

Special Educational Needs and the Pupil Premium

Be All You Can Be

We believe in providing the best that we can for all our pupils, whether they are gifted and talented, disadvantaged or vulnerable, or whether they have additional needs. We have tried to achieve this by developing our school so that it meets this broad range of needs.

Building & Facilities

We have a building that is well maintained and accessible and an excellent range of facilities that include specialist books, computers and dedicated work areas. Our friendly and well-trained staff deliver a range of activities and programmes that are designed to help all our children make progress.

Funding Changes

The government has changed the way that schools receive funding for both Special Educational Needs (SEN) and for disadvantaged or vulnerable groups of children.

SEN Funding

Central government funding used to go to the Local Education Authority and was re-distributed to schools by various formulae. Additional funding was distributed via a process called 'Statementing'. This produced a legal document called a 'Statutory Statement of Special Educational Needs'. The issue of this document was often associated with a number of hours-worth of support, which usually translated into direct support for the child by a teaching assistant - sometimes called 1:1 support.

Now most of the money available to support children with special or additional needs will be delegated to clusters of schools. It is intended that a more local assessment of need will bring about a more targeted level of support for children. We are helping to develop the role of a Cluster Co-ordinator for SEN who can manage the delivery of support across more than one school. We value the potential benefits that working in this collaborative way will bring to Beeston.

Statementing will continue, but the emphasis will be on meeting need and not on hours-worth of support. This does not mean that there will be no more 1:1 support, but that support will take a variety of forms. Some of the pro-active support programmes we use at Beeston are highlighted below.

Pupil Premium Funding

This comes to schools to help the most disadvantaged or vulnerable children make progress. This is because it has been shown through national statistics that children from disadvantaged or vulnerable backgrounds achieve less well than those who are not.

Beeston Primary School has received £2400 in pupil premium for the academic year 2012-13.

We have already invested some of this money in developments at school that will bring about improved outcomes for all our children in general, but our disadvantaged or vulnerable children in particular. These are highlighted below:

Training for staff

We have conducted specific training to help our understanding of specific difficulties that some children have with their learning. This has included training in early literacy development as well as in psychological issues that affect learning, to behaviour management and de-escalation techniques. General staff training also always incorporates an element of supporting children with special or additional needs. This has led to improved provision within the classroom and improved curriculum delivery.

Provision Mapping

We monitor closely the progress of pupils and where we have identified an additional need, we do our best to provide support that helps children make appropriate progress. We review this progress much more regularly than the old system of Individual Education Plans (IEPs) and make adjustments to provision as necessary. We see no benefit to ploughing on with support that is not having the right outcome. We aim to review our provision for children with additional needs every 3 weeks, and Pupil Progress is a standing agenda item for all staff meetings. We are aiming to secure the best provision for pupils at the best possible value.

Tea Time Club

This club has been established to run for 4 evenings a week after school, to help support children with their social development, to provide access to reliable broadband via the school's computer suite, and as an opportunity to complete homework away from the pressures of home. A subsidising grant is available from the Litcham Learning Cluster to make these sessions affordable for families.

In the academic year 2011-2012 the net cost of this club to the school was approximately £2000

Establishing Nurture Groups

We have identified that some of our children could benefit from taking part in activities that give the opportunity to develop social skills. We have funded 3 sessions of nurture group every week to facilitate activities such as gardening, cooking, arts & crafts.

In the academic year 2012-2013 this will cost the school approximately £1000

Sound Discovery

All our teaching assistants have been trained to deliver the Sound Discovery programme. This is a programme that can help children who struggle with phonics. The aim is to help them catch up with their peers, and in most cases, this is a very successful scheme.

In the academic year 2012-2013 we will be spending approximately £1000 - £1500 on this provision, depending on need.

Further Phonics Resources & Training

We have taken advantage of the government scheme to fund 50% of the cost of phonic resources. We have purchased a new set of reading books to specifically develop phonic confidence in both Key Stage 1, and Key Stage 2, at a cost of £550 in real terms.

To complement this, we have contracted the services of a specialist adviser from the local authority who has trained all staff in the correct use of phonic language and the stages of phonological development.

General Resource Development

We now have a room that is dedicated to break out groups and is used to deliver Sound Discovery as well as other intervention strategies. This was re-furbished for less than £300 and is an excellent additional working space for groups.

Our kitchen area was also re-furbished and part of the cost was the provision of a new cooker, worktop and utensils. While this resource is available to all pupils, it is also used by the Nurture Group when engaging in cooking activities. This was an investment of £850

We have purchased a new CD player and headphones to facilitate listening to story books. This should enable reluctant readers to engage in reading through follow along and group reading activities. The cost of this was £220

Approximate total expenditure for academic year 2012-2013 to support the learning of children who are either disadvantaged or have additional needs is over £6000. This is significantly more than we receive in pupil premium.

We believe that *all* our children make good progress, but we make a particular point of ensuring that the most vulnerable children are not left behind and that their particular needs are met as well as we can.

We want all our children to Be All They Can Be!