



KISIMUL GROUP

Education Policy

Pupil Premium Grant (PPG)

Principles

Kisimul Group is fully committed to ensuring that all learners achieve their full potential regardless of background, prior experience or their social context.

Where pupils are allocated individual Pupil Premium Grants (PPGs), Kisimul will ensure that this is targeted towards supporting attainment and learning opportunities over time.

Where any learner is not making expected levels of progress, Kisimul is committed to ensuring that all efforts and resources are targeted towards improving intervention for that young person, including the use of the PPG where appropriate.

PPG and Kisimul School

The aim of the Pupil Premium Grant is to raise achievement among disadvantaged pupils. The Pupil Premium is allocated to children from low-income families who are currently known to be eligible for free school meals, pupils who are looked after or in care, and pupils whose parents are in the armed services. It is for schools to decide how the Pupil Premium is spent.

Kisimul has an intake of pupils from a large number of Local Authorities. Each authority manages their provision of PPG in line with local arrangements, and this means that not all Kisimul learners receive an individualised PPG. Some Local Authorities may retain the PPG for all learners placed out of county to enable the provision of agencies (e.g. Welfare Call) to oversee the collation of information on attendance or attainment of learners. Other authorities may insist that learners receive their individual PPG to enhance the provision for those individuals.

Kisimul School provides an individualised therapeutic curriculum for all learners, regardless of background and need. All learners have equal opportunities to access facilities and curriculum opportunities which are targeted towards their individual needs and preferred learning styles. The school meticulously tracks the progress of all learners using a multitude of assessments and measurements against external expectations for SEN.

The school is committed to outlining and establishing additional provision and resourcing for those learners who receive PPG. The school will track the allocation of funding and will outline where this has been spent and the impact

it has had using the Kisimul School PPG overview document. Although the school's approach is largely individualised, it may be appropriate to use this money collectively to embellish provision for a cohort of pupils in receipt of PPG, if that is seen as appropriate.

The tracking of PPG will be overseen by the Kisimul School Leadership Group, and will be an agenda item within school management meetings. At each school the Head Teacher ensures that PPG is spent correctly and the impact of the expenditure is effectively tracked. The Head Teacher may on occasions decide to devolve the responsibility for managing this on a day to day basis to a competent leader within their team.

They will ensure that the school overview document is a 'live' document and is updated regularly, although the commitment to learner progress is a shared responsibility of all education and residential staff.

The principle for spending and allocating PPG will be to further embellish the provision outlined at Kisimul to meet statement/EHC plan needs of individual pupils, and will be to either extend core resources or to provide new and additional resources or curriculum opportunities. This is to ensure that those learners in receipt of PPG maintain the same levels of attainment as their peers, relative to their starting points.

Examples of the kind of enhanced resources provided through PPG are as follows:

- The purchase of additional IPADs and sensory and communication based applications to enhance the learning experience for SLD and ASD pupils.
- Summer school activity weeks to ensure that transition back into school after holiday breaks does not impact on learning, and to enable pupils to access a variety of social and learning opportunities alongside their peers.
- Horse riding and additional swimming sessions to further enhance sensory integration work and pupils' awareness of their proprioceptive conditioning.
- The enhancement of Occupational Therapy input by providing specific resources to support learners' sensory modulation needs, and enable them to better access learning opportunities within the wider curriculum.
- The installation of interactive items within sensory environments, to enable, and encourage, functional communication and sensory exploration for more complex learners.
- Staff Training

- One to One learning sessions e.g. to improve reading

Doc Ref:	Issue No:	Issue Date:	Originator:	Authorised By:
ED 26	6	February 2018	D Carter	M Hill