

## ST CATHERINE'S SCHOOL PUPIL PREMIUM POLICY



### Introduction

All students who attend St Catherine's School have complex learning needs with specific needs in speech, language and communication. The school believes in the importance of meeting the individual needs of every student through the day to day teaching and learning by all staff working within the class team and beyond. The academic and social progress of all students is a result of fully integrated quality teaching and therapy, high levels of support and provision matched to need. The school strives to 'close the attainment gap' for all students regardless of whether they are in receipt of pupil premium funding; however, the funding enables the school to enhance its provision and provide focused support for more disadvantaged students. This additionality in terms of staffing, provision and resources over and above the day to day quality teaching enables these students to further develop and succeed.

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 School's Trustees and Staff are free to target and spend the Pupil Premium as they feel is appropriate. However, they are accountable for how the additional funding is used to help narrow the attainment gap that exists between students who receive pupil premium compared with their peers.

In order to maximise students' learning at St Catherine's we:

- Provide small class sizes and high staff ratios.
- Train staff to the highest level in order that they can meet the needs of all students.
- Provide a curriculum that is engaging and inspiring for all students.
- Focus on effective teaching and learning through individual and personalised learning programmes incorporating both academic progress and social development.
- Provide high quality speech and language and occupational therapy to all students.
- Track the progress of individual students on an ongoing basis to identify any underachievement. This involves looking at all forms of data and students' books / work. Where required additional support and interventions are identified and agreed as appropriate.
- Are aware of the current levels of performance of all students in each class, including disadvantaged students and allocate resources according to individual need.
- Incorporate a focus on 'learning to learn' and 'behaviour for learning' skills as well as basic English, maths, personal, social, communication and behaviour skills.
- Provide additional support to enable all students to access the full range of school activities, including school trips and residential activities.
- Expect good attendance and provide support to families close liaison with outside agencies.

### Current Funding

TBA

## **Rationale**

The objectives for this funding are to:

- Raise students' attainment and achievement
- Improve students' communication and interaction skills
- Develop students' confidence and self esteem
- Improve students' self-management of behaviour
- Enhance students' social activities and experiences

## **Specific Areas of Expenditure and Support**

The school has studied the Sutton Trust's toolkit and continues to use the information as appropriate. As it is the intention that all students are exposed to quality teaching and learning in the classroom, pupil premium funding is spent predominantly on providing disadvantaged students with additional support to improve life-long learning skills. This is achieved by offering the following:

- Additional speech and language – assessment of skills; articulation; attention skills; inference skills; listening skills; receptive and expressive language; expressive syntax; narrative syntax and word finding; semantics; social skills and social contexts, and interview and work related skills.
- Additional occupational therapy – gross and fine motor skills; handwriting and typing skills; sensory integration; sensory modulation; attention and self regulation; visual perception; visual motor integration; functional tasks (using time, money); domestic activities; personal activities for daily life, and the providing of adaptive equipment.
- Literacy intervention – individual reading; extended reading group; comprehension and writing.
- Behaviour support – coping strategies; self esteem
- Pastoral care support – emotional literacy; friendship skills; building self-esteem.
- Additional 1:1 support to assist learning.
- Social regulation.
- Mental health counseling.
- Individual resources to aid learning eg ipad, laptop, communication aid etc.
- Exposure to experiences that are not undertaken within the family setting eg going to the beach, visiting cafes etc.
- Practising of social and life skills by day students staying in care time.
- Providing of peripatetic instrumental lessons.

## **Monitoring of Impact**

Students are tracked on an individual basis in the following areas:

- Additional intervention received

- Cost of additional intervention / support
- Impact of intervention (this can be anecdotal or through hard data)
- Attendance
- Behaviour
- Academic progress
- Therapy progress
- Life skills progress
- Progress towards achieving IEP targets / liaison aims

### **Reporting and Quality Assurance**

The responsibility for ensuring that pupil premium funding is used effectively and maximises impact on pupil outcomes rests with the Senior Leadership Team.

Regular reports are given to the board of Trustees.

The Link Trustee (Chair of Children and Learning Committee) for Pupil Premium meets with a member of the Senior Leadership Team, at least once a term to quality assure and scrutinise data and evidence.

The Trustees will ensure that there is an annual statement/report of how the Pupil Premium Funding has been used, within the requirements published by the Department for Education. This statement will be placed on the school website.