



1. INTRODUCTION

Eagle House School (Mitcham) 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 six months, and the children of service personnel.

If children are placed in independent provisions (not mainstream) the Local Authority for that child is not obliged to pass the Pupil Premium funding through to the independent school as they are already paying fees for that placement.

The 2016-17 Pupil Premium allocation for pupils registered eligible for free school meals is £1,320 per pupil, unless they receive universal Infant Free School Meals Grant of £618. 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.

3. PURPOSE OF THE PUPIL PREMIUM POLICY

As a school in receipt of Pupil Premium we must decide how to make best use of this funding. We are held accountable by our parents/carers and school community for ensuring we allocate this additional resource in order to narrow the achievement gaps between our disadvantaged pupils and their peers. The purpose of this policy is to outline our Pupil Premium strategy, providing information on Pupil Premium expenditure and impact. 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 website:

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

Through this policy we shall provide relevant information. 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.

4. 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

5. 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 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.

6. 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, which will be made available on the school website

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.

7. USE OF THE PUPIL PREMIUM IN OUR SCHOOL AND IMPACT *(see appendix A and B)*

Appended to this policy is the report on how the Pupil Premium grant was allocated in 2015 -2016 and the impact of the expenditure on eligible and other pupils, along with the strategy statement for the academic year 2016-2017 which details proposals as to how the Pupil Premium funding allocated in 2016 -2017 will be spent.

8. 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.

9. 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.

10. APPEALS PROCEDURE

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

11. 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 of Education reports on Eagle House School (Mitcham) matters to the CEO/Directors.

Appendices:-

- *Appendix A: Pupil Premium Grant Expenditure*

Document:	Pupil Premium Policy
Date adopted/written:	November 2013
Last Reviewed:	February 2017
Next review:	December 2017
Version:	Final

Pupil Premium Grant 2015/2016

In 2015/2016 Pupil Premium Grant was received by the school for 7 pupils (12.3% of pupils) and totalled £7, 089.50.

Attainment data 2015 -2016

Pupil progress data in 2015 -2016 was analysed on a termly basis using BSquared and also PDP target outcomes. Analysis included the attainment of pupils for whom the school received PPG and those for whom it did not. However, any comparison of attainment between these two cohorts of pupils is unreliable in identifying how the school is closing the gap for pupils from disadvantaged backgrounds as the school does not receive PPG for many pupils whom are entitled to it as the PPG is retained by the LA to support the cost of fees. As such, many of the pupils in the non-PPG cohort also fall within the disadvantaged cohort.

Allocation	Impact
<p>To purchase additional PODD resources and provide training for staff on use of PODD in order to better support development of communication.</p>	<p>3 staff members accessed the two day PODD training, including one new SaLT who provided in class support across 6 classes including all 7 PPG pupils. Pupils developed their communication skills in identified areas, with 50% of PPG funded pupils being on or above target in their end of year communication assessment.</p> <p>The percentage figure is relatively low as 3 PPG funded pupils found PODD difficult to utilise as a tool for expressive language. Alternative communication support will be identified for them in 2016 2017.</p>
<p>To purchase Numicon resources and training for staff to support teaching of mathematical concepts through use of Numicon.</p>	<p>Numicon resources were purchased for all classes and all Teachers received 3 days of training. Pupils access daily numeracy lessons using the Numicon resources, which provide a multisensory approach to developing an understanding of maths concepts. 71% of PPG funded pupils were on or above target for Number.</p> <p>Additional Numicon resources will be purchased in 2016 2017 to increase the accessibility for high ability and lower ability pupils; this will include 4 of the PPG pupils.</p>
<p>To provide access to Music Therapy for one pupil through Nordorff Robbins outside of school hours to support development of social interaction and emotional literacy.</p>	<p>Weekly Music Therapy sessions were accessed after school by the pupil at the Nordorff Robbins centre. Parental feedback at termly parents evening and the Annual Review confirmed that the sessions have had a positive impact in helping the pupil to improve social skills and better understand and express his emotions. The pupil achieved/partially achieved 100% of PDP targets across the year, including those related</p>

