

LVS Hassocks

What is the Pupil Premium?

The Department for Education (DfE) provides additional funding, known as the Pupil Premium, to schools with students on roll that are known to have been eligible for free school meals (FSM) at any time over the last six years. Schools are free to spend the money which is additional to the schools main budget, in a way that helps to raise attainment of students who are disadvantaged or vulnerable. The aim is to close the gap in attainment and progress between the disadvantaged and non-disadvantaged students. Schools are required to publish details of how they plan to spend the funding. For more information about the Pupil Premium please click see

<https://www.gov.uk/government/publications/pupilpremium-conditions-of-grant-2017-to-2018/pupil-premium-conditions-of-grant-2017-to-2018>

The Pupil Premium at LVS Hassocks– our priorities

In 2017/18 a total of 6 students who attend LVS Hassocks were entitled to Pupil Premium or Pupil Premium Plus, LAC Premium funding or Forces Premium. In total LVS Hassocks received £5610 in 2017/18 for the various Pupil Premiums.

For more information about how we have spent our allocated Pupil Premium Funding please see below. At LVS Hassocks all of our students have Special Educational Needs.

Children and young people who have special educational needs and disabilities are more likely than other children to grow up in deprived households. According to the National Autistic Society only 15% of Autistic adults are in paid employment; 40% of Autistic people have an anxiety related mental health difficulty and 70% of High Functioning Autistic people have mental health difficulties. Deprivation is part of the broader context for many of our families, and we believe that we have a duty to work with the students and their families to overcome the dual barriers of special educational needs and of socio economic deprivation. Our aim is for all of our students to become happy, healthy, empowered and included adults, who participate in, and contribute towards society. To enable our students to be happy and active citizens we have created a curriculum underpinned by following the Zones of Regulation and supported with a lifeskills programme using the AQA Unit Award Scheme.

The LVS Hassocks Pupil Premium strategy is also monitored and evaluated through learning walks; book looks; discussions with students about their work; support and challenge for individual teachers; regular SLT discussion to assess the impact of the strategy and the School Improvement Plan.

2018-19 Priorities

Barriers to Future Attainment for Learners eligible for Pupil Premium	
In-school barriers	
A.	Motor planning and executive function difficulties linked to the learners' diagnosis hamper their ability to record their work in a timely manner
B.	Literacy levels for learners eligible for Pupil Premium are lower than their peers
External barriers	
C.	Attendance rates for Pupil Premium learners are lower (average 82%) than the target of 96%. The reduction in school hours causes them to fall behind in their learning.
Outcomes	
Desired outcomes and how they will be measured	
A.	Improved method of working and/or recording. Work samples will show that learners are producing work that is at or above their target level.
B.	Improved literacy levels. Regular scrutiny of Accelerated Reader levels. Review of the Key Stage 3 curriculum to ensure that
Success Criteria	
A.	Learners eligible for Pupil Premium will make rapid progress from their baseline assessment and achieve externally recognised qualifications. (Including the AQA Unit Award Scheme)
B.	Learners make better than expected progress in their literacy levels against their baseline score.
External barriers	
C.	Increased levels of attendance
The attendance % for Pupil Premium learners will be above 90%	

	Desired outcome	Chosen approach	Rationale	Review date & monitoring of implementation
A.	Improved method of working and life skill outcomes for students achievement	<p>Implementation of AQA Unit Award Scheme for the School</p> <p>Autism Toolkit launched and implemented from September 2018</p> <p>Zones of Regulation implemented from September 2018</p>	<p>Better comprehension with support of graphics/key vocabulary from web pages.</p> <p>Implementation of a wider range of strategies to meet the diverse needs of learners</p>	<p>July 2017</p> <p>Regular tracking of progress to ensure learners are achieving targets over the course of the year</p>

B.	Improved literacy levels	Accelerated reader training for staff	In KS3 & KS4 there will be allocated time out of class for weekly Accelerated Reader sessions English Entry level qualifications achieved by identified students.	July 2019 Progress of reading levels tracked. July 2019
C.	Increased levels of attendance	First response to absence and on-call rota with walkie talkies to ensure learners are in timetabled sessions A6 referrals made to West Sussex and attendance at Early Help meetings Attendance Officer in place	Learners need to be school and in lessons to improve levels of attainment As part of safeguarding our students, we need to ensure they are safe, in school and are prepared for life post LVS	Key staff members to work closely with learners and their families to improve attendance levels Students achieve academically and socially. Support is in place for identified families to reduce barriers to learning.

Review of 2017-18:

What we spent the Pupil Premium money on in 2017-2018

- Therapeutic interventions including art therapy and RokSkool
- Provision of Forest School
- Behaviour Intervention Support

Review of 2016-17:

What we spent the Pupil Premium money on in 2016-2017

- Accelerated Reader training for staff
- Therapeutic interventions including art therapy and music therapy, anxiety management groups
- Provision of laptops for learners

