

Hill House Report on Pupil Premium 2018 – 2019

Summary of Pupil Premium Spending 2018 – 2019

During this academic year no students at Hill House were in receipt of the Pupil Premium grant. Not all authorities award the money as it may instead go to individuals who do not have a placement in a 52 week residential school and where resources are not included in the fees

Objectives in spending Pupil Premium Money

Discussions about how best to spend an individual's pupil premium money are held during a student's review meeting where parents, social workers and if possible the student themselves can contribute to the decision

Due to a student's diagnosis and their special educational needs, there are a significant number of students who have additional sensory needs and these are addressed through their Individual Education Plans and EHCP where targets are set in specific areas to focus on addressing students' sensory difficulties. Student's sensory needs are addressed by our therapy team as part of their baseline assessment and continual and formative assessment. Spending Pupil Premium money has in many cases focussed on the sensory and communication strategies and interventions to enable the students to be able to regulate their arousal and anxiety levels in order for them to be in the `just right` state to be able to engage in learning opportunities across the waking day

Many of the students have joined Hill House following failed placements in maintained day special school provisions, where their progress has been limited due to their complex needs including sensory difficulties

The following objectives focus on identifying student's individual needs and help to target interventions and strategies with the aim to improve the progress of this vulnerable group of students;

- ❖ Implement strategies and interventions to enable students to access learning opportunities

- ❖ To ensure that students have access to communication systems to enable them to make requests, express their needs and wants and have a voice to enable them to progress alongside their peers
- ❖ To implement sensory strategies in order to regulate the student's arousal and anxiety levels to ensure that they are calm and able to access learning across the waking day and progress
- ❖ To implement therapeutic approaches and strategies to enable students to engage in learning

Evaluation of previous spending

For most students at Hill House their sensory needs are high priority and they require access to sensory based activities throughout the day as part of their individual sensory diets. During 2017 – 2018 discussions took place during individual review meetings and E-Review meetings with our multi-disciplinary team and it was agreed that some of the pupil premium would be put together to provide a new outdoor sensory play area.

This was opened during the summer of 2018. There is sand and water play equipment which invites students to explore cause and affect activities and discover a range of sensory based items. It has not only provided an opportunity to come together with friends and relax but also to spend some time enjoying the tranquillity





During the academic year 2018 – 2019, this new outdoor sensory area has proved to be a great success with every student having the opportunity to spend time there. Students have used the space in between lessons to help them to self-regulate and to get them ready to learn