



**Jack Tizard School**

**Pupil Premium Strategy  
2016/17**

**Update:** November 2016

**Agreed by:** Finance & Resource Committee, November 2016



## **Background**

The pupil premium is a Government initiative that targets extra money at pupils from deprived backgrounds.

The Pupil Premium is allocated to children from low-income families who are currently known to be eligible for Free School Meals (FSM) in both mainstream and non-mainstream settings and children who have been looked after continuously for more than six months.

Schools are free to spend the Pupil Premium as they see fit. However we are accountable for how we have used the additional funding to support pupils from low-income families. From September 2012, we have been required to publish online information about how we have used the Premium to ensure that parents and others are made fully aware of the attainment of pupils covered by the Premium and the extra support they receive.

## **Principles**

All members of staff and governors accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and learning 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.

In considering the best use of the Pupil Premium within Jack Tizard School one of the challenges we face is evaluating the degree to which the social background of individual pupils affects achievement. In doing this we need to consider to what extent the social background is either a greater limiting factor than the learning disability, or the extent to which it provides different challenges to those posed by the learning disability.

## **Barriers to Learning**

At Jack Tizard School barriers to children's learning are primarily developmental rather than social, and they affect all pupils within the school, not just those from particular social backgrounds. However we do recognise that social disadvantage can, and does, impact on a child's ability to access additional learning and therapy opportunities.

Our aim is to minimise the impact of children's disabilities on their learning and to increase their achievement.

## **Financial year 2016 to 2017**

In the 2016 to 2017 financial year, schools receive the following funding for each child registered as eligible for free school meals at any point in the last 6 years:

- £1,320 for pupils in reception year to year 6

Schools will also receive £1,900 for each pupil who has left local-authority care because of 1 of the following:

- adoption
- a special guardianship order
- a child arrangements order
- a residence order

If a pupil has been registered as eligible for free school meals and has also left local-authority care for any of the reasons above, they will attract the £1,900 rate.

Children who have been in local-authority care for 1 day or more also attract £1,900 of pupil premium funding. Funding for these pupils doesn't go to their school; it goes to the virtual school head (VSH) in the local authority that looks after the child. VSHs are responsible for managing pupil premium funding for looked-after children

### **Measuring and reporting the impact of interventions**

As a special school, we allocate the Pupil Premium based on the needs identified through individual assessments of each child. With such a personalised approach, reporting on line would inevitably compromise the privacy of some pupils and students. It is important however that we share with parents how the Premium is used for their children and the consequent impact on their attainment.

This process is the same for all children. Class teachers meet with parents each term, and twice a year with the Senior Leadership Team to discuss children's progress, the impact of current interventions and identify any further barriers to learning. The evaluation of this information, along with formative and summative assessments, reports, (both written and anecdotal) from parents, therapists, advisory teachers and class staff is included in reports to parents and shared at the annual review of the child's statement or EHCP.

We use the information to consider the next steps of learning for each child and identify what additional provision is needed. This may include specific additional targeted staff time and intervention, specific staff training, the use of a specific facility / resource or access to a therapeutic intervention such as Music or Dance Therapy

When selecting pupils for Pupil Premium target groups, we look at all pupils across the school. There are some pupils who are not eligible for PP who will benefit from these groups if their needs are similar and we believe progress can be made towards individual targets.

Pupil Premium Funding and the impact of this is a regular item on the agenda for the Governors' Finance & Resource Committee.

<b>Key expenditure – how the allocation will be spent in 2016/17</b>		
<b>Area of spend</b>	<b>Focus</b>	<b>Total allocation (£49,900)</b>
Funding for Art Therapy	Personal, Social and Emotional/Communication	£7,605
Additional learning resources	Communication, ICT, Maths, Sensory Equipment	£4,000
Funding for Dance Therapy	Personal, Social and Emotional/Communication	£5,460
Funding for Music Therapy	Personal, Social and Emotional/Communication	£21,450
Arts based workshops/The@trical	Communication, Self Esteem, Self-confidence and Personal Development	£3,800
Yoga sessions	Provides therapeutic and developmental opportunities for pupils with complex physical and learning needs. Raises pupils' achievement by enabling them to experience physical comfort and relaxation to get them ready to learn and extend their cognitive learning opportunities	£6,825
<b>Total</b>		<b>£49,140</b>