



SPRING BROOK SCHOOL

PUPIL PREMIUM POLICY

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.

Background

The Pupil Premium is a Government initiative that targets extra money at pupils from deprived backgrounds, which research shows underachieve compared to their non-deprived 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 as an indicator for deprivation, and have deployed a fixed amount of money to schools per pupil, based on the number of pupils registered for Free School meals. The fixed amount of money will be determined annually by Government. At Spring Brook School, we will be using the indicator of those eligible for Free School meals 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 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)

Funding

In most cases the Pupil Premium is paid direct to schools. Schools decide how to use the funding, as they are best placed to assess what additional provision their pupils need.

The DfE has determined that five categories of pupils are eligible for PPG funding in the 2014/15 financial year:

Type of pupil	Pupil premium per pupil
Pupils in year groups R to 6 recorded as 'ever 6 FSM'	£1,320
Pupils in year groups 7 to 11 recorded as 'ever 6 FSM'	£935
LAC	£1,900
Children adopted from care and children who have left care under a special guardianship or residence order	£1,900
Pupils recorded as 'ever 4 service' children	£300

Year 7 literacy and numeracy catch-up premium

The literacy and numeracy catch-up premium provides schools with an additional £500 for each year 7 pupil who did not achieve at least level 4 in reading and/or maths at the end of key stage 2. It is provided to all state-funded schools with a year 7 cohort, including special schools, alternative provision (AP) settings and pupil referral units

Schools are required to assess the needs of individual pupils to decide the best way to use the funding. The school should select programmes and approaches which have either been proved to be effective or are showing early promise. Effective use of funding to support catch-up may include

- individual tuition in addition to classroom teaching
- intensive small-group tuition
- purchasing external services and materials to add to those provided by the school, for example tutor services or proven computer-based learning or online support
- summer or holiday schools to deliver intensive catch-up over a short period

Provision

In order to meet the Government's requirements, the Governing Body of Spring Brook School will ensure that provision is made which secures the teaching and learning opportunities that meet the needs of all pupils. Our priority in the academic year 2015/6 will be focused on 'narrowing the gap' for those pupils not on track to achieve individual targets set for them.

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 termly pupil progress meetings, and planned and recorded intervention strategies.

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 Governors have the right to allocate the Pupil Premium funding to support any pupil, or groups of pupils the school has legitimately identified as being socially disadvantaged or vulnerable.

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

Two members of the Leadership team Mel Rodgers (Deputy Head: Upper School) and Christine Thorpe (Assistant Head of Lower School) in conjunction with the Head teacher, 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 Mel Rodgers and Christine Thorpe, to produce a termly report for the Governors 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 during the term since the last meeting
- An evaluation of the cost effectiveness, in terms of the progress made by pupils receiving a particular provision, when compared with other forms of support.

It will be the responsibility of the Governors Curriculum committee to ensure an outline of the school's progress towards 'narrowing the gap' for socially disadvantaged and vulnerable pupils is given to the whole Governing Body on a termly basis.

The Governing Body will consider the information provided from the Curriculum committee in light of the data relating to the progress of the school's socially disadvantaged/vulnerable pupils in conjunction with national data sets.

The Governors of Spring Brook School 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 also be available on the school website.

Success Criteria

The evaluation of this policy is based on how quickly the school can 'narrow 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

Signed _____
(Chair of Governing Body)

Date _____

Adopted: 6th May 2014
Reviewed: October 2015
Next review: August 2016