



Pupil Premium

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Introduction

Every school receives additional funding in the form of Pupil Premium for children entitled to free school meals in the last 6 years, children in care and children of parents in the armed forces. From September 2014, pupils recently adopted from care under the Adoption and Children Act 2002 and children who have left care under a Special Guardianship or Residence Order will also be eligible for additional funding.

Although the main aim of the pupil premium is to raise attainment – or “narrow the gap” - depending on the needs of the pupils in receipt of the funding, it may also be spent on:

- non-academic outcomes, such as improving pupils’ mental health
- non-academic improvements, such as better attendance
- activities that will also benefit non-eligible pupils.

Which gaps are we narrowing?

Evergreen School aims to ensure the gaps being narrowed support our learners reach their individual aspirational goals as outlined in their Education Health Care Plan (EHCP) These highly aspirational and personalised goals are identified following our Evergreen Curriculum which is split into 6 areas: -

- My Language and Literacy
- My Thinking
- My Social and Emotional Wellbeing
- My Physical Skills
- Understanding My World
- My skills for Life

The pupil premium funding can be used in different ways for individual pupils depending on the individual priorities that have been identified.

What are we investing in to narrow the gap?

- Targeted therapeutic interventions such as lifespace mentoring, rebound therapy, play therapy and music therapy to help with communication, cognition, life skills and emotional regulation
- Family support workers to work closely with our most vulnerable families
- Staff training to upskill in all areas of a highly personalised curriculum
- Specialist intervention such as Guide Dogs habitation service, Careers Advisor
- Educational Psychology support to develop staff understanding of SEND/attachment
- Sensory Occupational Therapy support to help with emotional and sensory regulation
- 1-1 sessions and reading interventions
- Laptops at home and IT maths programmes such as my maths and Ed City.

Monitoring progress.

- By setting clear learning intentions which are highly aspirational, personalised and linking to their EHCP
- Through pupil progress and MAPP moderation (being mindful of pupils starting points)
- Through the school development plan priorities
- Through the Finance committee of the governing body