


Beaucroft Foundation School & College



Pupil Premium Policy

Issue Date: June 2024		June 2025
Date Adopted: 09/07/2024		
Signed By: 		
Member of staff responsible for policy: Rob Sallows		
Approval Committee: Finance		

Beaucroft School and College

Pupil Premium Policy



What is the Pupil Premium

The Pupil Premium was introduced by the Government in April 2011. It is money which is additional to main school funding.

Why did the Government introduce the Pupil Premium?

Evidence shows that disadvantaged children generally face additional challenges in reaching their potential at school and often do not perform as well as other pupils. Pupil Premium was introduced to:

- address the current underlying inequalities between children eligible for Free School Meals (FSM) and their wealthier peers by ensuring that funding to tackle disadvantages reaches the pupils,
- improve the progress and attainment of Looked After Children,
- support the additional emotional and social wellbeing of children whose parents are currently serving in the armed forces.

How is the Pupil Premium allocated?

It is allocated to:

- children eligible for free school meals (FSM) or have been recorded as eligible in the past 6 years (FSM Ever 6). This includes eligible children of families who have no recourse to public funds (NRPF)
- previously looked-after children (PLAC): pupils who were looked after by a local authority or other state care immediately before being adopted, or who left local authority or other state care on a special guardianship order or child arrangements order (previously known as a residence order). From 1 April 2023, PP grant eligibility for pupils who have been adopted from care or have left care will include children adopted from state care or equivalent from outside England and Wales
- Looked-after children (LAC) children supported by the authority.
- Children with one or more parents is serving in the regular armed forces.

How can schools spend the pupil premium?

Schools must use their PP grant in line with the 'menu of approaches' set by the Department for Education (DfE). The menu has been developed in line with the Education Endowment Foundation's (EEF's) 3-tiered approach to help schools allocate spending across the following 3 key areas:

- support high-quality teaching, such as staff professional development
- provide targeted academic support, such as tutoring, including through the National Tutoring Programme (NTP)

- tackle non-academic barriers to academic success, such as difficulties with attendance, behaviour and social and emotional wellbeing

What evidence do we have to provide on how the money has been spent?

At Beaucroft the use of the PP grant is outlined in the Pupil Premium Strategy Statement which should be read in conjunction with this policy. This Statement outlines the following:

- Funding overview
- Statement of Intent
- Challenges to achievement
- Intended outcomes and success criteria
- Activity in the current academic year
- Review of outcomes from the previous year

The funding overview indicates the break down and total PP funding grant. Within the challenges to achievement we have outlined the areas where our children eligible for PP funding are experiencing difficulties and disadvantage. The Intended outcomes and success criteria layout how Beaucroft plans to address these challenges and the success criteria used.

How will outcomes be monitored, evaluated and reviewed?

Outcomes within the Pupil Premium Strategy Statement have success criteria which are monitored through:

- Individual targets
- Assessment documentation
- Progress data
- Annual Reviews / Reports
- Staff meetings
- Attendance data

Schools will be held accountable for how they have used the additional funding to support pupils eligible for PP funding. Given their role in ensuring schools use funding appropriately and in holding schools to account for educational performance, governors should scrutinise schools' strategy statements, including their plans for and use of their PP grant and the outcomes achieved in the previous academic year.

Pupil premium strategy statement

Before completing this template, you should read the using pupil premium guide and the appropriate example statement available [on the pupil premium page](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Beaucroft Foundation School
Number of pupils in school	2022-2023 190 2023-2024 217
Proportion (%) of pupil premium eligible pupils	2022-2023 34.4% 2023-2024 20.7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2023 previous year 2023-2024 previous year 2024-2025 current year
Date this statement was published	31/12/22
Date on which it will be reviewed	31/12/24
Statement authorised by	Diane Makariou & Joe Barnett
Pupil premium lead	Rob Sallows
Governor / Trustee lead	Noel Harrison

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	2022-2023 £53485 2023-2024 £51255
Recovery premium funding allocation this academic year	2022-2023 £18116.93

	2023-2024 £10736.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	2022-2023 £42326 2023-2024 £57000
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	2022-2023 £113927.93 2023-2024 £118991.00

Part A: Pupil premium strategy plan

Statement of intent

Beaucroft is a Foundation Special School for children aged between 3 and 19 with special educational needs and disabilities (SEND). The school has early years and post 16 provision. Our PAN is 215 and we currently have 190 students on roll. All of our students have an Education, Health and Care Plan (EHCP). Our students all have complex learning needs – many also have a diagnosis of an Autistic Spectrum Condition (ASC).

