

Hill House Report on Pupil Premium 2017 – 2018

Summary of Pupil Premium Spending

During this academic year 9 students 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 places in a 52 week residential school and who have higher needs

The pupil premium money for those 9 students was managed by the school through their individual account which is held by Cambian head office

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

Summary of spending and actions taken

The pupil premium grant has been used to purchase a range of resources and services for individual students in order to support the student's sensory needs, self – occupational skills and life experiences.

Below are some examples of spending for this academic year;

Student A came to Hill House unable to self-occupy and was highly dependent on staff support and prompting. Over his time at the school staff supported and encouraged student A to try a range of different activities in order to develop his interests. Following discussions during student A's review meetings a decision was made to spend the pupil premium money on an adapted tricycle. This enabled him to develop his independent skills and also his self – occupation skills. It enabled him to develop an appropriate leisure activity and to also keep fit

For some of our other 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. Through discussions during individual review meetings and E-Review meetings with our multi-disciplinary team it was agreed that some of the pupil premium would be put together to provide a new outdoor sensory play area. 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 not only provides an opportunity to come together with friends and relax but also to spend some time enjoying the tranquillity



Outcomes to date

During the academic year 2017-2018 eight of the students who have received pupil premium money have made expected or accelerated progress in English and Maths.

One of the students has now transitioned on from Hill House and has moved back home to be with his parents. He has been able to take his tricycle with him and it is hoped that this resource will continue to provide him with the benefits of a leisure and self-occupation skill

The 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. It is hoped that during the next academic year the space will also be used to promote an even wider range of outdoor learning opportunities

There are no students who have received pupil premium money who have made below expected progress

There are no significant differences in progress between students who are eligible for pupil premium in either English or Maths. Students with access to pupil premium funding, progress at a similar rate to the rest of the school.

All students who have received pupil premium funding have good attendance despite in some situations finding transitions difficult



Pupil premium funding has been targeted to sustain progress at outstanding. Funding has been used to provide students with targeted resources i.e. communication aids and therapeutic support

Student's pupil premium money is reviewed at each review meeting. All outcomes are closely monitored by teachers through the school assessment systems