

## Pupil Premium

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### What is Pupil Premium?

Pupil Premium was introduced in 2011. It was allocated to children from low-income families who were known to be eligible for free school meals and children who had been looked after continuously for more than six months. The pupil premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers.

The funding is allocated to the local authority and it is at their discretion to pass it on to the education setting or to hold it back to manage it centrally for the benefit for whom it is responsible.

Schools are responsible for how they use the additional funding to support young people for whom it is intended. The use is monitored by the LAC Designated Teacher and Virtual School through the PEP system and appropriate targets and progress must be evidenced in the PEP.

The government require schools to publish online information about how they have used the allocated money.

### How much Pupil Premium have we received?

Year	Amount	Number of Students
2011/2012	£700	3
2012/2013	£2198	3
2013/2014	£4125	6
2014/2015	£1,313	1
2015/2016	£2146	1
2016/2017	£7843	5
2017/2018	£3928	4

### How have we spent the Pupil Premium we have received?

The money we have received has been spent very carefully and thoughtfully on:

- Providing one young person with an additional member of staff to support him with his emotional needs across his day helping him to better access the curriculum.
- Stable Management' to help raise self-esteem and enabled us to work through students 'special interests'. This helps to reduce anxiety and enabled them to better access the curriculum.
- AAC in the form of devices such as iPads with sturdy cases with a communication app installed
- Pupil Premium + has been claimed for one student to purchase a tablet and app which has enabled them to type out what they are trying to communicate
- Training courses delivered across school staff and the residential staff have specifically to help certain young people increase their attention and improve their focus which has led to a significant improvement in their ability to access the curriculum. For one young man with hypersensitivity to loud sounds, a set of Bose noise cancelling head phones was purchased. When his anxieties are high, the headphones help him to cope in the school setting
- Enrichment art sessions were purchased for one young man who has a special artistic talent, for two hours per week
- For one student Tacpac (sensory software) was purchased
- Sensory exploration boxes have been put together to encourage students to explore new experiences and textures, working towards finding items that can be used on sensory choosing boards for self-regulation
- Specific OT equipment such as a body roller to help with proprioceptive needs
- Clinical Psychology has been supplied for individual students to support their complex needs and help put strategies in place.

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All of the above purchases were agreed at Personal Education Planning (PEP) meetings by School Staff, Social Workers, 'Looked after Children's Teachers and parents wherever possible. All purchases are agreed by Virtual School and monitored through targets within the termly PEP's.

### What has the impact of the Pupil Premium spending?

Our young people who are 'looked after' achieved higher than those young people who are not looked after. Pupil Premium spending helped them to access the curriculum for various reasons but mostly as it has led to the reduction in anxiety leading to young people being more able to access and benefit from the curriculum on offer.

2017/2018

- There has been an increase in equipment purchased to support AAC for our students. The pupil premium has enabled our Speech and Language Therapist to move the communication forward for our LAC student's specifically as they are supported with High Tech aids where appropriate, the aids have enabled the students to engage more in their learning and they are able to participate with a greater independence in the lessons. The High Tech aids have also empowered some students to initiate conversation and comment on the world around them. **Progress:** Average progress in Expressive Language for our looked-after children has been 0.21 of a level over the last 10 months and progress is expected to increase as High Tech aids have only just been implemented for some of those students.
- A student that had struggled to access learning in a room with peers for any length of time is now integrated in to a class with 3 peers and engages in group activities, they use a weighted blanket to help self-regulate. **Progress:** Incidents requiring Physical intervention were 18 for the month of July 2017 incidents are now down to 0-2 incidents per month.
- Individual students have been identified as having significant difficulty in self-regulating their emotions and anxiety. The Therapy Team has been working with staff education and care, to identify the individual needs to support these students; some of the equipment purchased has been:
  1. sensory exploration boxes
  2. body roller
  3. body socks
  4. weighted blankets/lap pads/hoodies
  5. fidget discs for chairs
  6. sensory fiddle toys to help maintain attention in class
  7. Adaptive equipment for independent living.**Progress:** Students are beginning to be able to request strategies such as weighted blankets from sensory choosing boards. The evidence of progress has been seen in the reduction of Incidents requiring Physical intervention, for one student who uses a weighted blanket the number of incidents between Jul 17 and Dec 17 were 38 across education and care, between Jan 18 and Apr 18 there has been 1 incident across education and care.

Note – Overley Hall School has not been in receipt of money for all children qualifying for Pupil Premium.