



Pupil Premium funding is an additional grant given to schools for the specific purpose of raising attainment and achievement of socially disadvantaged pupils.

Schools have been advised that the funding can be used for such items as after school activities; private tuition, extra curricula support, school trips, confidence/capacity building activities, equipment to support learning, or any item or service that supports the young person's education.

Although, schools are encouraged to consult with external agencies, where ever possible, the ultimate decision on how the funding is utilised is the responsibility of the headteacher; governing body and staff of the school.

The **School Information (England) (Amendment) Regulations** that came into force on 1st Sept 2012 requires that the following information on Pupil Premium be published on a website by the governing body:

- The amount of the school's allocation from the Pupil Premium grant in respect of the current academic year;
- Details of how it is intended that the allocation will be spent;
- Details of how the previous academic year's allocation was spent,
- The effect of this expenditure on the educational attainment of those pupils at the school in respect of whom grant funding was allocated.



Previous Accounting Year April 2015 - March 2016

| Pupil Premium Forecast £42595 | How will the allocation be spent? | Target Group and effect on attainment | Benefit Focus |
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| £4,200 | (20% Snr LSO) Learning Support for LAC & Vulnerable Students | <p>Dedicated, behaviour, personal and additional support for personal / emotional issues - removing barriers to learning and reduction in numbers of reported incidents.</p> <p>IMPACT Case study evidence shows that the majority of individuals targeted for support have demonstrated a reduction in incidents and an improvement in behaviour. The support has enabled us to respond to individual circumstances that could have affected learning. All LAC pupils have an opportunity to individual attention and support from a member of staff from outside their class group.</p> | Social, emotional & behavioural issues. |
| £4,940 | Art Therapy Sessions | <p>Identified pupils access individual art therapy sessions with visiting professional.</p> <p>IMPACT Target pupils show a reduction in intensity and frequency of incidents and improved mental health (reduced anxiety, calmer, reduced distress)</p> | Social, emotional & behavioural issues. |



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| <p>£2,322</p> | <p>Specialist Training for Support Staff</p> | <p>Targeted effective learning support undertaken by skilled staff.</p> <p>IMPACT All pupils will access teaching groups that meet their needs and provide the correct degree of challenge.</p> | <p>Social, emotional & behavioural issues. Learning in the curriculum.</p> |
| <p>£15,496</p> | <p>(30% UPS3) Student “Catch-Up” Learning Interventions</p> | <p>Additional “catch-up” learning interventions to supplement group learning and raise attainment.</p> <p>IMPACT All pupils on the programme made at least expected progress.</p> | <p>Learning in the curriculum.</p> |
| <p>£10,330</p> | <p>(20% UPS3) Student Communication Sessions</p> | <p>Additional communication sessions to provide targeted communication support, to enable students to improve access to all subjects and raise attainment.</p> <p>IMPACT All pupils made at least expected progress. 2 began to use individual communication aids effectively</p> | <p>Learning in the curriculum.</p> |



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| <p>£6,600</p> | <p>Running and maintenance of schools caravan</p> | <p>Equal access for all students to residential experience, to further independent living skills and ensure all could meet requirements of ASDAN / DofE accreditation.</p> <p>IMPACT Majority of pupils accessed a residential experience and this meant that teachers were better able to assess their learning needs re independent living. Families who otherwise would not have been able to have a holiday were able to take their children on a break.</p> | <p>Learning in the curriculum. Families & communities.</p> |
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