



Pupil Premium Local Procedure

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At Oliver House School, pupil premium (PP) is allocated to target additional support most effectively, where it is most needed, based on the individual need for each young person. We believe a multi-agency approach with the young person at an appropriate level facilitates the decisions for 'what' and 'how' we spend their money. Our young people have a range of complex needs which can impact on their ability to engage in teaching and learning therefore we work together to find their individual barriers to learning.

Identified Barriers to Future Outcomes for Our Pupils

Our school serves pupils with Special Educational Needs and Disabilities (SEND), primarily autism and associated needs. In addition to their SEND profile, pupils eligible for Pupil Premium often experience further disadvantages which can impact their educational achievement, wellbeing and preparation for adulthood.

Communication and Language Difficulties: Many pupils experience significant delays or differences in communication and language development, limiting their ability to access the curriculum, express needs, develop relationships and engage in learning.

Social, Emotional and Mental Health Needs: Pupils may experience heightened levels of anxiety, low self-esteem, emotional dysregulation and difficulties managing change. These factors can affect attendance, engagement and academic progress.

Sensory Processing and Regulation Needs: Sensory differences can create barriers to learning, concentration, participation and independence if pupils do not have access to appropriate support and resources.

Reduced Access to Enrichment and Wider Experiences: Financial disadvantage can restrict opportunities to participate in educational visits, extracurricular activities, cultural experiences and community engagement, limiting the development of social capital and life experiences.

Attendance and Engagement with Learning: Some pupils face challenges in attending school regularly due to anxiety, family circumstances, health needs or difficulties with transitions, which can impact progress and long-term outcomes.

Academic Gaps and Readiness to Learn: Pupils may start school with significant gaps in literacy, numeracy, communication and learning behaviours, often exacerbated by interrupted educational experiences or additional disadvantage.

Preparation for Adulthood and Independence: Pupils require targeted support to develop independence, employability skills, self-advocacy and the confidence needed to achieve positive post-16 and post-19 outcomes.

How We Spend the Funding to Overcome the Barriers

The funding received for each young person who attends Oliver House is spent directly on resources and equipment to target their individual needs or transitions to develop skills in Post 16. Each young person is assessed on entry by the Class Teacher, Occupational Therapist and Speech & Language Therapist with the support of the school therapy assistants. Information from these baselines forms a range of personalised learning programmes which are monitored and reviewed once a term.

Examples of funding allocations are:

Communication and Language Support

- Provision of Speech and Language Therapy programmes and interventions.
- Communication resources including AAC systems, visual supports and communication technology.
- Staff training in communication-friendly teaching approaches and autism-specific strategies.

Social, Emotional and Mental Health Support

- Therapeutic interventions, counselling and emotional wellbeing programmes.
- Access to trained pastoral staff and mentoring support.
- Development of emotional regulation programmes and personalised support plans.

Sensory and Regulation Support

- Sensory equipment, resources and environmental adaptations.
- Access to sensory circuits and regulation activities.
- Staff training to identify and support sensory needs effectively.

Academic Support

- Small-group and individual tuition to address learning gaps.
- Targeted academic support linked to EHCP outcomes and individual learning targets.

Attendance and Family Support

- Enhanced engagement with families through regular communication.
- Attendance monitoring and early intervention strategies.
- Support for transitions into school and between educational phases.

Enrichment and Personal Development

- Participation in sports, arts, community projects and cultural activities.
- Increased opportunities for leadership, pupil voice and social development.

Preparation for Adulthood

- Independent living and life-skills programmes.
- Careers education, work-related learning and employability activities.
- Community inclusion opportunities and travel training where appropriate.

Staff Development

- Ongoing professional development in autism, SEND, trauma-informed practice and inclusive teaching.
- Training to ensure high-quality adaptive teaching that meets the needs of disadvantaged pupils.

How Will the School Measure the Impact of the Pupil Premium?

The effectiveness of Pupil Premium spending will be monitored throughout the academic year through a range of quantitative and qualitative measures:

Academic Progress

- Progress against EHCP outcomes.
- Achievement of individual learning targets.
- Progress in literacy, numeracy and communication skills.
- Assessment data demonstrating progress from individual starting points.

Attendance and Engagement

- Attendance data.
- Pupil engagement in lessons and learning activities.

Social, Emotional and Behavioural Outcomes

- Improvements in emotional regulation and self-management.
- Reduction in incidents requiring behavioural support.
- Increased resilience, confidence and self-esteem.

Communication and Independence Outcomes

- Progress in communication and interaction skills.
- Increased independence in school and community settings.
- Development of self-advocacy and decision-making skills.

Participation and Inclusion

- Participation rates in enrichment activities and educational visits.
- Increased engagement in leadership opportunities and pupil voice activities.
- Positive feedback from pupils and families.

Preparation for Adulthood Outcomes

- Achievement of independence and life-skills targets.
- Successful transitions between key stages and into post-16 or post-19 destinations.

Monitoring and Review

The Senior Leadership Team and Governing Body will review the impact of Pupil Premium funding termly through:

- Analysis of pupil progress and attainment data.
- Attendance and behaviour monitoring.
- Evaluation of intervention effectiveness.
- Pupil, parent and staff feedback.
- Review of destination and transition outcomes.

Funding allocations will be adjusted where necessary to ensure resources continue to address identified barriers and secure the best possible outcomes for disadvantaged pupils.