvantaged/vulnerable pupils is shared with the school’s Governors.
The governing body will consider the information provided from the Curriculum Committee in the light of the data relating to the progress of the school’s socially disadvantaged pupils.

The Governors will ensure that there is an annual statement to the parents on how the Pupil Premium funding has been used to address the issue of ‘narrowing the gap’, for socially disadvantaged pupils. This task will be carried out within the requirements published by the Department for Education. This information will be placed on the school website.

**Success Criteria**

The evaluation of this policy is based on the school providing evidence of ‘narrowing the gap’ between socially disadvantaged pupils and their peers. Targets will be identified and evaluated annually and included in the School Development Plan.

The success criteria for the Pupil Premium Policy are:

- Early intervention and support for socially disadvantaged children.
- The vast majority of socially disadvantaged children will meet their individual targets.
- Effective parental pupil school support.
- Having an effective system for identifying, assessing and monitoring pupils.
- Having a whole-school approach.
- Create a positive school atmosphere in which pupils’ differences are recognised and valued as full members of the school community; developing confident and independent learners.

**Appeals**

Any appeal in connection with the disposition of the pupil premium funding will be dealt with through the Governors’ appeals panel.