	to developing social skills
To purchase an iPad for one pupil to use at home in order to support engagement in educational activities outside of school.	<p>Parental feedback at termly parent's evenings and the Annual Review reports the iPad being used several times a week to access a range of educational apps. The pupil made above target progress in Number, Reading, Writing and Listening across the year.</p> <p>The use of iPads to support learning will be developed further in 2016 2017.</p>
To provide additional staffing to increase the staff to pupil ratio in two classes to improve access to learning opportunities and support pupils to self-manage their behaviour.	<p>Additional support was provided in two classes to support three PPG pupils with high behaviour needs. This enabled all 3 PPG pupils to fully achieving their PDP behaviour targets in the summer term 2016. The additional support also facilitated access to the curriculum for all pupils in the classes with an average of 80% making above target progress across Number, Reading, Writing and Communication.</p> <p>Three PPG pupils will continue to require additional staffing in 2016 2017.</p>
To provide a Family Support Officer to support families with home issues, to improve attendance and improve access to learning opportunities outside of school.	<p>The Family Support Officer has worked with a number of families to support with issues such as housing difficulties and benefits. In relation to PPG pupils, she has supported families with issues which are impacting on attendance resulting in the average attendance of PPG pupils being at 93%, with 5 of the 7 pupils having attendance of over 94% across the year.</p> <p>The attendance of one PPG funded pupil remained of concern at the end of the year. The Family Support Office will continue to work with this family in 2016 2017.</p>



Summary Information 2016 -2017	
Total number of pupils on roll	61
Total number of pupils accessing PPG	7
Percentage of pupils accessing PPG	11.4%
Total amount of PPG available	£9,380.66

Summary of the Main Barriers to Educational Achievement Faced by Pupils at EHS for Whom the School Currently Receives Pupil Premium Grant

Whilst a number of the pupils at Eagle House School (Mitcham) are eligible for a Pupil Premium Grant (PPG), the majority of LAs who fund their placements have elected to use the PPG towards the cost of the placement rather than providing the PPG directly to the school as additional funding. Many of the placing LAs have been unwilling to provide the school with information about pupils who are entitled to PPG but for whom the school does not receive it. As a result, the cohort of pupils for whom the school receives PPG funding is extremely small consisting of only 7 pupils (11.4% of the school population). This is not a true reflection of the number of pupils in school who would be deemed to be disadvantaged.

All pupils attending Eagle House School (Mitcham) have a statement or EHCP for an autism spectrum disorder and associated social and communication difficulties. This includes children and young people with complex needs, moderate or severe learning difficulties.

The main barriers for the seven identified pupils can be summarized as follows:

Pupil One – Has severe learning difficulties and severe communication difficulties. He has significant difficulties in expressing himself and in making his needs and wants understood by others, often reverting to extreme levels of behaviour to do so. He finds working and interacting with other pupils a challenge and prefers to work on an individualized basis outside of the main classroom area. He finds it difficult to transition between activities and also from one location to another around the school. He is developing his skills in relation to having a healthy life style including attending to his self-care needs, diet and exercise.

Pupil Two – Has severe learning difficulties and additional medical needs including epilepsy. She is non-verbal and also has extreme difficulty in understanding what is being communicated to her. She needs high levels of support to attend to her self-care needs and to keep herself safe. Her social interaction skills are limited and she often uses behaviour as a way to interact with others.

Pupil Three – Has moderate to severe learning difficulties. He is developing his communication skills but finds it difficult to form comprehensible words which leads to high levels of frustration. He is only able to attend to tasks for short periods of time and is over reliant on being prompted to start a task.

Pupil Four – Has severe learning difficulties. He is developing his communication skills but these remain limited and result in him using behaviour to communicate. He finds task demands challenging and prefers to work to his own agenda whenever possible. His diet and health needs

are a concern.

Pupil Five – Has mild learning difficulties. He finds making friends difficult and often gets into conflict with his peers. His ability to focus and attend to work tasks is limited. He has good verbal skills but can resort to extreme levels of challenging behaviour when anxious or upset.

Pupil Six – Has moderate learning difficulties but limited expressive communication skills. He is developing his ability to work as part of a class, make friends and understand social situations. He can display high levels of behaviour when he becomes anxious.

Pupil Seven – Has moderate to severe learning difficulties. He is developing his social and communication skills but these are still limited. His attendance at school is below the required levels.

Proposed Pupil Premium Spending for 2016-2017				
Funding Priority	Initiative	Rationale	Measuring Impact	Review
Literacy	Provision of Jolly Phonics resources & training. Purchase of motivating and engaging books, reading schemes, big books and sets of books (Pupils 1,2,3,4,5,6 & 7)	Increase access to multi-sensory phonics teaching to increase levels of engagement for pupils in reading and writing and increase pupil enjoyment of books. Ensure training is of a high standard and leads to a consistent school wide approach to phonics teaching which enables pupils to build on and develop skills year on year. Improved word building skills, reading and writing.	Ongoing learning walks and work scrutiny. Termly lesson observations. Termly analysis of pupil progress data. Pupils end of year reports. Ongoing feedback from peer observations, training & support.	January 2017 INSET provided on: Sensory Storytelling, Jolly Phonics, Working with Words, Emergent Reading, Emergent Writing. Further INSET planned which will also include "Publishing our own Writing". New updated Oxford Reading Tree, Project X and INFAC reading schemes bought. Sensory story Sacks, Big books, wordless books and "sets of books" for guided reading purchased. All 7 pupils are benefitting but particularly pupils 3, 4, 5, 6 and 7.

