



Eagle House School (Sutton)
Pupil Premium Grant Expenditure 2014-15

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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 *looked after children (LAC)* and those from low income families. 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.

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

- 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.

Number of pupils and PPG received	
Total number of pupils on roll	71
Total number of free school meals (FSM) pupils eligible for PPG	11 (9 of whom were granted in June 2015 therefore funds carried over to 2015 -16)
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	15%
Amount of PPG received per pupil	1 FSM @ £935 (Spring) 9 FSM @ £935 (Summer) = £8, 415 1 LAC/Deprivation (Summer) = £935
Total amount of PPG received	£10,285
Total amount carried over from 2013-14	£1,702.33
Total amount of PPG spent	£ 0
Total amount of PPG carried forward to 2015-16	£11,987.33

Summary of expenditure 2014-15

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.

Since the vast majority of the 2014- 15 PPG was allocated at the end of the summer term, it was not spent in the 2014-15 academic year and has therefore been carried over for expenditure in 2015-16, the objectives for which remain the same.

Thus far the expenditure for 2015 – 16 has included:

Purchase	Cost	Intended impact
Vocational practice material , access to work experience	£142.91	Improved preparation for further education and adult life leading to increased attendance and engagement both at school, college and work experience and improving chances of a successful college placement
3 x I Pad and accessories	£1,075.28	Improved engagement, attention and access to the curriculum leading to increased progress and attainment
Guitar pack	£159.00	Improved self esteem, through the development of a skill leading to improved participation in lessons and therefore attainment

Planned targeted expenditure for 2015 -16 includes:

Purchase	Cost	Intended impact
Supplementing the cost of residential visits i.e. arts based week to Leiston Abbey	£2,100	Increased confidence, development of self skills and independence
Numicon Maths Materials	£100	Improve Numeracy and Maths skills and confidence
Lexia Reading programme	£100	Improved Literacy skills and confidence
Forest School staff training	£935 x 2 = £1,870	Increased confidence, social skills development , communication skills
Curriculum Support Co-ordinator	£600	Improved Literacy/English skills, confidence and attainment.

Measuring the impact of PPG Spending

End of 2014-15 attainment

% pupils attaining expected outcomes

P levels and NC levels

Subject	PPG funded pupils	Non PPG funded pupils
Maths	80%	70.73%
Reading	80%	78.38%
Writing	100%	86.49%

Functional Skills & GCSE qualifications

Subject	PPG funded pupils	Non PPG funded pupils
Maths	100%	64%
English	100%	40%

On average, pupils in receipt of PPG had better academic outcomes than those not in receipt.

To improve outcomes in Maths and English at KS3:

- a Curriculum Support Co-ordinator has been employed to provide additional small group and 1:1 support to pupils
- Introduction of Numicon and training for staff to provide concrete and systematic maths teaching
- Wider implementation of the Lexia Reading programme
- Wider implementation of MyMaths programme

How does Eagle House School (Sutton) monitor the impact of the Pupil Premium Grant?

The school:

- Tracks the progress and attainment of PPG pupils, every term and compares this to the rest of their cohort
- Monitors absences weekly
- Identifies and records additional interventions put in place for PPG pupils
- Monitors attendance of parents/carers of PPG pupils at Parents' Evenings, information meetings, Annual Review meetings and school events