

### 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
2018/2019	£6400	3
2019/2020	£6637	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, weighted blankets, lap pads or jackets and mini trampolines

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- Clinical Psychology has been supplied for individual students to support their complex needs and help put strategies in place
- Music Therapy for 3 students 40 minutes per week
- Musical instruments to continue music therapy strategies, this also includes a SKOOG ball with Ipad and app and a portable speaker
- Sensory bubble tubes, lights and tactile surfaces for class walls and outdoor areas to support exploration, curiosity, interaction and sensory regulation
- Aromatherapy/massage items and Bluetooth pillow for sensory regulation, relaxation and interaction
- Independent living items such as self-tie/curly laces, zip pulls, kettle tippers and adaptive cutlery
- Oral chew items to support specific sensory needs
- Sand timers, liquid timers and wall mounted timers to help students transition between activities
- Resources for one student to engage in Intensive Interaction sessions with the Therapy team
- Language games for home schooling during Covid19 pandemic
- Cameras for two students, one to aid transitions and one to develop a student's interest in photography and promote their curiosity, problem solving and develop ICT through independent learning
- Sound books and sensory books to develop curiosity in reading
- Lego for Lego therapy
- Laptop and Dyslexia app to support a student with their English and help them be more independent in their learning
- Adapted scissors to promote independence
- OT Posture Wedge to increase core stability and strength
- Outdoor large games to develop interpersonal skills with peers, communication and joint attention
- Bicycle purchased to encourage physical exercise and learn how to ride and keep themselves safe
- Students to access Wyldwoods training provider to partake in the John Muir award with peers from other settings. This was to build their social skills, communication and explore different experiences.

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

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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.

2018/2019

- Several students have high tech communication aids now with ProLoQuo2Go communication app installed. Progress for students has been varied, some are now able to indicate a choice in key motivational areas such as snack times. One student is able to use their talker to say they want their parents and also fast food, they use this to initiate interactions. **Progress:** Students have more of a voice and are beginning to make choices more consistently, communication can be initiated by the student, and progress is being seen within SCERTS scores.
- The sensory equipment installed in an individual class on the walls and outdoor areas has supported learning through the students being more engaged and regulated for longer periods of time. The outdoor area is now used by several students as there are more visual and tactile objects to support their regulation. Class have noticed a difference in students now choosing to go outside for regulation or using the weighted blanket in the quiet room, this has been significant progress from the students relying on the supporting adults to notice changes in the body language or vocalisations to help them regulate. **Progress:** Students are beginning to show signs of self-regulation and relying less on supporting adults. Dysregulation lasts for shorter periods of time. Students are beginning to show preferences of items to self-regulate and this is informing future strategies.
- Individual sensory exploration boxes have been created to support exploration and interaction involving all the senses. This has supported the identification of preferred items to support self-regulation. **Progress:** Items and strategies have been identified for sensory choosing boards. One student has shown an increase in interaction, joint attention and self-awareness which has supported their self-care skills and regulation. A significant increase in attention and engagement has been recorded within the Attention Autism Profile for one student (Scores up from 22 to 42 over the year).

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- Lego Therapy sessions started to increase communication, interaction and social skills, initially normal Lego was used, one young person indicated that they were finding this too hard and that they thought they could do it, this affected his self-confidence and so Duplo was purchased. **Progress:** With positive encouragement and time the young person engaged in the Lego Therapy using the Duplo bricks bought and Marble Run. They were able to build simple models with a partner in the structured Lego therapy session, they were able to participate in different roles. This increased their descriptive words with the support of help cards and increased their confidence, self-esteem and interest in the activity. Once their confidence had increased they began to try the smaller Lego pieces again.
- Adapted scissors have enabled a student to engage in fine motor cutting activity with greater independence.
- A Posture wedge was purchased for one LAC who struggled with their core strength, this impacted on their ability to mark make, coordinate movements and support their upper body. The young person could only hold their head up for a matter of seconds when working over the posture wedge **Progress:**, they are now able to have the wedge under their main body with their arms over the end of the wedge, supporting the weight of their head and neck on their arms whilst engaging in jigsaws, drawing etc... this has supported their ability to engage in a wider variety of classroom tasks with greater independence.
- Independent living resources have been tried with students to identify if greater independence could be achieved. **Progress:** A young person is now able to pull their own zip up and down independently after an adult putting the initial zip parts together. Curly laces have meant that they are able to slide their feet into the shoes not requiring help from an adult.
- The bicycle enabled the young person to join peers in bike riding and safety lessons, they have the bike available throughout the day to enable them to ride when they choose in free time and if needed for regulation
- Various student attended Wyldwoods with peers from different settings, they all enjoyed this experience, made new friends and met old peers. Students achieved the John Muir award at the end of the course and had their work accredited.

### 2019/2020

- Music Therapy has been funded for 3 students, this has been a great success and all students have accessed this and remained in the sessions for up to 40 minutes. Due to the success within these sessions some equipment has been purchased on the Music Therapists recommendation, this included musical items i.e. Ocean drums and Djembe drums, SKOOG Ball/IPad and Bluetooth speakers. **Progress:** This is being measured through the Music Therapist who is producing annual reports. Staff have reported that they students are really engaged, interaction has increased including back and forth interactions. The musical instruments have helped engage students in class for longer as they have been used at different times of day and also integrated into Attention Autism.
- Weighted blankets and jackets have been used to support regulation and to meet sensory needs. There are a lot more individual weighted items now and this has meant that items belong to the individual student and can be used at any time required. Some weighted items have been upgraded to heavier weights as students have grown. **Progress:** Student are showing a greater independence in initiating the use of weighted items to regulate their emotions and are returning to learning after a shorter period of time. Some of these items are now being built into sensory choosing boards and Tools for Zones of regulation.
- A mini Trampoline were purchased to enable a student to gain the sensory input they required without having to go for a walk to the sunken trampoline within the grounds. The student is able to access this to support self-regulation and it can be used as an interaction tool with adults. This has been a success and another trampoline has been purchased for their family room.

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- Further sensory items have been purchased to update and also create sensory boxes for existing and new students. These have been duplicated into the individuals family rooms to promote a 24hr curriculum, interaction, engagement, regulation and communication is built through playing with the sensory items with the student. **Progress:** We are seeing an increase in self-regulation, curiosity and exploration. Staff and students are having more interactions together, including back and forth interactions. Motivational items have been identified and some of these are being built into sensory choosing boards.
- Nail files (electric) were put into one sensory box to work on desensitising the student to the feel of the files to enable them to complete self-care routines with less distress. **Progress:** this has supported the sensory regulation of this student, they have now been able to have their nails cut and filed. This means they are less able to hurt themselves at times of dysregulation. They are also able to tolerate more experiences and activities presented to them in the classroom.
- One student was identified as struggling with their English work both written and their spellings due to their dyslexia. Following discussions with the teacher and parents it was agreed that a personal laptop with a dyslexia program to adapt the screen would be helpful. **Progress:** the student has shown a keen interest in using the laptop and this is used in a lot of cross curricular work. They also use this in their free time to do writing and research. It has made the student more independent in their learning and more confident.
- Two students have had cameras purchased. One has been to aid transitions, they would take a photo of where they had transitioned to and then download and print them into a scrapbook. The second student had shown an interest in photography and it was felt this would enable them to have a greater independence in their learning whilst developing their interests and curiosity in the world around them. **Progress:** Student one was able to transition around the grounds with less anxiety and was beginning to transition into the community at times. Student two has begun to take photos and is learning to use ICT to download them independently.