

Pupil Premium: Impact for 2019-20 financial year

**Review Date: April 2020**

<u>Area Targeted</u>	<u>Nature of Support and Key Actions</u>	<u>Cost</u>	<u>Impact and Evidence</u>
<p>Speech and Language Support: Employment of therapist</p>	<p>Employ an independent highly specialist speech and language therapist to support the school and its staff in developing communication rich environments that support pupils in developing their communication skills</p> <p>Provide support to individually identified pupils and their families. Provide training to pupils' families to help them support their children at home.</p>	<p>£25, 200</p>	<ul style="list-style-type: none"> <li>- Scerts levels data: 42% of pupils moved up a SCERTS level following targeted input into classes. 1 class demonstrated significant movement from social to language partner stage (from 25% =&gt; 66%) and 1 class from language to conversational partner stage (8% =&gt; 33%).</li>   <li>- Early Year/KS 1 Progress Data in Communication and Language: Pupil premium pupils within EY and KS 1 all made progress steps within Communication and Language Area of Learning</li>   <li>- Attendance at coffee mornings: Parents attending the sessions reported how useful they found them and actively engaged with the school team to encourage other parents to access.</li>   <li>- Staff questionnaire: Comparison of pre and post data shows that the staff teams accessing training (twilight and within class support) felt more confident in their knowledge around communication and how to support pupils. This was particularly apparent in:             <ul style="list-style-type: none"> <li>- the use of visual supports (8% =&gt; 75% confidence)</li> </ul> </li> </ul>

			<ul style="list-style-type: none"> <li>- interacting with social partners (25% =&gt; 75% confidence)</li> <li>- supporting emotional regulation (25% =&gt; 83% confidence)</li> <li>- EHCP RAG rating of communication targets Most PP pupils met their short term outcomes within their EHCP linked to communication</li> </ul>
Sensory Integration Support: Employment of therapist	Employ an independent occupational therapist to support the school and its staff in meeting pupils' sensory needs to help engage them with learning. Assess individual pupils and provide sensory OT reports and programmes.	£11, 520	<ul style="list-style-type: none"> <li>- Assessments - 28 individual students were assessed for sensory integration and support</li> <li>- Gas goals _Students with individual reports have a GAS goal which is tracked.</li> <li>- Staff questionnaire Staff more able to support with sensory integration and have a clear understanding of how to support pupils - as indicated in teacher feedback.</li> <li>Pupils calmer and more ready to engage in learning – see pupils individual anxiety profiles and lesson observations.</li> <li>- Training. Unable to hold April 2020 whole school training due to Lockdown. Email sent to staff regarding online sensory processing level 1. 6 staff members completed the course online</li> </ul>
Family Support Worker	Family Support worker providing 19 hours per week of support to families whose child/ren attend Ivel Valley. This may include signposting families to outside agencies, coordinating EHAs, supporting raising attendance, supporting	£16,000	FSW supported 19 families whose children are in receipt of pupil premium. She was able to signpost 11 of these families to other agencies for support and advice. For other families, the FSW was able to give the families strategies to use in the home to support the young person

	families with embedding strategies to support their child.		
Clinical Psychologist to lead on school improvement in mental health by developing school wide positive behaviour support within an attachment & brain development framework.	<ul style="list-style-type: none"> <li>- Supporting staff development to optimise pupil attainment through including parental engagement</li> <li>- Audit restrictive practices at organisational level</li> <li>- Facilitate pupil assessments &amp; interventions for challenging behaviour</li> <li>- Develop protocols around integrating PBS &amp; EHCP targets</li> <li>- Promote academic, social and lifestyle competence through integrating multi-agency input</li> <li>- Enable transition into and across school career, minimising challenging behaviour</li> <li>- Facilitate agencies working together instead of against each other</li> </ul>	£7,000	PBS policy in place and beginning to embed across the school
Therapeutic Support: Music therapy and play therapy	Fund music and play therapist/s to deliver therapeutic support to identified pupils in need	£12,000	<p>During the financial year, 7 pupils accessed music therapy and which 6 were PP funded pupils.</p> <p>Social and emotional wellbeing of identified pupils has increased - as indicated on music therapy reports.</p> <p>Staff and parent feedback suggest pupils are more settled and benefiting from the therapeutic space.</p> <p>Written reports provided by music therapist and shared with all people involved with the young person.</p>
Curriculum Support: residential trips,	To provide financial support to allow all pupils full access to all all opportunities offered by the	£6,000	Residential trip that was funded with spring term PP was cancelled due to Covid-19

cookery, trips out, class based resources	school through its curriculum and extracurricular activities		All PP pupils were able to access cookery lessons and trips out. Pupil premium funded equipment needed for some pupils to participate in the Duke of Edinburgh award scheme. These pupils completed their bronze award for three sections).
Maths Support: to improve mathematical outcomes	Identified pupils allocated with online learning accounts to access learning at school and home	£1500	30 Pupil premium students accessed online learning accounts for maths. 93% of these pupils made progress within the area of maths.
Literacy Support: to improve reading	Identified pupils provided with specific reading interventions as appropriate e.g. Toe-by-Toe, DSE see and Learn	£1500	5 pupil premium students accessed personalised reading schemes and all pupils showed progress within the area of reading.
Support for Parents: books, courses, resources to use at home	Parents and carers provided with resources needed to help support their child further at home. The need for these resources will be identified through PEP and other meetings	£600	All LAC pupils met at least two of their three PEP targets as identified on PEP forms. Resources provided include Numicon sets, Zones of Regulation material, reading book sets,