

Eagle House (Mitcham) Pupil Premium strategy

1. Summary information					
School	Eagle House Mitcham			Type of SEN (eg.PMLD/SLD/MLD etc.)	ASD
Academic Year	2018/9	Total PP budget	10,623.02	Date of most recent PP Review	April 2018
Total number of pupils	62	Number of pupils eligible for PP	8 pp (1/8 LAC)	Date for next internal review of this strategy	September 2019

2. Current attainment		
	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
% achieving and exceeding targets in communication	62.5%	86 %
% achieving and exceeding targets in maths	37.5 %	51.8%
% achieving and exceeding targets in behaviour	63%	75%
% achieving and exceeding targets in social skills	50%	67%
% achieving and exceeding targets in independence	75%	70%
% achieving and exceeding targets in teaching and learning	63%	70%

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers	
A.	Needs associated with autism including any learning difficulties, sensory needs, communication needs, structure and routine, functional curriculum, inconsistent/"spikey" academic profiles (and additional needs related to co-morbidity diagnoses).
B.	Behaviour for learning. Emotional regulation

C.	Self-esteem and independence
External barriers	
D.	Attendance
E.	Home issues (including possible safeguarding involvement or LAC)

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Pupils meeting targets and exceeding them in core subjects and accreditations.	Pupil target setting and tracking E level progress AET progress
B.	Improved behaviour Improved ability to self-regulate emotions	Reduction in incidents recorded on behaviour watch Behaviour interventions, BSPs and tally charts monitored and adapted when needed Reduction in physical intervention being used PDP behaviour targets being met
C.	Improved self-esteem and independence	Functional curriculum planned collaboratively with Teachers and CA team Improved PSHE curriculum Bridges curriculum PDP targets being met
D.	Attendance improved to include more pupils attending 95% or over	Attendance monitored daily and attendance interventions tracked and monitored
E.	Improved confidence of parents managing challenging behaviours at home	Home intervention support and parent report reduction in challenging behaviours and improvement in managing them at home.

5. Planned expenditure

Academic year 2018/9

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action/approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review?
Improved academic, communication and behaviour outcomes	Improved IT to ensure that all pupils have full access to the curriculum including improved reading and communication skills – Computing consultant to support staff training, online / social media safety with pupils and curriculum advice. access Use of I-Pads Kindle reader Extra mini computer	A variety of strategies using technology can be used to make learning more accessible and meet the needs of pupils and keep them safe External ICT consultant including e-safety pupil workshops	Evidenced through PDP and E Level progress Seen in teachers planning and AfL	LB KW DB	Through lesson evaluations and planning scrutiny After data drop at the end of each term

	Improved PSHE curriculum resources and delivery – PSHE association	PSHE resources and curriculum to ensure all pupils are able to access areas of PSHE relevant to their age and ability to keep them safe and meet their needs Bridges curriculum for Orange pathway		LB LT KW	
	Key Staff trained in Elklan	Elklan training improves facilitation of communication in school by better understanding of staff of autistic strategies.			
	Improved use of ICT in English and Maths	Engaging starter activities for number and phonics can be an effective attention strategy and help to consolidate learning objectives already covered as whole class groups and individual use. Wordshark and number shark licences			

Total budgeted cost £3500

ii. Targeted support

Desired outcome	Chosen action/approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review?
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Improved outcomes for behaviour across school	Sensory regulation equipment to ensure that pupils can better manage and regulate their own behaviour. Rocking chair, weighted blanket , bear hug and various sensory equipment, and accessories, yoga lessons playground swing tricycles and bicycle for learning to ride playground equipment	Pupils have complex sensory processing needs that provide a barrier to learning. Addressing these needs with carefully selected equipment will ensure that pupils are more ready to learn	evidenced through PDP targets being met and Behaviour Watch incident reports	OT	Therapists will provide on-going monitoring in liaison with class teams Weekly through PDP target monitoring Weekly through Behaviour Watch report and team meeting
To improve outcomes for PP pupils – academic, social, behavioural, related to independence and future goals	Individualised and targeted support for individual PP pupils that has been decided at AR meetings in conjunction with statement, parents, staff, social care and boroughs	Robust annual review process means that individual strategies are often identified through joint working with families and other professionals.	evidenced through PDP targets being met	LN LB	Annual Review process Therapists will provide on-going monitoring in liaison with class teams Weekly through PDP target monitoring Weekly through Behaviour Watch report and team meeting

