



## **1. INTRODUCTION**

Eagle House School (Sutton) is an independent day school, which provides an appropriate education for primary-aged pupils who hold a Statement of Special Educational Needs or Education, Health & Care plan for an autism spectrum disorder and associated social and communication difficulties. This will include children and young people with moderate or severe learning difficulties.

This policy sets out Eagle House School's procedures for accessing and spending the Pupil Premium grant.

## **2. THE PUPIL PREMIUM**

The Pupil Premium is additional funding which is allocated to schools on the basis of the number of pupils who have been eligible for free school meals (FSM) at any point over the last six years (known as 'Ever 6 FSM'). The Pupil Premium is aimed at addressing the current underlying inequalities which exist between children from disadvantaged backgrounds and their more affluent peers. The Pupil Premium also provides funding for children who have been looked after continuously for more than one day and the children of service personnel.

The 2016-17 Pupil Premium allocation for pupils registered eligible for free school meals is £935 per pupil. Pupils who have been in local authority care for 1 day are eligible for £1900 of pupil premium funding. This funding is managed by the virtual school head (VSH) in the local authority that looks after the pupil. Pupils of service personnel are eligible for £300 per pupil.

### **PURPOSE OF THE PUPIL PREMIUM POLICY**

The purpose of this policy is to outline how we will ensure that the Pupil Premium allocated to us has an impact on raising attainment and narrowing the attainment gaps which currently exist between our disadvantaged pupils and their peers. As a school in receipt of Pupil Premium funding, we are accountable to our parents/carers and school community for how we are using this additional resource. The special needs represented in the cohort of pupils at this school by nature make it difficult for in-school peer-group attainment comparisons since children with autism tend to develop in an uneven and non-developmental pattern. This disorder makes it difficult to measure attainment for one pupil against their school-based peers. The Pupil Premium is better used to ascertain a pupil's access to the curriculum and to ensure improved access; therefore it will be spent to ensure the gap between an Eagle House School pupil and their mainstream peer will be narrowed.

We are aware that under The School Information (England) Regulations 2012, Schedule 4 there is specified information which has to be published on a school's website. Section 9 of this regulation requires schools to publish 'The amount of the school's allocation from the Pupil Premium grant in respect of the current academic year; details of how it is intended that the allocation will be spent; details of how the previous academic year's allocation was spent, and the effect of this expenditure on the educational attainment of those pupils at the school in respect of whom grant funding was allocated'. The above information will be provided in an annual report published on the website. In meeting this requirement we will observe our continuing responsibilities under the Data Protection Act 1998, so that individuals or groups of individuals,

including children funded through the Service Premium cannot be identified.

Copies of this policy are available to parents/carers on request from the School Office either in person or by post. In addition this policy may be downloaded from the school's web site:

<http://www.eaglehousegroup.co.uk/policies-sutton/>

### 3. HOW WE WILL MAKE DECISIONS REGARDING THE USE OF THE PUPIL PREMIUM

In making decisions on the use of the Pupil Premium we will:

- ensure that Pupil Premium funding allocated to our school is used solely for its intended purpose
- consult the latest evidence based research on proven strategies which work to narrow the attainment gaps and adapt these as necessary to meet the needs of our pupils
- be transparent in our reporting of how we have used the Pupil Premium, so that our parents/carers, interested stakeholders and Ofsted are fully aware of how this additional resource has been used to make a difference
- be mindful of the fact that eligibility for Pupil Premium does not equate with pupils being considered to be of 'low ability' because of their social circumstances
- ensure there is robust monitoring and evaluation in place to account for the use of the Pupil Premium, by the school and CEO of Eagle House Group
- use high quality teaching and learning as the preferred way to narrow the gaps in attainment in the first instance. We will also use high quality interventions with proven evidence of impact to assist our pupils who need additional support in a time limited way

### 4. DEVELOPMENT OF THE POLICY

This policy has been developed by the Senior Leadership Team in consultation with our staff. It is part of our commitment to reducing inequalities in outcomes and promoting the inclusive nature of the work we do at our school.

