

Mapledown School



Working and Learning Together

Pupil Premium Policy and Strategy statement 2020-2021

Pupil Premium Policy

The Pupil Premium was introduced in April 2011 and allocated to provide additional support for looked after children and those from low income families. The extra funding is made available to schools to help them narrow the attainment gap that exists between pupils from disadvantaged and more affluent backgrounds.

In 2011-12, schools were allocated Pupil Premium funding for children from low income families who were eligible for Free School Meals (FSM) or children who had been looked after continuously for more than six months. From April 2012, eligibility for the Pupil Premium was also extended to include children who had been eligible for free school meals at any point in the last six years (known as the Ever 6 Free School Meals measure.) A premium has also been introduced for children whose parents are currently serving in the Armed Forces.

Schools are free to spend the Pupil Premium as they see fit. However, they are accountable for how they use the additional funding to support pupils from low income families and the other target groups. New measures have been included in the performance tables that show the achievement of pupils who attract Pupil Premium. From September 2012, schools are required to publish online information about how they have used the Premium and its impact. This will ensure that parents and others are made fully aware of the attainment of pupils covered by the Premium.

The school is able to demonstrate clear evidence of impact as a result of the allocation of funding to provide additional support for children from low-income families who were eligible for Free School Meals (FSM) or looked after children.

Please refer to our pupil premium strategy report below for details of spending.

The above policy has been approved by the Headteacher and Governing Body of Mapledown School as a fair and equitable means of distribution and meets the guidelines laid down by the Education Funding Agency.

Pupil Premium Report

School name:	Mapledown School		
Academic year:	2020-21	Total pupil premium budget:	£23,875
Total number of students on roll:	90	Number of pupils eligible for pupil premium:	45%
Date of review:	December 2020	Date of next scheduled review	April 2021
Pupil Premium Lead	Sandra Chaaya	Governor Lead	Sue O'Halloran

Mapledown School



Working and Learning Together

At Mapledown we have high aspirations for our students and we believe that no child should be left behind. We are determined to ensure that our children are given every chance to realise their full potential and meet meaningful goals which will support them in life. The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their peers who live in families with higher incomes. We are required to use this funding to tackle disadvantage and by ensuring pupils who need it most have access to opportunities which will diminish the difference.

As a school we consistently track all groups of pupils to ensure that they make good or better progress. Through targeted intervention we are working to eliminate barriers to learning and progress. We closely monitor how we are spending the allocated funds to ensure they are having an impact on pupil premium pupils achievement

Disadvantaged pupil premium overview for last academic year

The school received £20,570 for the year 2019-20.	All targets for 2019-20 were fully met – see below
---	--

Strategy aims for disadvantaged pupils

Aim	Target	Target date	Success criteria/Impact
Continue to employ a Family Support Worker to provide advice to individual families. (£5k)	Provide practical support to families and pupils	April 2021	Most vulnerable families are able to request support which is relevant for their child. As a result, students made good or better progress. Parents and carers develop a better understanding of how disability affects learning and can make safer choices for their child.
Purchase release time and training for key members of staff so that we can support pupils use of Sensory Integration, PECS, Makaton, Intensive Interaction and SCERTS. (£4k)	Achieve measurable increase in staff skills	April 2021	Students with specific learning needs make good and better progress compared to their peers, in particular students with ASC and complex sensory processing needs are able to access a range of activities which are appropriate for their specific learning needs. Teachers are more able to recognise when a student requires support for their sensory processing needs and are able to use this knowledge to support the pupils in their class in a timely manner. Therefore incidents of challenging behaviour is reduced and pupils are happier.

Mapledown School



Working and Learning Together

Pragmatic Organisation Dynamic Display rollout. (PODD) Course fees £3k and supply cover for five days (£3k)	The staff who were trained in PODD disseminate their learning throughout the year	April 2021	Students with communication difficulties are able to use a range of strategies to get their voice heard.
To run support workshops for parents throughout the year which will provide knowledge and skills to parents that complements the work of the school and supports learning (£2k)	Improve attendance at our workshops / virtual learning	April 2021	Students make good or better progress and parents and carers are able to support their child using strategies which are successful at school.
Various resources to support learning in Literacy & Numeracy. e.g. Books, Equipment, Software (£4k)	Annual subscriptions to websites that can provide practical teaching and learning strategies in key subjects. Purchase other equipment as required in each Learning Zone	April 2021	Students with specific learning needs make good and better progress compared to their peers.

