

Use of the Pupil Premium 2013-2014

Introduction

The Pupil Premium 2013-2014 was allocated to local authorities and schools with pupils on roll in January 2013 that are known to have been eligible for free school meals (FSM) at any time in the last six years. Schools have the freedom to spend the Premium, which is additional to the underlying schools budget, in a way they think will best support the raising of attainment for the most vulnerable pupils. Schools have a responsibility to report on their use of the pupil premium.

In the year 2013-2014 Swiss Cottage School had 173 learners who were eligible for the additional pupil premium funding of £900 per child. This meant that the school received £155,700.

What did we spend this money on?

Swiss Cottage School used this money in a number of ways. We looked at the # of pupil premium learners by school:

School	Total number	Percentage
Upper School	38	57%
Middle School	76	66%
Lower School	22	48%
Total	138	60%

We considered the priority ways of promoting inclusion for these learners in a manner that would build on the approaches from 2011-2012 and 2012-2013 in narrowing the gap. At Swiss Cottage School, our learners have complex needs and narrowing the gap can involve a combination of specialised pedagogy and bespoke resources to support parents/families/carers to meet the holistic needs in a meaningful approach.

This year, we have chosen to use the pupil premium through a sustainability plan. We have a working group that is involved in considering innovations and developments to promote the specialist approaches at the school within the home environment. A key area for development is specialist pedagogy within class teams to then develop bespoke approaches for parents/carers.

Of the pupil premium learners:

21% require Picture Exchange Communication Systems

80% require Makaton for Communication

38% require Intensive Interaction for Communication

We provided the following throughout the academic year based on the priority area:

1. Pedagogy training to staff to promote further home-school links which are building capacity in parents.
2. Pedagogy training directly to parents.
3. Additional staff member for class teams to focus on Personal, Social, Development priorities as a priority area.
4. Specialist resources for PMLD & SLD classrooms to develop bespoke resources.
5. Literacy 1:1 interventions for MLD learners to narrow the gap
6. Numeracy 1:1 interventions for MLD learners to narrow the gap
7. Interventions undertaken by the Family and Inclusion Team for learners with PMLD/SLD/MLD/ASD/BESD to promote greater parental engagement due to deprivation indicators impacting on engagement.
8. Interventions undertaken by the Sports and Extended Schools Team to promote meaningful engagement with extra-curricular experiences due to limited experiences in the home environment.