iMap Pupil Premium

*‘It is for schools to decide how the Pupil Premium, allocated to schools per FSM pupil, is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility.’ (DfE website)*

iMap School is a Special School situated in the rural village of Barrow on the outskirts of Chester. We have high aspirations and ambitions for all our children and we strongly believe that each student has the right to learn in a positive and safe environment where they can reach or surpass their individual potential. Our ethos stems from a firm belief that it does not matter where you come from but it is in fact each student’s thirst for knowledge and commitment to their own learning that is the difference between success and failure.

**Planned spending and actions for 2021-22 academic year:**

* The budget for 2021-22 shows that 0 child are to be in receipt of Pupil Premium

Overview of the School 2020/21:

**Total number of pupils on roll**

11

**Number of pupils benefiting from Pupil Premium**

0

**Total amount of Pupil Premium received:**

**Total amount for 2019-20: £0**

**Total amount for 2020-21: £0**

Key Principles:

The above information is based around the following key principles which we believe will maximise the impact of our pupil premium spending.

KEY PRINCIPLES:

* Teachers are held accountable for the progress of these children as a separate group
* There are “no excuses” for underperformance
* ALL our children are given ambitious targets and ALL staff buy into the process of setting ambitious targets so our children have the opportunity to excel and meet or exceed the high expectations we have for our children
* ALL staff to encourage children to think positively about their learning and create an independent learning environment where ALL children, regardless of their background feel valued.
* Under achievement at all levels is targeted (not just lower attainment groups)
* ALL pupil premium children benefit from the funding, not just those who are underperforming.
* ALL staff are aware of who pupil premium and vulnerable children
* Teaching must be at least good and striving for excellence on a daily basis
* Tracking attendance of pupil premium children and address any issues
* Ensure that the interventions we provide are completely individualised for set periods of time to support the right children when it is needed most
* Use teacher’s and support staff’s expertise in running the chosen intervention programmes
* Ensure the support staff and class teachers communicate regularly
* Tailoring interventions to the needs of the child (use adapted versions of published intervention programmes)