



Pupil Premium Plus Policy
146-148 Parkview Road
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Welling

Introduction

At Parkview Academy, we believe that every child should be supported to achieve success academically, emotionally, socially and physically and be given the opportunity and support needed to acquire the necessary skills and abilities to be a successful citizen in the future. All staff and Governors accept responsibility for 'disadvantaged pupils' and jointly are committed to meeting their pastoral, social and academic needs in a caring environment.

Potential barriers to learning at Parkview Academy

All pupils eligible for the Pupil Premium Plus have an Education, Health and Care Plan which is reviewed annually as part of the review process. The SEN department/Virtual Schools department of the Local Authority work in collaboration with school to ensure individual pupils access the most appropriate provision.

All pupils have complex learning needs and have had varied experiences dependent on their background. Each individual pupil has unique circumstances but most have significant difficulties with social interaction and communication, which, presents as the most significant barrier to learning at Parkview Academy.

Pupils start from below age related expectations when entering at year 1 which could impact on their long term achievements. Pupils begin at ALP with a lack of experience of independent learning and often transition without their peer group due to the nature of their individual need.

Pupil's potential disengagement with reading and writing due to specific learning difficulties could present as a barrier to attainment, however, Parkview Academy has a strong focus on reading & writing along with specific interventions across the curriculum which promotes engagement.

Independence, confidence, resilience and the ability to problem solve in everyday situations requires support at every stage of the curriculum to ensure that pupils are fully prepared for life beyond Parkview Academy.

Attendance and punctuality are crucial for continued progress but could present as a barrier due to difficult social and care circumstances. The diverse range of need encourages teachers/tutors to be dynamic and flexible with their support. Collaborative working is essential to ensure that all staff can fully address the individual need of each pupil.

About the Funding

The Government provide additional funding to schools to support families on low incomes. In order to meet this aspiration with a consistent approach, this funding is known as Pupil Premium and a set amount is given to the school for each eligible child. There are three categories of children that qualify for pupil premium:

Disadvantaged pupils	Pupil premium per pupil
Pupils in year groups reception to year 6 as recorded as Ever 6 FSM	£1,345
Pupils in years 7 to 11 recorded as Ever 6 FSM	£955
Looked after children (LAC) defined in Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority	£2,300
Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order	£2,300
Service children	Pupil premium per pupil
Pupils in year groups reception to year 11 recorded as Ever 6 service child or in receipt of child pension from the Ministry of Defence	£300

Principles

The school aims for all children to achieve their potential and seeks to eliminate all barriers to learning. In order to do this, we ensure the teaching and learning opportunities meet the needs of all the pupils and that appropriate provision is provided for those who require additional support. As we are an independent school we do not pull down additional funding such as Pupil Premium, but we do secure Pupil Premium Plus funding for any eligible looked after children on role at ALP. It is standard practice that the local authorities we work with build in pupil premium funding into fees. Pupil Premium Plus funding is used to ensure appropriate, additional provision is made for pupils that are looked after by the local authority, regardless of their ability, in order to prevent them from being disadvantaged by this. The needs of disadvantaged pupils are rigorously assessed, addressed and met.

The LAC premium must be managed by the designated virtual school head (VSH) in the local authority that looks after the child and used without delay for the benefit of the looked-after child's educational needs as described in their personal education plan. The VSH should ensure there are arrangements in place to discuss how the child will benefit from pupil premium funding with the designated teacher or another member of staff in the child's education setting who best understands their needs. Processes for allocating funds to a child's education setting should be as simple as possible to avoid delay. Local authorities may not carry forward funding held centrally into the financial year. Centrally held LAC premium that has not been spent, or allocated to the child's education setting, by 31 March of that year will be recovered.

PPP spend will be utilised at Parkview Academy to include raising attainment levels for this group in order to close the gap between their progress and achievement and that of their peers. At ALP we carefully target spending in order to provide early intervention and support. Pupils are regularly tracked, and their progress extensively monitored to ensure the funding is having a significant impact. A needs analysis is carried out for each eligible child to decide on the most appropriate support. This is usually carried out during PEP (Pupil Education Plan) meetings and involves the views and opinions of careers and social services support.

The range of provision provided to accelerate progress, aiming to move children to at least age related expectations, includes:

- Providing 1:1 or small group carefully targeted support focussed on overcoming gaps in learning, with an experienced teacher or Teaching assistant trained to deliver specific intervention programmes and learning strategies.
- The provision of specific specialist equipment, including as advised by an Outside agencies such as SALT, Educational Psychologist services.
- External tuition and opportunities for holistic and therapeutic interventions. At ALP we recognise that the wider curriculum supports and enriches children's development. Therefore, financial

support will also be allocated where deemed necessary, to enable children to participate fully and actively in wider and extra-curricular activities

Reporting is the responsibility of the Head teacher to co-ordinate and produce termly reports for the Governing body and School Website. These will include information regarding:

- Progress made towards narrowing the attainment gap for socially disadvantaged pupils.
- Provision made since the last term.
- The cost effectiveness and impact of spending in terms of progress made by pupils receiving a particular provision.
- Evidence that funding has been spent within the requirements published by the DFE.