Monitoring and implementation

Targets	Comments & evaluation of impact at the end of Summer 2020	Comments & evaluation of impact at the end of Autumn 2020
All five targets will be monitored at the end of each term and progress will be reported to our termly Governor's School Improvement Committee		
1. Continue to employ a Family Support Worker to provide advice to individual families.	The family support worker worked remotely due to COVID, liaising with the safeguarding lead to ensure support was targeted and delivered as appropriate.	The most vulnerable families were highlighted and referred to the family support worker as well as Learning Zone Leads. The families in receipt of FSM were supplied with pathways to services, hampers and vouchers during school holidays as well as the COVID-19 winter fund. Referrals to relevant services were made.
2. Purchase release time and training for key members of staff so that we can support pupils use of Sensory Integration, PECS, Makaton, Intensive Interaction and SCERTS	Staff training continued remotely due to lockdown.	Online learning, virtual staff meetings and sharing of good practice enabled staff to gain key skills.

Mapledown School



Working and Learning Together

<p>3. Pragmatic Organisation Dynamic Display rollout. (PODD) Course fees £3k and supply cover for five days</p>	<p>Two staff were released and trained. Liaison with the SaLTs resulted in PODD books made and initial roll out in 2 classes to enable staff to familiarise themselves with the new communication system.</p>	<p>PODD working party was establish and PODD training for the whole school scheduled for Spring 2021. All students who would benefit from a high tech device or PODD book were highlighted during pupil progress meetings so that the Speech and Language therapists could prioritise.</p>
<p>4. To run support workshops for parents throughout the year which will provide knowledge and skills to parents that complements the work of the school and supports learning</p>	<p>This was not possible due to the lockdown in the Summer term.</p>	<p>Due to COVID, all face to face workshops were paused. Parents were offered access to online workshops (including those delivered by NELFT – language and communication, physical development, dysphagia). Close liaison with staff, including welfare calls enabled staff to offer strategies. Virtual parents evening and virtual transition reviews (for new students and leavers) took place to ensure any training needs could be identified.</p>
<p>5. Various resources to support learning in Literacy & Numeracy. e.g. Books, Equipment, Software</p>	<p>Resources were purchased and delivered to support with home learning during the summer term lockdown and school closure.</p>	<p>Additional resources were purchased to compliment the recovery curriculum. Students in receipt of FSM requiring to self-isolate were prioritised for resources to be purchased/made and sent home.</p>

Review: 2019-20 Aims and outcomes

Aims	Outcome	Impact
<p>Continue to employ a Family Support Worker to provide advice to individual families. (£5k)</p>	<p>Achieved</p>	<p>Most vulnerable families are able to request support which is relevant for their child. As a result, students made good or better progress. Parents and carers develop a better understanding of how disability affects learning and can make safer choices for their child.</p>
<p>Purchase release time and training for key members of staff so that we can support pupils use of Sensory Integration, PECS, SCERTS Makaton, Intensive Interaction and. (£7k)</p>	<p>Achieved</p>	<p>Students with specific learning needs make good and better progress compared to their peers, in particular students with ASC and complex sensory processing needs are able to access a range of activities which are appropriate for their specific learning needs. Students with communication difficulties are able to use a range of strategies to get their voice heard. Teachers are more able to recognise when a student requires support for their sensory processing needs and are</p>

Mapledown School



Working and Learning Together

		able to use this knowledge to support the pupils in their class in a timely manner. Therefore incidents of challenging behaviour is reduced and pupils are happier.
To run support workshops for parents throughout the year which will provide knowledge and skills to parents that complements the work of the school and supports learning (£5k)	Achieved	Students make good or better progress and parents and carers are able to support their child using strategies which are successful at school.
Various resources to support learning in Literacy & Numeracy. e.g. Books, Equipment, Software (£3k)	Achieved	Students with specific learning needs make good and better progress compared to their peers.