



Beverley School Pupil Premium 2014-2015 impact

PRINCIPLES

All members of staff and governors accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic need 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 his / her full potential irrespective of need.

BACKGROUND

The pupil premium is a government initiative that targets extra funding 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 that the pupil may receive for their special educational needs.

The government have used pupils entitled to free school meals over the last six-year period as an indicator for deprivation, and have deployed a fixed amount of funding to schools per pupil, based on the number of pupils registered for free school meals. Additional funding is also allocated to schools for any child that is 'looked after' or whose parent / carers are employed by HM Services. The Pupil Premium will increase every year of the course of this current government.

The government is not dictating how schools should spend this funding, 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). However, we believe that pupil progress should also be measured on an individual basis against expected progress for that child.

PROVISION

In order to meet the above requirements, the governing body of Beverley School will ensure that the provision is made which secures the teaching and learning opportunities that meet the needs of all pupils. Our priority is to focus on 'narrowing the gap' for those pupils not on track to achieve the individual targets set of 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 pupil progress meetings, and planned and recorded intervention strategies. Governors also recognise that not all pupils who receive free school meals will be socially disadvantaged. Similarly, 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 being socially disadvantaged or vulnerable.

The range of provision will cover the following:-

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

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 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

PUPIL PREMIUM	£
Free School Meals (FSM)	61,645
Looked After Children (LAC)	6,175
Service Children	300
Year 7 Catch-up (to be confirmed by DfE 27/2/15)	3,500
TOTAL	71,620

Expenditure

PUPIL PREMIUM	£
Salaries (e.g. Parent Support Adviser, additional support in classrooms, additional support for SLD classes, Catch-up Literacy, Science Maths skills, etc.)	26,990
Access arrangements (supporting pupils during exams)	1,035
Computer software (RM Easi Maths)	95
Curriculum enrichment (Mini-bus contribution)	13,000
BKSB Ltd Service	500
Tees Valley Live Music Now	8,000
Occupational Therapy	11,000
Educational Psychologist	11,000
TOTAL	71,620

KEY EXPENDITURE

Total funding received for the year April 2015-March 2016 was £70,855.

To assist with parental-pupil support, Beverley School employs a Parent Support Advisor (PSA) who works 3 days each week.

Impact

This service is proving to be invaluable as better links have now been made with parents / carers. During the last financial year, the PSA worked with approximately 18 families helping them to access services across Middlesbrough, including assisting with referrals to LDCAMHS and access to respite care. By working closely with multi-agencies around a person-centred planning approach, these socially disadvantaged families are now able to access the right support and benefits that they may otherwise have not known about. The PSA also escorts pupils to school where necessary thus avoiding attendance issues and linking with the early intervention for behaviour management strategy. She organises half termly coffee mornings for parents to disseminate information and invites speakers or relevant organisations to attend to support parents.

The school used the Pupil Premium funding to pay for **therapy services** from two key therapists, an Educational Psychologist, and an Occupational Therapist specialising in sensory integration.

Impact

Pupils across the school have access to a range of therapeutic interventions, personalised for them. Staff have also developed skills through working with the therapists, especially sensory integration. Both therapists have supported staff to understand the theoretical aspects of pupil behaviour. This has further enhanced the understanding of practitioners working with individual pupils.

Contribution to the new school minibus

Impact

Pupils have accessed the community which is essential to the effective education of pupils who have autism. Pupils were able to visit a variety of destinations which enhanced the curriculum work delivered at school. This included residential visits.

Tees Valley Music

Impact

Tees Valley Music provided pupils with an opportunity to develop communication through music. This included singing and instrumental work. Individual pupils showed tremendous progress through the call and response aspect of singing and the modelling of instruments. Pupils were both soothed and exhilarated by the opportunities to work with skilled musicians and staff were able to enhance their own skills and knowledge to develop classroom experiences for pupils.

Data

Computer software BKSBEasi Maths programmes ensured that pupils had IT support to develop maths skills. Data demonstrates that pupils who receive pupil premium are statistically achieving at a similar level to their peers through these programmes.

Year 7 catch up

We allocated a dedicated Level 3 Teaching Assistant to deliver catch up literacy programmes to pupils who could benefit from the specific programmes that she was trained to deliver.