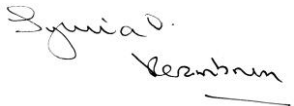
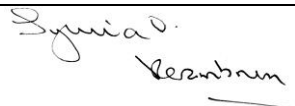


POLICY ON THE USE OF PUPIL PREMIUM FUNDING

I have received and read this policy and take responsibility for bringing it to the attention of my staff (employees, bank and agency staff) who, when they have read it, have signed page

Name of responsible person: Sylvia Kerambrum	Job Title: Director of Education
Signature: 	Date: 10.06.14

Date Approved/ reviewed	Signature	Print Name	Designation	Next Review Date
10.06.14		Sylvia Kerambrum	Director of Education	May 2016

Distribution List

Department	Responsible Person
The School for Profound Education	Sylvia Kerambrum
Chestnut House	Michael Humphrey
Jasmine House	Wendy Cooke
Willow House	Jennie Sykes

Policy on the use of Pupil Premium Funding

1. Introduction

The staff and Governors of The School for Profound Education are totally committed to ensuring that provision is made which secures the learning teaching and care opportunities that meet the needs of pupils so that all make maximum progress and reach their potential. Our school welcomes and shares the Governor's aim of tackling all forms of disadvantages and working tirelessly to ensure inclusion and equal access for all pupils. We recognise that the Pupil Premium Funding is allocated to children in respect of free school meals and Looked After Children and is a means of addressing some of the issues associated with social disadvantage, particularly in narrowing and hopefully, eventually closing any date in attainment where this exists.

Not all pupils who qualify for Free School meals are socially disadvantaged and not all socially disadvantaged pupils qualify or are registered for free school meals (FSM). We therefore focus on the needs and levels of progress of all pupils.

The governors will undertake to allocate the Pupil Premium Funding to support any pupil or groups of pupils of the school has legitimately identified as needing additional support to achieve improved outcomes in learning and/or well being.

All teaching and learning strategies are designed to meet the needs of individuals and groups. Additional support is integrated into the teaching programme.

Research, trialling and self evaluation are used in order to allocate the funding to activities that are most likely to have an impact on achievement.

2. Provision

The School for Profound education is committed to excellence and the maintenance of high standards. We offer a wide range of provision aimed at enabling all learners to enjoy learning and achieve their best. Our intention is to maximise opportunity to fulfil the potential of all children.

3. Rationale for decisions about provision

Pupil Premium Funding will be used in the first instance to support the learning and care needs of children in respect of free school meals who need extra support.

When considering deployment and funding of additional support through Pupil Premium and other school budget monies, we take into account very carefully how funding can

- Facilitate pupils' access to education.
- Facilitate pupils' access to the school's curriculum based on need.
- Provide extra adult support through group interventions as required.

- Provision experience in order to broaden horizons for pupils eg access to a wide range of sporting and leisure activities beyond school to include visits and residential school journeys
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4 Monitoring and Evaluating Provision

The overall effectiveness and impact is evaluated termly using a range of evidence including:

- Attainment and progress outcomes
- Attendance and access to lessons
- Feedback from staff, the children, parents/carers and other professions who may be involved.
- Examples of learning through photographs, video, pupil voice.
- Anecdotal, impressionistic evidence relating to improved confidence, well being and attitude.
- Behaviour summaries.
- The Board of Governors will have a monitoring oversight of the use of Pupil Premium Funding and the provision it supports.

5 Evaluating impact

The implementation of the improvement strategy will be monitored and evaluated against the following success criteria.

Short term

- The school will have an effective strategy for supporting pupil premium pupils and there will be a strong commitment to this strategy by all stakeholders.
- Resources will have been purchased and appointments made so that actions in the SIP are being implemented.

Medium Term

- As a result of an effective Continuing Professional Development programme (CPD) the skills and expertise of all staff are being enhanced.
- Evaluation through scrutiny of pupils' work and observations show that a higher proportion of teaching and learning strategies are producing faster progress for all pupils.
- Discussions with pupils and surveys provide evidence of increased confidence and aspirations, greater involvement in learning and better understanding of how to achieve targets.

Long term

- Successive cohorts will meet their targets and this will result in narrowing the gap between pupils benefiting from pupil premium funding and their peers.

5. Reporting and Accountability

It will be the responsibility of the Head teacher or a delegated member of staff, to provide a twice yearly report for the Governors on:

- Attendance and access to lessons/opportunities within the waking day curriculum
- Attainment and progress outcomes

- Behaviour summaries/access to learning
- Financial records on how the Pupil Premium was spent.

6 Success Criteria

- Early intervention and support for socially disadvantaged pupils is provided
- The vast majority of socially disadvantaged pupils will meet their individual targets
- Effective school support for parents/carers
- A whole school approach to the use of the Pupil Premium funding is in place and transparent