In developing this policy we have taken into account our statutory responsibilities in meeting the requirements of the Equality Act 2010. When developing this Pupil Premium Policy, we have also taken into account the Ofsted Common Inspection Framework 2015, which places a strong focus on improving the learning and progress of different groups and on narrowing gaps in standards. We also note that Ofsted has a statutory duty to report on the outcomes and provision for pupils with disabilities and those who have special educational needs.

### 5. ROLES AND RESPONSIBILITIES

We expect all members of our school community, particularly staff and governors to be committed to raising standards and narrowing the attainment gaps for our pupils

#### **The Leadership Team**

The Head of Education and the school's Senior Leadership Team (SLT) are responsible for implementing this policy. They will ensure that all staff are aware of their responsibilities in

narrowing the gaps of our pupils. They will also ensure that staff are given appropriate support and relevant professional development opportunities to accelerate pupil's progress and attainment. Through performance management arrangements, they will make sure narrowing the gaps is a priority area of focus for the school.

It will be the responsibility of the Head of Education to include the following information in the termly Director's reports:

- an outline of the provision that has been made since the last annual report
- an evaluation of the cost effectiveness, in terms of the progress made by the pupils receiving a particular provision, when compared with other forms of support. At the end of the academic year, the Head of Education will ensure that there is an annual report available to parents/carers on how the Pupil Premium funding has been used to address the issue of narrowing the gaps in our school and the impact this has had, this will be made available on the school website

The Deputy Head of Education, together with the Pupil Wellbeing Officer, has day to day responsibility for coordinating the implementation of this policy and monitoring outcomes. He has informed knowledge of evidence based research of 'what works' and 'how' this works in narrowing the gaps. He knows how to customise this research to fit the needs of our pupils and school context. The Deputy Head of Education will monitor the use of the Pupil Premium on a termly basis to track the allocation and use of Pupil Premium funding. He will also check to see that it is providing value for money.

### **Teaching and Support Staff**

Teaching and Support Staff will:

- maintain the highest expectations of all pupils and not equate disadvantage of circumstance with 'low ability'
- promote an inclusive and collaborative ethos in their classrooms which enable pupils from disadvantaged backgrounds to thrive
- plan and deliver curricula and lessons to a high standard and support the acceleration of progress in learning, so that gaps can be narrowed and improvements maintained
- support disadvantaged groups of pupils in their class through differentiated planning and teaching, especially for those who find aspects of learning difficult and are not making optimum expected progress
- keep up-to-date with teaching strategies and research, which have proven track record in narrowing the gaps in attainment and achievement

We will provide opportunities for staff to engage in a range of professional development opportunities suited to their particular needs and role. This will support them in implementing successful strategies to accelerate progress of pupils and narrow the gaps.

### **The role of the CEO and School Consultants**

Our CEO and consultants to the school have an important role in ensuring our school complies with legislation and that this policy, along with its specific stated actions for narrowing the gaps, is

implemented.

## **6. USE OF THE PUPIL PREMIUM IN OUR SCHOOL AND IMPACT (see *Pupil Premium report* )**

Appended to this policy is the Pupil Premium Grant Expenditure for the academic year 2015-16. This outlines how we have used the Pupil Premium in our school and the impact this has had on outcomes for our eligible pupils.

Evidence for this section is obtained through:

- anecdotal feedback from class teams and the CA Team supported by evidence of pupil work and visual evidence such as videos and photographs
- academic assessments carried out (P'Levels, NC Levels and exam outcomes)
- analysis of SchoolPod data
- teacher and CA Team Annual Review reports
- formal observation of teaching
- scrutiny of pupil work
- evidence put forward by the pupil
- attendance data

## **7. MONITORING AND REVIEW**

Our work in relation to the Pupil Premium will be reviewed on a termly basis to ensure it is having the intended impact in narrowing the gaps. This will allow us to make adjustments if particular strategies are not working well, rather than leaving things to the end of the year.

Our Pupil Premium Policy will be reviewed on an annual basis and adjustments will be made to it according to the impact the school is having in narrowing the gaps. It will also take into consideration the increased funding that becomes available under the Pupil Premium Grant.