The proportion of pupils eligible for Pupil Premium funding is above the national average and we understand that this funding is a vital resources to aid us supporting our disadvantaged pupils and the needs of vulnerable students such as those with a social worker or young carer needs, regardless of whether they are disadvantaged. Our aim for these pupils and all our pupils is that they are able to THRIVE.

- Thoughtful and caring
- Happy and Safe
- Resilient
- Independent
- Valued
- Empowered.

Developing self-esteem and resilience in preparation for adulthood.

Key to our approach is high-quality teaching which is proven to have the greatest impact on improving outcomes for all pupils. Consequently professional development, training and staff well-being are key aspects to guaranteeing good quality teaching.

In order to effectively access the high-quality teaching and to be ready to learn, we provide a positive therapeutic approach to supporting both students and their families. We deliver targeted and impact measured cognition and learning, communication, social and emotional, independence and physical and sensory interventions as well as specialist therapeutic interventions such as speech and language therapy, music and drama therapy in a range of scenarios, one-to-one, small group or whole class. Alongside this we offer supportive interventions that target the other most significant non-academic barriers to achievement, including attendance, well-being, mental health, safeguarding and behaviour.

We strive to address the individual needs and strengths of all our students based on formal and informal assessment. Through routinely identifying and addressing key challenges we aim to ensure that each and every young person is able to enjoy, engage and achieve so they are able to acquire the relevant skills and experience in preparation for adulthood.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Our assessments show that, while most of our disadvantage students make equivalent or better progress compared to their peers, some disadvantaged students can make less progress. We will focus on the core subjects of Numeracy and Literacy.
2	The majority of our pupils have communication, interaction and language difficulties as a result of pupils' special educational needs. 15.4% of PP students have individual SaLT input compared to 15.3% of non-PP students.
3	Mental wellbeing, many students have emotional regulation difficulties, anxiety, low self-esteem and confidence associated to their learning needs. In addition to this students have been impacted emotionally by the pandemic and require high levels of ongoing emotional support in order to access their learning and enjoy a positive school experience.
4	Despite attendance data being consistently marked higher than national average for equivalent schools, our data indicates that disadvantaged students are more likely to have lower attendance with PP students attending 2.15% less than non PP students.
5	Parenting needs, family support team show that 48.7% of students and families access family support. Students and families with PP account for 34% of this number compared with 65% for non-PP students and families.
6	Support for pupils and families with cost of living crisis.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
To support the development of numeracy skills across the school (<i>SDP Quality of Education 1.1</i>).	<p>Progress and attainment for PP students is comparable if not better than non-PP students.</p> <p>Students to have greater consistency with-in KS2/3 without losing holistic and personalised education.</p>

	Progress in students' abilities to problem solve in real life situations.
Literacy approaches are consistently used and taught across the school (<i>SDP Quality of Education 1.3</i>).	Students make increased levels of progress with their literacy skills through the consistent delivery of literacy tool and techniques.
To improve communication, interaction and language skills (<i>SDP School Context</i>).	For students to make expected or above expected progress relative to their individual starting points. Clinical Judgements, Assessments and evidence from Progress Tracking Forms.
To ensure that there is effective and consistent support in place for our students with emotional regulation, anxiety, low self-esteem and confidence difficulties (<i>SDP Behaviour and Attitudes 1.1</i>).	For students to manage and regulate their emotions successfully demonstrating internal discipline, to feel more confident with improved well-being, resulting in: <ul style="list-style-type: none"> • reduced behaviour incidents • reduced absence due to anxiety
Improve attendance.	Reduction in the number of absences due to anxiety.
Ensure equality and equity of access of resources and enrichment and extra-curricular activities.	Pupils will take part in enrichment experiences, including trust events. Pupils will experience school trips/residential experiences. Pupils will have access to technology and specialist equipment.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ [21864.00]

Activity	Evidence that supports this approach	Challenge number(s) addressed
Numeracy lead to support class team by working alongside teachers with	EEF Teaching and Learning Tool kit states that there is clear evidence that high quality teaching is the most important	1

