



**BEVERLEY SCHOOL
AND SERVICE FOR
PUPILS WITH AUTISM**

PUPIL PREMIUM POLICY

Updated:October 2019
Approved by Governors:October 2019
To be reviewed:October 2020

PUPIL PREMIUM POLICY

PRINCIPLES

All members of staff and governors accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic need 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 his / her full potential irrespective of need.

BACKGROUND

The pupil premium is a government initiative that targets extra funding at pupils from deprived backgrounds, which research shows underachieve compared to their non-deprived peers. The premium is provided in order to support these pupils in reaching their potential. It is in addition to any funding that the pupil may receive for their special educational needs.

The government have used pupils entitled to free school meals over the last six-year period as an indicator for deprivation, and have deployed a fixed amount of funding to schools per pupil, based on the number of pupils registered for free school meals. Additional funding is also allocated to schools for any child that is 'looked after' or whose parent / carers are employed by HM Services. The Pupil Premium will increase every year of the course of this current government.

The government is not dictating how schools should spend this funding, but are clear that schools will need to employ the strategies that they know will support their pupils to increase their attainment, and 'narrow the gap'. Schools will be accountable for narrowing the gap, and there is a planned reform to the school performance tables to include new measures that show the attainment of pupils who receive the Pupil Premium compared with their peers. This expectation applies to special schools where there is a focus on expected rates of progress in comparison to national data sets (progression guidance).

PROVISION

In order to meet the above requirements, the governing body of Beverley School will ensure that the provision is made which secures the teaching and learning opportunities that meet the needs of all pupils. Our priority is to focus on 'narrowing the gap' for those pupils not on track to achieve the individual targets set of them.

As part of the additional provision made for pupils who belong to vulnerable groups, the governors of the school will ensure that the needs of socially disadvantaged pupils are adequately assessed and addressed through pupil progress meetings, and planned and recorded intervention strategies. Governors also recognise that not all pupils who receive free school meals will be socially disadvantaged. Similarly, not all pupils who are socially disadvantaged are registered or qualify for free school meals. The governors reserve the right to allocate the Pupil Premium funding to support any pupil, or groups of pupils the school has legitimately identified as being socially disadvantaged or vulnerable.

The range of provision will cover the following:-

- Facilitating pupils access to education
- Facilitating pupils access to broader curriculum opportunities
- Additional teaching and learning opportunities
- Alternative support and intervention

SUCCESS CRITERIA

The evaluation of this policy is based on how quickly the school can 'narrow the gap' between socially disadvantaged pupils and their peers. Targets will be identified and evaluated annually and included in the school development plan. The success criteria are:

- Early intervention and support for socially disadvantaged children
- The vast majority of socially disadvantaged children will meet their individual targets
- Effective parental-pupil school support
- Having an effective system for identifying, assessing and monitoring pupils
- Having a whole school approach
- Create a positive school atmosphere in which pupils' differences are recognised and valued as full members of the school community developing confident and independent learners