To improve behaviour outcomes at school by behaviour support at home	PBS support for parent at home.	Children's behaviours if stabilized at home lead to improved behaviours at school, improved emotional regulation and engagement with learning	evidenced through PDP behaviour targets being met		
To improve reading and writing achievement for targeted pupils	1:1 interventions with selected P. premium children				

Total budgeted cost £4300

iii. Other approaches (including links to personal, social and emotional wellbeing)

Desired outcome	Chosen action/approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review?
To give pupils a core vocabulary to discuss social situations and an opportunity to discuss and role play in a safe and controlled environment	ELKs	Pupils with ASD have difficulty reading, responding and understanding different social situations. This programme allows for them to discuss and rehearse responses to social communication scenarios	Through targeted support pupils will be better able to manage the impact of their autism in relation to their social communication, understanding of emotions and social interaction. They will also develop their problem solving skills	CA Team	Through lesson evaluations After data drop at the end of each term

To provide enrichment opportunities similar to those offered to mainstream peers	Offsite visits linked to areas covered in the curriculum Visiting events eg. Zoolab, Engine shed	Offsite visits consolidate learning, inspire and engage the children in their learning of the related subject. Functional curriculum areas are supported by such visits such as road safety and social skills.	Termly enrichment opportunities where possible with classes to areas related to curriculum learning.	LB RT	Offsite trip folder to include report on trip success and review of impact. Photographic evidence of activities with visiting agencies
To provide support for pupils in transitioning to new school from Y6	Class teacher to visit new school with children , meet new teacher and team around the child	Pupils with ASD have difficulty with change. A major change such as location of school and adults around the child can be a trigger for heightened anxiety	Cover provided for classes teacher leaving behind. Through close support and use of social stories		
Sensory needs					
Total budgeted cost					Bridges listed already Trips and cover ~ £700 Sensory needs £400 £1100
					£9500

6. Review of expenditure

Previous Academic Year	2017/18			
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Increased access to multisensory maths lessons to improve levels of engagement and progress	Additional Numicon resources. Implementation of Concrete, Pictorial and Abstract approach to teaching. Maths Lead and DoH (T&L and assessment) attend Numicon training and cascade learning to teachers.	Concrete - pictorial – Abstract approach to teaching being more widely used across the school.	Numicon resources still in use across the school Numicon will continue to be used as concrete maths teaching resource	£1632
Improved communication skills	Key staff trained in ELKLAN	Improved facilitation of communication throughout school by 11 staff who now have a better understanding of autistic	8 LSA's continuing with training this school year	£780

ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Pupil 1 To increase engagement across the curriculum	Apps purchased for his I-Pad to increase engagement in the curriculum	Helped as a reward motivator in lessons. Lexia app has helped improve phonics skills	Still using Lexia in structured sessions	£16.96
Pupil 2 To foster positive self-awareness and positive self-esteem as a girl	Girls club books Items for personal interests	Pupil learnt about and has come to terms with menstruation. Has become more outgoing and sociable as result of attending club	Girls club continues. Has proved an effective at bringing our outnumbered group of girls together socially to improve self-awareness esteem challenges around growing up.	£99.35
Pupil 3 To develop communication skills and sensory regulation to support engagement	Puppet Communication aid Personal care equipment Various I-Pad apps Sensory tiles	Self-care improved e.g. combing hair Improved self-regulation with use of tiles Using “go talk”, expressive and receptive communication improved by differentiating 2 symbols on her communication aid	Has taken communication aid to secondary school for continued use.	£447.40
Pupil 4 To develop communication skills	Communication apps (PECS , PODD) Sensory tiles Various I-Pad apps	Improved sequencing skills, enriched vocabulary and increase in independence. Sensory tiles proved good for self-regulation and helped reduce behaviours.	Harness and I-Pad brought to secondary school.	£624.93

Pupil 5 To develop self-regulation skills to enable increased engagement participation in learning activities	Additional LSA - Additional support in a class to facilitate increased curriculum access and to utilise behaviour support strategies	Pupil better able to self-regulate and manage emotions and behaviour. Decreased incidents of challenging behaviour. Positive learning environment with improved access to the curriculum. Improved relationships with peers and minimised disruption to learning for whole class. Positive engagement with new systems, reduced behaviour incidents, improved engagement with learning.		£432
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i. Other approaches (including links to personal, social and emotional wellbeing)

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate	Lessons learned (and whether you will continue with this approach)	Cost
Support the development of social skills	Bridges Curriculum Subscription to the Bridges in Social Curriculum a week lead by the CA Team	Pupils showed improved communication skills in classes taking bridges curriculum.	Bridges continues to be a part of our intervention curriculum	£600