<p>particular focus on Post16 focussing on consistency.</p> <p>Implementation of White Rose scheme</p> <p>Staff CPD to support practice in class (SDP Quality of Education 1.1)</p>	<p>lever schools have to improve pupil attainment, including for disadvantaged pupils. Building teacher knowledge and Pedagogical expertise, curriculum development and the purposeful use of assessment all support quality teaching.</p>	
<p>Literacy lead to work with subject leads to share and discuss how approaches can be taught consistently through topics. (SDP Quality of Education 1.3)</p> <p>Further embedding of Literacy tool Read, Write, Ink, reasons for reading, self-authored books. Training of key staff in Fresh Start reading programme focusing on older readers(update 22-23) (SDP Quality of Education 1.3)</p>	<p>EEF Teaching and Learning Tool kit states that there is clear evidence that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. Building teacher knowledge and Pedagogical expertise, curriculum development and the purposeful use of assessment all support quality teaching.</p> <p>EEF Teaching and Learning Tool kit states: There is very extensive evidence that Reading comprehension strategies alongside phonics has a positive impact and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p>	<p>1</p> <p>1</p>

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ [13650.00]

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of Speech and Language Therapists to improve communication,	Therapist support across the school delivering individual packages with a particular focus on supporting in class and	1 2 5

<p>interaction and language across the school.</p> <p>Development of SaLT T.A's to support Speech and Language Therapists in the implementation of the Beaucroft universal, targeted, and specialist model of intervention (updated 22-23)</p>	<p>embedding a consistent total communication approach.</p> <p>The EEF state that studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make approximately six months' additional progress over the course of a year. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds.</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ [48607.00]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue to embed Dorset STEP's therapeutic approach through big 5 training sessions.</p> <p>To introduce the use of Early Prognosis</p>	<p>Both targeted interventions and universal behavioural approaches have positive overall effects. EEF Teaching and learning Tool Kit, behavioural Interventions. The Tool kit also states social and emotional learning approaches have a positive impact.</p> <p>Restrictive physical interventions have fallen from a high of 56 in the academic year 2019 to 2020 to 8 in the year 2021-2022.</p> <p>The potential impact of self-regulation approaches is high, although it can be difficult to realise this impact in practice as such methods require pupils to take greater responsibility for their learning and develop their understanding of what is required to succeed. EEF Teaching</p>	1 2 3 4

Tool and Predict and Prevent Plans (<i>SDP Behaviour and Attitudes 1.1</i>).	and learning Tool Kit, Metacognition and self-regulation .	
To expand opportunities for our students to engage with their learning and support their well-being using the natural environment, Forest School provision (<i>SDP Personal Development 1.1</i>).	Forest Research states that Forest Schools help develop confidence, social skills, communication, motivation, physical skills and knowledge and understanding. https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/	1 3
Drama therapy for improved mental health for identified students.	Drama therapy supports the individual's emotional development, increases their self-esteem, confidence, and can aid in developing their communication skills. Drama therapists are experts at working with the body. This process is called embodiment and is increasingly acknowledged as important for wellbeing and particularly for people coping with complex trauma. https://www.badth.org.uk/research/our-evidence	1 3
Dance Movement therapy for improved communication and expression for identified students.	Dance Movement Psychotherapists offer embodied interventions that take into account the child's lived experience in the context of the social system they live in, how they experience living in their body and relationship to their body, how they think about themselves and their relationships, as well as emotional responses that may be hard to put into words	1,3
Music therapy for improved social and communication skills for identified students.	Music therapy helps students develop their communication skills—promoting concentration and listening skills. It helps students to find ways to express feelings creatively and constructively beyond their behaviour (Chelsea and Westminster NHS foundation trust). EEF Teaching and learning Tool kit states: Arts participation approaches can have a positive impact on academic outcomes in other areas of	1,3, 4