Communication	Assistive Technology (Pupils 1,2,3 & 4)	The development of communication skills is regarded by EHS as being crucial and is one of the 5 key strands in pupils PDPs. Some pupils find it hard to access the school's main approach to supporting communication (PODD) and will benefit from having access to alternative means of communicating including 'Gotalks' and single switch devises to further develop their ability to communicate and their ability to understand what is being communicated to them.	Termly analysis of pupils' PDP targets. Termly analysis of pupils' progression data. Ongoing learning walks. Pupils' Annual Reviews and feedback from parents.	January 2017 'Gotalks' purchased and currently being trialled with pupils.
Numeracy	Additional Numicon resources & training (Pupils 1,2,3,4,5,6 & 7)	Increased access to multisensory maths lessons to improve levels of engagement for pupils. Ensure school wide consistent approach to teaching maths, enabling pupils to build on skills year on year. Improved number skills and understanding of mathematical concepts.	Ongoing learning walks and work scrutiny. Termly lesson observations. Termly analysis of pupil progress data. Pupils' end of year reports. Ongoing feedback from peer observations, training & support.	January 2017 Not yet purchased
Engagement, motivation and attention for learning	iPads/tablets for increased availability of IT to support learning (Pupils 3,4,5,6 &7)	Many pupils with autism find IT and computers highly motivating and engaging. Ability to have whole class IT based lesson delivery in order to	Ongoing learning walks. Termly lesson observations. Teacher planning. End of year reports. iPad signing out	January 2017 8 iPads purchased and being used in class 'computing' sessions. They are used regularly every

		increase levels of motivation and engagement in lessons.	book. Termly analysis of PDP target outcomes.	week by all classes. The teachers have researched and found Apps connected to the topic.
Social Skills and Social Interaction	Intensive Interaction (Pupils 1,2 & 3)	Pupils with autism often miss out on the basic first steps of social interaction which neuro-typical children access when they are babies. Intensive Interaction provides opportunities for pupils to develop these skills regardless of their chronological age.	Session by session Intensive Interaction recording. Feedback from staff and parents. Ongoing observations. End of year reports.	January 2017 1 member of staff has accessed training. Baseline assessments have been carried out and 3 pupils are currently accessing regular Intensive Interaction sessions. This will be expanded over the coming months
Curriculum access	Additional support (Pupils 1,2,4 & 5)	Additional support in a class facilitates increased curriculum access for all pupils in that class by supporting those pupils who find group work difficult or who utilise behaviour to communicate their emotions. Additional support also enables pupils who are developing their self-care skills to access increased opportunities to practice these skills.	Ongoing review of pupils' curriculum access and required levels of support. Annual Review meetings and reports. Weekly analysis of behaviour data. Assistant Psychologist and Behaviour Support Specialist records and reports recording.	January 2017 Additional support is ongoing in one class with 3 PPG pupils. This continues to benefit the class as a whole by facilitating a positive learning environment where the impact of behaviour is minimised to allow learning to take place.
Attendance	Family Support Officer (Pupil 7, 1,2,3,4,5,& 6)	The Family Support Officer provides a range of support to identified families to increase the quality of family life and address any issues which are of concern to the school and/or the family such as	The number of families receiving support from the Family Support Officer is reported on each term at the Directors' meeting. Attendance data	January 2017 The Family Support Officer continues to support families with a range of issues. Attendance for one PPG pupil whose

		attendance, housing, benefits, family issues, sleeping, eating, medical concerns and the use of autism specific strategies in the home.	is analysed by SLT weekly.	attendance was of concern in 2015 2016 averaged 86% across Autumn term 2016 2107.
Health and Welfare	School Nurse (Pupil 1,4, 2,3,5,6 & 7)	The school nurse provides regular input to school ensuring health care plans are accurate and working with individual families to support medical and health needs which impact on the pupils' ability to access the curriculum. This underpins the schools Ziggurat approach to supporting pupils with autism.	Fortnightly visits from the nurse. Fortnightly Meeting with nurse. Fortnightly reports from nurse. Feedback from staff and families Observation of pupils	January 2017 The school nurse is in school once a fortnight for a whole day. A log is kept both on Behaviour Watch and by DHoE as to priorities of pupils to see/parents to contact. HCP's are monitored, as is the medicine cabinet. An average of 6 to 8 pupils seen per visit. 3 or 4 are ongoing as they have complex health needs.

Review

This Pupil Premium Strategy will be reviewed and up dated each term as follows:

Autumn term (September – December 2016) reviewed in January 2017

Spring term (January – March 2017) reviewed in April 2017

Summer term (April – July 2017) reviewed in September 2017