

The Pupil Premium Strategy

What is it?

The pupil premium is funding allocated to schools for the purpose of boosting attainment for pupils from low income families. This premium is allocated to schools to work with pupils who have been registered for a free school meal at any point in the last six years (known as 'Ever 6') from Reception up to the end of year 11. Schools also receive funding for children who have been placed in care with the local authority and children of service personnel. Previously, Pupil Premium was known as Free School Meal entitlement but the name has changed due to the introduction of Universal Infant Free School Meals for all infant age children.

Pupil premium is additional to main school funding, and the Government believe it is the best way to address the current underlying inequalities between children eligible for free school meals and their wealthier peers. Schools are free to spend the premium as they see fit, but they are required to publish online information about how it has been used. Due to the nature of the health needs of some of our pupils not all pupils who are eligible for Free School Meals are included in the numbers we can claim this premium for. If a child does not eat a school meal they can still claim for the funding for school which will enable school to provide additional resources.

Funds received.

For the year 2015-16 the school should receive approximately £27,170 of Pupil Premium funding.

For the year 2016-17 the school received approximately £25,575 of Pupil Premium funding.

The percentage of pupils known to be eligible for pupil premium this academic year is approximately 27% of the total population. KS1-KS4 35% are eligible of the total population.

2015-16 April-April

The Pupil premium funds for 2015-2016 year were put to supporting the following developments.

Communication

- Additional funding towards AAC post to develop targeted low and high tech access.
- Targeted Eye -gaze sessions offered.
- Use of music as an intervention to support communication and interaction skills e.g. Music therapy , Soundbath, Soundabout

Cognition

- Cognition equipment - individually identified
- Additional staff support-1:1 work

Physical

- Funding to support additional MOVE opportunities and physical developments, and MOVE hydro.
- RNIB and VI support - enhanced staffing
- Enhanced staffing for physical activities.
- Additional rebound sessions
- Additional hydrotherapy sessions

PSHE

- Enhanced staffing to access self-care, - individual sessions

2016-2017 April-April

Pupils at Ivy House School have severe and complex learning difficulties and the main barriers to educational achievement are: Communication, Cognition, PHSE and Physical.

This year we plan to support the following for our Pupil Premium children in addition to their usual access to school curriculum and learning opportunities provided: These will be identified on an individual basis.

- Curriculum and Assessment
 - Functional Reflex Therapy
 - Move Opportunities Via Education
 - Music Therapy
 - Parental Engagement
 - Individual Pupil Specific
- The Pupil Premium strategy is reviewed annually.

Other pupils benefitted from access to inclusive sessions of Soundbath, Soundabout and musical interventions.

Impact of the pupil premium.

In KS1-4 approximately 36% of the pupils in school were eligible for free school meals (16% of the total population in school).

- Almost all pupils receiving free school meals or that are looked after, made at least expected or above progress in their overall subjects of Language and Literacy and Communication compared to the percentage of Progress versus expectation in CASPA.
- In the exceeded results 24% FSM pupils compared to 8% non-FSM pupils were in the exceeded expectations category.
- Almost all pupils receiving free school meals or that are looked after, made at least expected or above progress in all aspects of Mathematics compared to the percentage of Progress versus expectation in CASPA.
- In Science all pupils made expected or above progress.
- In PSd they all made expected progress.
- In PSHE they all made expected or above progress.
- In music they all made expected progress.
- In physical almost all made at least expected or above progress.
- All pupils made at least expected progress in their targeted areas of additional support.