	the curriculum and that Arts-based approaches may offer a route to re-engage older pupils in learning.	
<p>Working with families to develop effective home learning environments.</p> <p>Non-teaching Parent / pupil support staff equivalent to 2 day per week.</p>	<p>The NSPCC recommends parents and carers work with their children to create routines that provide structure to their day, partake in activities together, and assist children in expressing their emotions.</p> <p>There is strong evidence that parental engagement approaches have a positive impact academically (EEF parental engagement approaches) but also benefits parents and carers mental well-being (Beaucroft Parent Support, course evaluations).</p>	3,4,5
<p>Enrichment / Extracurricular provision</p> <ul style="list-style-type: none"> • Residentials • Sports events <p>Further promote enrichment opportunities across the curriculum for disadvantaged pupils to ensure they can access cultural opportunities in line with non-disadvantaged pupils.</p>	<p>Physical activity has important benefits in terms of health, wellbeing and physical development. There is some evidence that involvement in extra-curricular sporting activities may increase pupil attendance and retention. (EEF Teaching and Learning Toolkit – physical activity/extending school time)</p>	3,4,5,6
Improving access to ICT/technology	Studies by EEF: Use of technology (+4months), Collaborative working (+5months). Ensure PP pupils have access to individual learning aids.	1,2,6

Total budgeted cost: £ [84121.00]

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year. It is important to note that implementation of PP spending for this year was directly impacted by Covid-19 - high levels of pupil and staff absence. In response to this we prioritised support for the mental-health and well-being, focusing on getting students back in to school routines and structures was a key objective. We used pupil premium funding to help provide wellbeing support and targeted interventions where required.

Teaching (for example, CPD, recruitment and retention)

Read write inc – Although Read write inc was initially launched 20-21 it wasn't comprehensively rolled out until 21-22 due to the COVID pandemic. Ongoing CPD through the Big 5 training programme.

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Covid catch up, small group Numeracy and Literacy sessions to support all pupils across the school.

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Residentials - Supported residential placements for pupils on PP students.

Life skills – Supported life skills activities for PP students, including cooking, independent travel and social activities (RAFA /Streetlight café).

Outings – Curriculum visits to support learning and EHCP objectives for PP students.

Clothing – Support for students and families.

Equipment (sensory toys) – Support for pupils with wide range of challenges including behaviour, anxiety and communication difficulties.

Therapy – Music therapy to support students with complex needs and trauma.

22-23 review of Intended Outcomes

To support the development of numeracy skills across the school (SDP Quality of Education 1.1).

100% of those pupils entered for external examinations in Maths passed. 21% of this cohort were pupils receiving PP funding. Of those pupils entered for the higher level papers Entry levels 2-3, 42.9% were in receipt of PP funding.

Pupils continue to be given opportunities to access situations to problem solve in real life situations e.g. using money to access transport, purchase items in shops, count and weight produce in supermarkets.

Literacy approaches are consistently used and taught across the school (SDP Quality of Education 1.3).

100% of those pupils enter for external examinations in English passed. 26.3% of this cohort were pupils receiving PP funding. Of those pupils entered for the higher level papers Entry levels 2-3, 62.5% were in receipt of PP funding.

Beaucroft have started the use of YARC reading assessments in order to have a clear starting point and be able to more accurately measure progress. RWI continues to be used throughout the school to develop reading and key staff are undergoing training in the Fresh Start reading programme to focus on the development of older readers.

To improve communication, interaction and language skills (SDP School Context).

Beaucroft have started the new model for the delivery of the speech and language therapy services within the school. The model has been initiated in order to enable more students to access specialist input. The school will follow a universal, targeted, and specialist model of intervention. Speech and language therapy assistants (SaLTA) will support the registered speech and language therapist in the delivery of clinical services at Beaucroft School.

To ensure that there is effective and consistent support in place for our students with emotional regulation, anxiety, low self-esteem and confidence difficulties (SDP Behaviour and Attitudes 1.1).

Beaucroft has continued to develop strategies to support pupils with emotional regulation difficulties, anxiety and low self-esteem. In comparing our number of Restrictive Physical Interventions (RPI's) and serious incidents with the same autumn term period last year we have seen a significant decrease.

Autumn term 22/23 RPI's 7 Serious Incidents 40

Autumn term 23/24 RPI's 4 Serious Incidents 8

Improve attendance.

Comparing the same period in 22-23 and 23-24 attendance has improved in both pupil premium and non- pupil premium students. However, the rate of increase is significantly higher among students receiving PP funding 3.23% compared with those not receiving PP funding 1.7%.

	Attendance pupil premium	Attendance non-pupil premium
22-23	87.45%	89.60%
23-24	90.68%	91.30%

Ensure equality and equity of access of resources and enrichment and extra-curricular activities.

