



SQUARE ONE ATTACHMENT

GUIDE TO USING THE PUPIL PREMIUM PLUS GRANT EFFECTIVELY.

WHAT IS IT?

In England and Wales, the DfE provides £2300 extra funding per adopted/SGO (Special Guardianship Order) child per academic year following parent/guardian's declaration of their legal status as adopted or SGO in the January school census and in doing so is acknowledging the long term impact of trauma and loss in these children's lives.

It is intended to be spent on: "...helping adopted children emotionally, socially and educationally by providing specific support to raise their attainment and address their wider needs." (DfE)

The focus on children's social and emotional and wider needs is in contrast to the Pupil Premium for children eligible for free school meals, which is focused on closing the attainment gap.

Consider the child who always struggles in phonics before lunch. Given his background of neglect and his concern over whether he will be fed again, does he need more phonics teaching? Another school jumper? Subsidised school trips? Or does he need someone to do some work with him on how the Cook knows how much food they will need in order that everyone has something to eat?



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WHAT SHOULD A SCHOOL SPEND PUPIL PREMIUM PLUS ON?

The money is not ring fenced but obviously a school needs to be able to show how the Adopted/SGO child has benefitted from the intervention. It is good practice to discuss needs with parents/guardians and decide on what would be most beneficial. It is also advisable to consider the child's individual needs and be creative in how these needs can be met. Here are some ideas on how an intervention may support a specific need or concern:

Needs/Concerns	Possible Intervention	Estimated Cost
Support to leave parent in the morning.	Key worker will meet and greet child at the gate, 5 minutes before school starts and take him/her into the classroom to play a game. May need to support child to know parent will come back for them at the end of the day.	5 x 10 minutes LSA time a week. (One hour per week, incl prep time, £350-400 per academic year)
Noisy/busy playground is overwhelming.	Key worker will support a game with a group of children in a quieter area of the playground and offer grounding techniques at the end of playtime to ensure child is ready to learn.	5 x 20 minutes in morning and 5 x 40 minutes at lunchtimes a week. (5 LSA hours a week, £1750 to £2000 per academic year) Or whole school training for staff at break times to allow them to structure breaks better. (One off cost benefitting all children.)
Struggles with transitions	Key worker will produce social stories and share with child.	As and when, school trips/shows/Christmas/Contact/ new class/ supply teacher/ break times etc.
Misunderstands peoples intentions	Key worker to use a social skills group to teach this and incorporate in day to day school life.	1 x 30 minutes a week. (£175-200 per academic year)
Child is school refusing.	Key worker to visit child at home and build up a relationship.	Cost will vary according to who home visits and for how long.



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Needs/Concerns

Possible Intervention

Estimated Cost

Child struggles with noisy dinner hall

Key worker to support a small group of children allowing them to eat in a quieter room.

5x 25 minutes LSA time a week
(2 hours per week, £700- 800 per academic year)

Child struggles to self-regulate

Key worker will co regulate with child and teach about Zones of regulation and skills to return to green zone. (e.g. The alert programme)

Could be whole school policy, so training necessary. Ongoing support from Teacher/LSA. Possible input from Sensory trained OT.

Poor behaviour choices, possibly related to being fearful (fight, flight, and freeze.)

Staff training on why child is communicating unmet needs inappropriately. Staff training in responding therapeutically to allow child to know behaviour is not acceptable/appropriate but the relationship is constant.

Whole school varies according to provider from £150

High levels of anxiety

Staff training on why child is so anxious and how to lower anxieties, understanding the long term impact of Developmental Trauma on the child.

Whole school varies according to provider from £150

A safe place to go to regulate.

Calm room/Sensory equipment to use when needed.
(Proprioception and Vestibular activities are highly likely needed to calm a child when deregulated, each child will be different so may need OT advice)

Initial set up cost, varies according to need from pop up tent, to wall hanging bars, bean bags, weighted blankets, etc.

Not able to identify feelings.

Key worker to use SEAL activities to teach about feelings in a small group, how to recognise them and what to do.

1 x 30 minutes a week.
(£175-£200 per academic year)



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Needs/Concerns

Friendships group difficulties

Careful consideration as to what need the child has for therapies in school, they may be accessing therapy through ASF, (Adoption Support Fund)

Child's social and emotional development are vastly different to their academic ability and/or chronological age.

Child is often sensory seeking and/or unable to sit still/needing to 'crash and bump'

Child does not view school as a safe place

Possible Intervention

Key worker to 'teach' child how to develop friendships and keep them going. Teaching about how to repair relationships when things go wrong.

Therapies such as Play, Sensory Integration, Lego, Therapeutic Life Story Work?

School to purchase and use Fagus. (Fagus is a unique, educational resource which provides a system for schools to monitor, review and support children's emotional and social development.)

Assessment of need through a trained OT and training of key workers supporting the child. Purchase equipment for child to regulate appropriately.

Key worker to explain how schools keep pupils safe. Take them on a tour showing sign in book, CCTV etc.

Estimated Cost

During break time supervision. 1 x 30 minutes a week. (£175-£200 per academic year)

Cost varies according to provider. Ensure the therapist is experienced in working with children with Developmental Trauma.

<https://www.fagus.org.uk/>
£780- £1080

Whole school training? Cost varies according to provider. OT sensory assessment costs vary according to provider, approx. £700. Might be able to access through ASF. Purchase equipment as necessary.

Initial 30 minutes tour but may need reminding of how school is safe and how staff ensure the child is safe.

This list is not exhaustive but hopefully demonstrates how schools need to look at the need first and then decide how best to meet it. It may be possible to group the Pupil Premium Plus funding together for all Adopted/SGO children in the school and employ an attachment Aware LSA/Teacher to implement the interventions.



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NICE report Nov 2015, recommendation 1.2.2.

"Schools and other education providers should ensure that all staff who may come into contact with children and young people with attachment difficulties receive appropriate training on attachment difficulties",

Therefore quality training must be first priority for all staff.

"Do these children really need more access to study opportunities, better teaching, different reading schemes, more computers, more effective discipline...?"

What if they just needed access to you and me?

A genuine relationship. Is that a possibility? What if it really wasn't any more complicated than that?

What if the tool we had overlooked - ourselves - was the bridge into a world of possibilities, that a genuine relationship with us, perhaps acting as a buffer, could switch on the pupils, 'thinking brain' and integrate it with his 'emotional brain'?"

Louise Bomber, Settling to Learn 2013

Relationship trauma needs relationship healing



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