

**Heart of the Forest Community Special School
Pupil Premium Policy**

This policy should be read in conjunction with safeguarding /child protection policy, Keeping Children Safe in Education (KCSIE) and Guidance for safer working practice for those working with children and young people in education settings, the Pupil Premium Policy and strategy statement and the Policy on the Education of Children in Care, adopted children and permanently placed children

**NB: It is Gloucestershire LA policy to refer to this group of pupils as Children in Care.
National policy is to refer to them as Looked After Children.**

Background

The Pupil Premium is grant funding for pupils from Reception to Year 11 who are:-

- 'Looked After' by a Local Authority for at least one day as recorded in the Children Looked After Data Return and aged 4-15 at 31st August.
- adopted from care under the Adoption and Children Act 2002 and children who have left care under a Special Guardianship or Residence Order
- eligible for Free School Meals at any point in the previous six years (known as the Ever 6 FSM measure).
- children of armed services personnel. This is to support emotional and social well-being. The Service Children premium also includes children whose parents has left the service up to four years ago; this is known as Ever 4.

The funding is intended to 'close the gap' for vulnerable pupils, to raise attainment and improve progress.

The level of funding for pupil premium in 14-15 is as follows:-

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| • 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 |
| • Looked After Children (CLA) | £2,300 |
| • Children adopted from care under the Adoption and Children Act 2002 and children who have left care under a Special Guardianship or Residence Order | £2,300 |
| • Service children - Pupils in Year Groups R to 11 recorded as Ever 4 Service Child or in receipt of a child pension from the Ministry of Defence | £ 300 |

It is the school's responsibility to decide how the majority of Pupil Premium is spent and to ensure it is linked to targets based on the child's educational attainment. All schools are required to report on the amount of funding received, how it is being used and the impact it has had.

The grant allocation for Looked After Children is managed by the designated Virtual School Head in the authority that looks after those children and has to ensure it is used for the benefit of the looked after child's educational needs as described in their Personal Education Plan (PEP). The Virtual School Head (or their representative) will be involved in any decisions about how the child will benefit from any pupil premium funding.

Ethos

Our aim is to remove barriers to learning and enable access to learning for all pupils, regardless of their background. The targeted use of Pupil Premium Grant (PPG) will support us in achieving this.

Purpose

- To ensure consistency in our approach to supporting pupils who are eligible for the PPG
- To ensure the PPG is used to support pupil progress and raise attainment
- To outline the outcomes we expect so that these can be closely monitored and evaluated

Principles

1. Teaching and learning opportunities will meet the needs of all the pupils
2. Appropriate provision will be made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
3. In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive Free School Meals will be socially disadvantaged
4. We also recognise that not all pupils who are socially disadvantaged are registered to qualify for Free School Meals.
5. The Heart of the Forest provides a range of support and individualised intensive interventions that require 1:1TA support such as Dancing Bears, Rapid Maths, Rapid Reading, Social Use of Language, Sherborne, Cohesion, TACPAC and Rapid Writing. A proportion of FSM ever 6 Pupil Premium money will be allocated against these costs to ensure continuation of the breadth and high standard of support available to these pupils. In the case of any CIC pupils, agreement to contribute to this educational provision will be sought at the PEP meeting.
6. In addition to this targeted support, specific equipment, interventions or resources will be purchased for pupils based on targets established by the school. In the case of Looked after Children these would be discussed and agreed with those attending the PEP meeting (e.g. Social Worker, Virtual School Heads, Parent, Foster Parent etc).
7. Agreement will be sought at each CIC pupils' PEP meeting to levy a nominal sum equating to 6 hours of SLT time (4 meetings per year), per CIC pupil in respect of SLT attendance at PEP's & Annual Reviews.
8. Specialised equipment or resources purchased for an individual child may also benefit other children in the group.

Provision

The range of provision the Head Teacher and Governors may consider making for this group will vary from year to year but could include the following:

- Providing small group or 1:1 opportunities with a teacher, teaching assistants or HLTA
- Additional multi-professional support e.g. Music Therapy, Occupational Therapy, Speech Therapy, Play Therapy, Drama Therapy, Lego Therapy etc.
- Additional resources, both whole school and to support individual pupils
- Training for staff or further development of strategies and interventions which can improve the progress and attainment of these pupils
- Supporting the transition from Primary to Secondary
- Targeted support to improve attendance, behaviour and links with families
- Educational visits, extended school opportunities

Meetings and reviews

Personal Education Plans are established for each Child in Care and they are reviewed 3 or 6 monthly depending on the protocols of different Local Authorities). For other pupils, barriers to learning are identified at teacher appraisal meetings in September and intervention strategies are then implemented. Progress is tracked via IEPs and Pupil Progress meetings to ensure that the pupils are making good progress towards their targets. Progress towards targets and funding decisions for those children that are previously looked after will be discussed at the child's EHCP meeting.

Reporting

- It is the responsibility of the Head Teacher to regularly report to Governors.
- The Governors of the school will ensure that there is an annual statement to parents on the school website. (within the Pupil Premium Strategy Report)
- Relevant staff will be aware of which children are eligible for PPG and the resources/staffing provided to meet any agreed targets.
- Progress of eligible pupils will be tracked and data analysed to indicate levels of progress

Outcomes / Impact

- Narrowing the gaps, maximise achievement
- Increased progress of identified children
- All socially disadvantaged children will take a full part in the school's curriculum including educational visits
- Highly trained and skilled staff - effective teaching and learning
- Improved attendance
- Emotional well-being and behaviour support

Resources

Resources purchased with Pupil Premium funding will be used by the pupils in school.

Equal Opportunities

The school supports the right of all pupils and staff to equal access and opportunities regardless of age, ethnicity, gender, social circumstances, ability, disability and sexuality

Health and Safety

Health and safety issues are described fully in the school Health and Safety Policy. It is the responsibility of each adult to report health and safety issues without delay.

Professional Development

All staff are provided with training opportunities to deliver the curriculum where appropriate. Training needs will be linked to appraisal, staff interviews and the School Improvement Plan.

Monitoring, Review and Evaluation

This Policy undergoes a detailed review by staff and Governors as appropriate. This policy is available on request at the school office and will be displayed on the school website.

Ratified on:

Chair of the Governing Body: Pat Byett