

# **Alder Brook**

## **Pupil Premium 2015/16**

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 Looked After Pupils (LAC) and their peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most.

The pupil premium was introduced in April 2011 and is allocated to schools to work with pupils who have been registered for free school meals at any point in the last six years (known as 'Ever 6 FSM').

Due to the transient nature of our pupils, only those that attend Alder Brook on the day of the January census are allocated Pupil Premium. This means that pupils who are allocated the funding may have moved to alternative provision. These funds are to be allocated to the pupils who are Pupil Premium when possible within Alder Brook or used for whole school strategies to tackle inequalities. Schools who have pupils who are dual registered for a period of time will be charge the appropriate amount.

### **Pupil Premium Plan 2014/15**

**This expands on and is linked to the objectives of the overall School Improvement Plan:**

#### **Overview for Pupil Premium funding for 2015/16**

For the academic year 2015/16 the school will receive £18,500 (+ dual registered pupils funding requested from their mainstream if attending 2 terms or more). Progress data has shown that pupils receiving pupil premium funds make a minimum of expected progress and make broadly inline progress as all other pupils, the vast majority of disadvantaged pupils exceed expected progress. The main aim of this years funding is to continue that academic progress whilst enhancing and enriching the pupils curriculum opportunities outside of normal school hours providing pupils with greater after school and holiday school activities.

#### **Pupil Premium funding review for 2014/15**

For the academic year 2014/15 the school received £6500 (+ dual registered requested funding) pupil premium funding. We requested a contribution from mainstream schools of dual registered pupils.

The support which we are giving to our pupil premium children will ensure that these children will make at least equal progress compared with their peers and support their emotional needs. During this year pupil who received the funding made at least expected progress with the majority exceeding this in maths, reading & writing.

We were committed to maintaining the important emotional and social support and enrichment activities. Pupil Premium also allowed us to develop a Nurture and Think room.

Our 2014/15 Pupil premium funding allowed us to pilot a holiday club which was very successful and over subscribed. It allowed pupils the opportunity to maintain a routine during parts of the school holidays

Objectives	Actions	Time Line	Who is Responsible	Cost implication	Expected outcome	Monitoring and Evaluation	Achievements to be assessed
1.To continue to support Pupil Premium children in managing their emotions and ensuring a careful transition when returning to mainstream	Continue to develop and resource the Nurture and Thinkroom	Ongoing	SENCO	£1000/year supervision and planning support £1500 staffing	Children use skills learned in session within the classroom and wider school setting.	Analysis of behavior incidents to be assessed Termly by SENCO and reported SLT and to governors.	Number of behavior/ withdrawal incidents reduced per pupil.  The majority of pupils have returned to their mainstream school within 2 terms  The majority of pupils. (75%) do not return to Alder. Brook after accessing the respite program
	To fund transport between Alder Brook & School during transitions	Ongoing	Outreach and respite leaders	£2500  (Based on 15 pupils £200 each	For pupils to successfully return to mainstream settings.  Transport costs to not be a barrier when planning transitions.	Bespoke transition plans that are based on the needs of the pupil with barriers removed.	
2 To enhance systems that identify pupils that are underachieving and close the gap	middle leader on “teaching Leaders” program  Middle Leader completing NPQSL	1 year	PSHE Leader  Outreach & Integrations leader	£1500 (part funded)	Pupils who are not making a minimum of expected progress are identified early barriers addressed and interventions put in place	Pupil progress meetings half termly  Teaching leaders coaching sessions	For all disadvantaged pupils to make at least expected progress with a minimum of 50% of pupils exceeding expected progress in reading, writing and maths.
3 To expand opportunities for pupils during holiday periods	To deliver a holiday club during holidays for pupils (Oct, Feb, Easter, Whitsun, Summer)	Each holiday	HT Teachers TA	2 buses each day for transport  Cost for year £2000  Staffing costs £4000  Resources £500	For identified pupils to gain learning opportunities during holiday times.  To increase attendance from up to 6 pupil to up to 12 pupils each day.	Pupil progress data due to academic activities during holiday activities.	

4 To provide regular after school activities	Extended schools leader to plan yearly overview of after school activities	At least 6 in a term	JW GC LD	£3000 per year for transport and resources	Regular attendance by pupils covering a range of activities that promote social and academic progress by offering enriched activities.	SLT to monitor and leader to Report to management committee Termly.	
5 To develop pupil feedback strategies in school	Pupil feedback and marking training INSET  Peer mentoring developed by a leaders	Marking INSET Nov 15  Sept 15 leader to begin	SLT SL  TA3  All Staff	£1500 training requirements  £500	Developmental marking enhanced in pupils books  Verbal feedback for pupils is enhanced by all staff  Peer mentoring systems developed and overseen by TA3 leaders	To be monitored through book scrutiny, learning walks and observations for verbal feedback  Peer mentoring to be monitored by SLT and leader to report termly to governing body	For all disadvantaged pupils to make at least expected progress with a minimum of 50% of pupils exceeding expected progress in reading, writing and maths