As stated in government legislation and inline with Beaucroft School's policy, pupil premium funding will be used to address the current underlying inequalities between children eligible for Free School Meals (FSM) and their wealthier peers. This continues to be accomplished by ensuring that no child irrespective of economic background will be disadvantaged and that the opportunities to take part in enrichment and extra-curricular activities are not limited.

In relation to this 100% of PP students, where the offer of a residential trip was made and parents consented were able to attend. Students who receive pupil premium have continued to have access to a wide range of resources including sensory and IT resources, educational activities such as independent travel training and life skills cooking as well as educational visits that support our curriculum offer and enrichment activities within the community such as 1HQ café.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Read write inc	Oxford University Press
White Rose Maths	Trinity Mat
Fresh Start (Read write inc)	Oxford University Press

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.

Financial year 2020 – 2021 (April – April)

£43040

Our school received Pupil Premium totalling (including FSM ever 6)

11 @ £1345	£14795
16 KS3/4 @ £955	£15280
5 Pre LAC @ £2345	£11725
Service children 4 x £310	£1240

Activities Funded	Purpose of Activities and expected outcomes	Targeted Pupils	Funding
Residentials / Outings		Middle Seniors	£4500.00
Life Skills/Food	To develop interpersonal and social skills. To help facilitate positive changes in pupil behaviour and attitude. To raise motivation, self-esteem and create more effective learners Ext services	Whole School/LAC	£6100.00
Play Therapy			£4000.00
Music Lessons			£600.00
Clothing			£200.00
Equipment			£800.00
T/A Recruitment	To support access to the curriculum. To narrow the gap between individual children and their peers. To encourage interaction. To enable participation in activities beyond	Whole school/LAC Supply	£20,000

	the school environment. To maintain levels of physical skills		
Speech & Language Therapy	Speech and Language therapy Assistant to deliver speech and language programmes	Whole school	£6840
			£43040.00

Financial year 2019 – 2020 (April – April)**£31065**

Our school received Pupil Premium totalling (including FSM ever 6)

12 @ £1320	£15840
15 KS3/4 @ £935	£14025
0 x LAC @ £2300	£0
Service children 4 x £300	£1200

Activities Funded	Purpose of Activities and expected outcomes	Targeted Pupils	Funding
Residentials / Outings		Middle Seniors	£3000.00
Life Skills	To develop interpersonal and social skills. To help facilitate positive changes in pupil behaviour and attitude. To raise motivation, self-esteem and create more effective learners/	Whole School	£1,000.00
Play Therapy			£2250.00
Music Lessons			£600.00
Clothing			£100.00
Equipment			£400.00
T/A Recruitment	To support access to the curriculum. To narrow the gap between individual children and their peers. To encourage interaction. To enable participation in activities beyond the school environment. To maintain levels of physical skills		£20,000
Speech & Language Therapy	Speech and Language therapy Assistant to deliver speech and language programmes		£3715.00
			£31065.00

Financial year 2018 – 2019 (April – April)**£33490**

Our school received Pupil Premium totalling (including FSM ever 6)

15 @ £1320	£19800
14 KS3/4 @ £935	£13090
0 x LAC @ £2300	£0
Service children 2 x £300	£600

Activities Funded	Purpose of Activities and expected outcomes	Targeted Pupils	Funding
Residentials / Outings		Middle Seniors	£3000.00
Life Skills	To develop interpersonal and social skills. To help facilitate positive changes in pupil behaviour and attitude. To raise motivation, self-esteem and create more effective learners/	Whole School	£1,000.00
Play Therapy			£2250.00
Music Lessons			£600.00
Clothing			£100.00
Equipment			£400.00
T/A Recruitment	To support access to the curriculum. To narrow the gap between individual children and their peers. To encourage interaction. To enable participation in activities beyond the school environment. To maintain levels of physical skills		£20,000
Speech & Language Therapy	Speech and Language therapy Assistant to deliver speech and language programmes		£6140.00
			£33490.00

Financial year 2017 – 2018 (April to April)