We recognise the importance of context and will evaluate new strategies as robustly as possible to ensure that the approaches we are using have the desired effect. In order to do this effectively, we will, where relevant, undertake ongoing evaluations of the strategies we are using.

## **8. DISSEMINATING THE POLICY**

This Pupil Premium policy along with the details of actions will be published:

- on our website (with paper copies available on request from the school office)
- in the school policy manual

We will also use other methods and occasions such as parents' evenings and Annual Reviews, as appropriate to share information about the Pupil Premium.

## 9. APPEALS PROCEDURE

Any appeals against this policy can be made through the school's complaints procedure.

## 10. POLICY REVIEW

It is the responsibility of the Head of Education supported by the other members of the school's Senior Leadership Team to monitor this policy. It should be reviewed annually or when new legislation is published. The Head teacher reports on Eagle House School (Sutton) matters to the CEO/Directors.

### Appendices

- *Appendix A Pupil Premium Grant Expenditure.*

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Version:	Final



Pupil Premium at Eagle House School (Sutton) '*Narrowing the attainment gap and maximising achievement*'

Pupil Premium is a Government initiative aimed at providing additional support for and those from low income families. *Looked after children (LAC)* and those of service personal can also receive funding. The extra funding helps schools to narrow the attainment gap that may exist with pupils from disadvantaged backgrounds.

### Overall Aims of the school

**It is our vision that by the end of their time at Eagle House School (Sutton), all of our learners will have a sense of achievement, a raised self-esteem and will leave us with a positive attitude towards their future life and learning:**

- We value every learner as an individual
- We provide a safe, secure and positive environment
- We are welcoming and accepting
- We provide a motivating school day
- We encourage learning through participation, enjoyment and success
- We develop enquiring minds by providing meaningful learning opportunities
- We encourage our young people to communicate with confidence
- We promote effective and supportive relationships with parents and carers
- We strive to be a centre of excellence in the field of autism

### Narrowing the Gap

At Eagle House School (Sutton) narrowing the gap is core to our work. We aim to secure effective teaching and learning for all and enhance achievement and wellbeing, irrespective of personal circumstances. We have designated posts within the school with accountability to develop practice and outcomes for pupils within and beyond the school.

#### Objectives of Pupil Premium Spending

Raise attainment through:

- Improving and maintaining high levels of attendance
- Improving engagement, focus and attention for learning whilst at school
- Improving access to the curriculum
- Improving access to learning opportunities outside of school (i.e. at home and within the community)
- Improving self-esteem, confidence and wellbeing
- Improving behaviour
- Prepare pupils for adult life through:  
Supporting transition from EHS (Sutton) to suitable Further Educational provisions  
Work Related Learning and supported work experience

## How we achieve the objectives of Pupil Premium spending

### Leadership & Management

- We have a clear Pupil Premium policy.
- Our Head of Education is our PP Champion.
- Our school leaders and Directors value the quality of teaching and learning as its core purpose. This entails the deployment of time, energy and resources to enhance confidence in the quality of teaching and learning and the focus on achievement.
- We invest in a significant training programme and CPD for all staff. We ensure all staff are highly trained in autism, curriculum differentiation and interventions from induction onwards with ongoing weekly training.
- We have a robust Performance Management process, linked to pupil performance.
- We have rigorous, moderated classroom observations and learner walks.
- Our middle management Pathway Leaders, Senior Teacher and teaching mentor model, monitor and secure effective teaching and learning.
- Our CEO, Executive Principal and Head of Education have a clear overview of the budget, targeted intervention and pupil outcomes.
- Our Head of Education works closely with the pupil wellbeing officer and Financial Controller to track and account for the PPF allocation/spend and in informing the Senior Team and Directors.
- We ensure all Eagle House group Directors are informed and involved at all stages.
- We have purchased a Management Communication System – (SIMS) to centralise record keeping and support the analysis of progress data.

