

## Eagle House School (Sutton) Pupil Premium Grant Expenditure 2015- 16

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.

<b>Objectives of Pupil Premium Spending</b>
<p>Raise attainment through:</p> <ul style="list-style-type: none"> <li>• Improving and maintaining high levels of attendance</li> <li>• Improving engagement , focus and attention for learning whilst at school</li> <li>• Improving access to the curriculum</li> <li>• Improving access to learning opportunities outside of school (i.e. at home and within the community)</li> <li>• Improving self-esteem , confidence and wellbeing</li> <li>• Improving behaviour</li> </ul>

- 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 the fact that 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.

<b>Number of pupils and PPG received</b>	
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

<b>Record of PPG spending by item/project 2015 - 16</b>
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<p>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.</p>
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Purchase	Cost	Objectives	Impact & outcomes
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, focus and engagement and at least expected attainment in qualifications.	Pupil participation and engagement improved. 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%	+0.27%	95%	77.42%	+17.58%
Reading	80%	78.38%	+1.62%	100%	70.93%	+29.07%
Writing	100%	86.49%	+3.51%	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%