Our school received Pupil Premium totalling
including FSM ever 6

£29095

Pupil Premium Service children including ever 4

1200

£

Pupil Premium including Lac and Post LAC

1200

£

£31495

Activities Funded	Purpose of Activities and expected outcomes	Targeted Pupils	Funding
Residentials / Outings		Middle Seniors	£2880.00
Life skills	To develop interpersonal and social skills,	Middle / Seniors	£1109.92
Play Therapy	To help facilitate positive changes in pupil behaviour and attitude.		£2250.00
Diabetic Snacks			£1461.78
Music lessons			£600.00
Clothing	To raise motivation, self-esteem and create more effective learners.		£102.15
Equipment			£354.15
T/A Recruitment	To support access to the curriculum. To narrow the gap between individual children and their peers. To encourage interaction. To enable participation in activities beyond the school environment. To maintain levels of physical skills	Seniors	£16,000
Speech & Language Therapy	Speech and Language therapy Assistant to deliver speech and language programmes	All pupils on Pupil Premium that require Speech & Language Therapy	£5537.00
LAC FUNDS			

Residential T/A & SALT top up Lifeskills	To raise motivation, self-esteem and create more effective learners	Pupils in receipt of LAC funds	£150.00 £1025.00 £25.00
			£31495.00

Financial year 2016 – 2017 (April to April)

Our school received Pupil Premium totalling
including FSM ever 6

£36190

Pupil Premium Service children including ever 4
1500

£

Pupil Premium including Lac and Post LAC

£

£37690

Activities Funded	Purpose of Activities and expected outcomes	Targeted Pupils	Funding
Residentials		Middle Seniors	£1315.00
Life skills Music Therapy Play Therapy Diabetic Snacks Equipment Extended Services Clothing	To develop interpersonal and social skills, To help facilitate positive changes in pupil behaviour and attitude. To raise motivation, self-esteem and create more effective learners.	Middle / Seniors	£1204.00 £1470.00 £1835.00 £524.00 £49.00 £37.00
T/A Recruitment	To support access to the curriculum. To narrow the gap between individual children and their peers. To encourage interaction. To enable participation in activities beyond the school environment. To maintain levels of physical skills	Seniors	£16256.00
Speech & Language Therapy	Speech and Language therapy	All pupils on Pupil Premium that	£15,000

	Assistant to deliver speech and language programmes	require Speech & Language Therapy	
			£37690.00

Financial year 2015 – 2016 (April to April)

Our school received Pupil Premium totalling

£45760

and 4 x Service children premium of £300

£1200

and LAC

£3200

£50160

Activities Funded	Purpose of Activities and expected outcomes	Targeted Pupils	Funding
Residentials		Seniors	£996.00
Life skills Music Therapy Play Therapy Taxis – After School Clubs Diabetic Snacks	To develop interpersonal and social skills, To help facilitate positive changes in pupil behaviour and attitude. To raise motivation, self-esteem and create more effective learners.	Middle / Seniors	£247.90 £300.00 £967.50 £316.00 £181.52
Equipment Extended Services Clothing			£110.99 £24.50 £11.00
T/A Recruitment	To support access to the curriculum. To narrow the gap between individual children and their peers. To encourage interaction. To enable participation in activities beyond the school environment. To maintain levels of physical skills	Seniors	£30,000

Speech & Language Therapy	Speech and Language therapy Assistant to deliver speech and language programmes	All pupils on Pupil Premium that have require Speech & Language Therapy	£16,000
			£49155.41

Financial year 2014 – 2015 (April to April)

Our school received 14 x Primary Pupil Premium @ £1300 = £18200, 22 x Secondary Pupil Premium @ £935 = 20570 and 1 x Service children premium of £300.00, 7 x LAC @ £1900 = 13300 and £2216 Post LAC adopted children. Total = £54586

Activities funded	Purpose of activities	Targeted pupils	Funding £
T/A Recruitment	To support access to the curriculum. To narrow the gap between individual children and their peers. To encourage interaction. To enable participation in activities beyond the school environment. To maintain levels of physical skills	Middle years	£30,000
Speech & Language Therapy	Speech and Language therapy Assistant to deliver speech and language programmes	All pupils on Pupil Premium that have require Speech & Language Therapy	£21,000
Life skills Music Therapy Horse Riding Taxis – After School Clubs Diabetic Snacks	To develop interpersonal and social skills, To help facilitate positive changes in pupil behaviour and attitude. To raise motivation, self-esteem and create more effective learners.	Middle / Seniors	£3486.00
Residentials			100.00
TOTAL			£54586

**Signed and agreed
(Chair of
Governors)**

Date