### Teaching , Learning and assessment

- We analyse pupil data robustly particularly in English, Maths and PSHE, which are core subjects for pupils with autism.
- We identify those pupils whose levels of progress are below expectations, and put targeted intervention in place to ensure a narrowing of the attainment gap.
- We employ a curriculum support coordinator who supports Pupil Premium Funded (PPF) pupils with English and Maths interventions to ensure a narrowing of the attainment gap.
- Our teaching and curriculum access staff use a 'small steps of progress' approach to tasks.
- We have additional 1:1 support where required.
- We revisit data throughout the intervention period to assess pupil progress.
- We have additional equipment for occupational therapy, Sensory Integration and sensory diets
- We have additional equipment for speech & language therapy including iPads, PODD books, Boardmaker and visual support.
- We have additional IT equipment including additional laptops, computers, iPads, Smartboards, IT support and appropriate software to assist access to the curriculum.
- We purchase motivating resources for PPF pupils.
- We secure active collaboration within school and working with other schools and professionals to ensure best practice and resources are available and shared to all.

### Personal Development , behaviour and welfare

- We understand the stress families with a child with autism have and how this might be compounded in low-income families. We offer additional support from our multidisciplinary team, clinical psychologist and pupil wellbeing officer in the management of their child.
- We use a positive behaviour approach ensuring pupils are aware they are succeeding.
- We ensure that, pupils (as far as possible) and parents are active partners in the learning process and in the management of behaviour.
- We use PPF for improving and maintaining high levels of pupil attendance.

- We have strategies in place to improve pupil attendance including support strategies for parents/carers to help their child get to school.
- We have a staff list of volunteers who translate for parents/carers where necessary.
- We review individual pupil behaviour support plans half termly – a teaching/curriculum access team collaboration.
- We have extended school days with our 'Breakfast Club' which ensures pupils can access breakfast before school.
- Our Ziggurat approach ensures that all staff are aware of pupil basic and biological needs and ensuring that these are met as necessary.
- We work closely with other professional involved with pupils and families.

#### Pupil outcomes

- We demonstrate the impact of each of the interventions used and funded by the pupil premium.
- We have termly pupil progress meetings with class teachers.
- We use a rigorous data tracking management system to identify discrepancies in anticipated pupil progress.

#### How much Pupil Premium Grant Funding does Eagle House School (Sutton) get?

Whilst some of pupils at Eagle House School (Sutton) may be eligible for Pupil Premium Grant Funding, we may not receive this payment directly. This is due to being a specialist Independent school; the Local Authority may elect to use the grant towards the cost of an eligible pupil's placement at the school.

Number of pupils and PPG received	
Total number of pupils on roll	71
Total number of free school meals (FSM) pupils eligible for PPG	12
Total number Looked After Children (LAC) pupils eligible for PPG	1
Total number of Service pupils eligible for PPG	0
Percentage of pupils accessing PPG	17%
Amount of PPG received per pupil	1 x £1500 (LAC July 2016)
Total amount of PPG received	£1500
Total amount carried over from 2014-15 (including Education Bursary)	£11,987.33
Total amount of PPG received 2015 - 16	£13,487.33
Total amount of PPG spent	£ 5777.53
Total amount of PPG carried forward to 2016-17	£7,7709.80

#### Record of PPG spending by item/project 2015 - 16

Due to the nature of our school, with its standard high pupil to staff ratio and in house Curriculum Access Team, EHS (Sutton) aims to spend Pupil Premium grants in a wide variety of ways to improve the academic and life chances of our pupils. Many of our pupils do not have typical access to community activities; therefore, we focus our expenditure not only on in- school provisions but also on community based activities.



<b>Purchase</b>	<b>Cost</b>	<b>Objectives</b>	<b>Impact &amp; outcomes</b>
Vocational practice material , access to work experience	£153.66	Improve preparation for further education and adult life Increased attendance and engagement both at school, college and work experience Improved chances of a successful college placement.	Engagement for this pupil was particularly difficult due to factors beyond the school. Although the work experience placement arranged was not fully completed engagement in the provision was undertaken enthusiastically by the pupil.
I Pads and accessories	£2159.05 (7 pupils)	Improve engagement, attention and access to the curriculum Increase progress and attainment across the curriculum.	All pupils made expected or above expected progress in Maths and English meeting or exceeding targets.
Guitar	£471.00 (2 pupils)	Improve confidence levels and self esteem, through the development of a skill leading to improved participation in lessons and therefore attainment.	Grade 3 and Grade 1 (with distinction) grades in Rock and Pop attained. Increased confidence in performance skills, performed in end of year Celebration Day event. 1 pupil gained qualifications in Maths, English and ICT and the other made above expected progress in Maths and English at End of KS3.
Subsidising the cost of residential visits i.e arts based week to Leiston Abbey	£2080 (6 pupils)	Increase confidence, development of independence and self-help skills and independence. Develop friendship and social skills.	A larger number and wider range of pupils than previous years attended this year. Feedback from pupils showed that they enjoyed and valued the experience. Feedback from Pro Corda indicated that the wide range of pupils attending this year contributed to it being the 'best production' ever. Teachers reported pupils demonstrated good skills such as team working, independence, emotional resilience and helpfulness. Students took the initiative to support each other through social activities.
Epileptic seizure blanket	£375	Improve sleep patterns leading to improved concentration,	Pupil participation and engagement improved.

		focus and engagement and at least expected attainment in qualifications.	Number of behaviour incidents decreased. Expected qualification gained.
Taekwon – do training	£160	Boost confidence, increase self esteem and improve ability to regulate and manage emotions and behaviour.	Pupil made above expected progress, attaining above set targets in Maths and English.
Social trip to Emirates football ground for a focus class group	£50	Develop friendship, social and independence skills.	Pupils employed independence skills by planning the journey to the stadium. Communication skills were practiced.

**Proposed targeted expenditure for 2016 -17 includes:**

Purchase	Cost	Intended impact
Trampoline	£511.82	Sensory regulation leading to increased focus and engagement and decreased challenging behaviour.
Bridges Curriculum for PSHE	£5,000	Pupils develop social communication skills. They will have a better awareness of their emotions and are better able to manage their behavioural responses. They develop their problem solving skills.

**Measuring the impact of PPG Spending**

**How is the impact of PP interventions measured?**

1. Progress and attainment
2. Personal Development Plan target outcomes
3. Attendance

**1. Progress**

**% pupils making expected and above progress (P levels and (former) NC levels)**

Subject	2015	2016
Maths	80%	95%
Reading	80%	100%
Writing	100%	100%

**Closing the Gap:**

**% pupils making expected and above progress (P levels and (former) NC levels)**

Subject	2014-15			2015 -16		
	PPG funded pupils	Non PPG funded pupils	Gap	PPG funded pupils	Non PPG funded pupils	Gap
Maths	80%	70.73%	+9.27%	95%	77.42%	+17.58%
Reading	80%	78.38%	+1.62%	100%	70.93%	+29.07%
Writing	100%	86.49%	+13.51%	100%	80.64%	+19.36%

In all areas, pupils in receipt of PPG working within P levels and (former) NC levels made better progress in Maths and English than those not in receipt of PPG.

This difference increased in 2015- 16 in all areas as compared to the previous year.

**Attainment of qualifications (Functional Skills & GCSE)****% of pupils attaining expected outcomes**

Subject	2014-15			2015 -16		
	PPG funded pupils	Non PPG funded pupils	Gap	PPG funded pupils	Non PPG funded pupils	Gap
Maths	100%	64%	+36%	71.43%	40.90%	+30.53%
English	100%	40%	+60%	57.14%	45.45%	+11.69%

On average, pupils in receipt of PPG continue to have better qualification outcomes than those not in receipt of PPG.

**2. Personal Development Plan Outcomes:**

Pupils are set target term long targets in the areas of communication, behaviour, independence, thinking skills and social skills.

**% pupils achieving and partially achieving termly PDP targets**

PPG Pupils	Non PPG Pupils	Gap
100%	98%	+2%

**3. Attendance:**

	PPG Pupils	Non PPG Pupils	Gap
Average attendance	91.99%	87.86%	+4.13%
% meeting school target of 92%	95%	45.61%	+49.39%