

Pupil Premium: Proposed for 2020-21 financial year

(Estimated amount: £79,000)

Summary of main barriers to achievement faced by eligible pupils

Our eligible pupils have very individual barriers to learning due to their individual SEND needs which means that interventions need to be targeted on an individual basis.

1. Passive attitude towards learning - A greater proportion of our eligible pupils require an enhanced curriculum to ensure their learning is not passive and that they have access to the same experiences as non-eligible pupils.
2. Attachment and Trauma - A greater proportion of our eligible pupils require therapeutic input in order to support their trauma and attachment needs so that this is not a barrier to learning.
3. Emotional and Social Wellbeing - A greater proportion of our eligible pupils struggle with wellbeing, confidence and engagement.
4. Speech and Language - A greater proportion of our eligible pupils require speech and language support to develop effective communication and to develop social use of language skills.
5. Parental Involvement – A greater awareness of support strategies and outside agencies to encourage a partnership in learning.
6. Sensory Needs - A greater proportion of our eligible pupils require support and programmes to support their sensory needs in order that they can access learning in the classroom.
7. Attendance and Punctuality – A greater proportion of eligible pupils require additional support to main good attendance above 96%.

Objectives in spending PPG:

1. To diminish differences in progress and attainment between eligible and non-eligible pupils.
2. To increase the % of eligible pupils making good progress from their relative starting points in all the 4 areas of SEND.
3. To ensure all eligible pupils have a positive and proactive attitude towards their learning.
4. To ensure eligible pupils' attendance is in line with that of non-eligible pupils.
5. To ensure all eligible pupils are happy in school and have positive and enhanced experiences in their learning.
6. To provide enhanced curricular opportunities – in order to provide opportunities for application of basic skills, consolidate learning and deepen understanding.

The key priority of pupil premium is to raise attainment.

Review Date: April 2021

<u>Area Funded</u>	<u>Nature of Support</u>	<u>Anticipated Costings</u>	<u>Barriers being reduced</u>	<u>Measuring Impact</u>
Speech and Language Support: Employment of therapist	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 Provide support to individually identified pupils and their families. Provide training to pupils' families to help them support their children at home. Support embedding of SCERTS approach across the school	£25, 200	1, 3, 4, 5	<ul style="list-style-type: none"> - Speech and Language GAS goals for individual pupils - Staff questionnaires and feedback - SaLT reports and programmes - Attendance at parent training sessions - Pupil assessment data on communication Areas of Learning - SCERTS level stage on tracker - RAG rating of EHC outcomes relating to speech, language and communication - Learning walks and lesson observations
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.	£14, 520	1, 2, 5, 6	<ul style="list-style-type: none"> - Sensory OT GAS goals for individual pupils - Sensory OT reports and programmes - RAG rating of EHC outcomes relating to sensory needs - Learning walks and lesson observations show increase in pupils' engagement in learning
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 families with embedding strategies to support their child.	£16,000	2, 3, 5, 7	<ul style="list-style-type: none"> - Parental questionnaires - Attendance data - Family attendance at school events e.g. coffee mornings, workshops

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"> - Supporting staff development to optimise pupil attainment through including parental engagement - Audit restrictive practices at organisational level - Facilitate pupil assessments & interventions for challenging behaviour - Develop protocols around integrating PBS & EHCP targets - Promote academic, social and lifestyle competence through integrating multi-agency input - Enable transition into and across school career, minimising challenging behaviour - Facilitate agencies working together instead of against each other 	£3,000	2, 3, 5, 6 7,	<ul style="list-style-type: none"> - Individual pupil assessment - Individual PBS plan development - Multi Agency Integration - Parental engagement & behaviour support strategies - Facilitate development of organisational protocols around interventions with strategic aim for the pupil - Supervision - Consultation - Training
Therapeutic Support: Music therapy and art therapy	Fund music and art therapist/s to deliver therapeutic support to identified pupils in need	£12,000	2, 3	<ul style="list-style-type: none"> - Therapist reports - Family and staff feedback - Emotional wellbeing of pupils
Curriculum Support: residential trips, cookery, trips out, class based resources	To provide financial support to allow all pupils full access to all all opportunities offered by the school through its curriculum and extracurricular activities	£5,000	1, 7	<ul style="list-style-type: none"> - Attendance on residential trips - Lesson observations and learning walks - Pupil progress data
Maths Support: to improve mathematical outcomes	Identified pupils allocated with online learning accounts to access learning at school and home	£1500	1	<ul style="list-style-type: none"> - Maths outcomes and assessment data - Family feedback - Pupil progress meetings
Literacy Support: to improve reading	Identified pupils provided with specific reading interventions as appropriate e.g. Toe-by-Toe, DSE see and Learn	£1500	1	<ul style="list-style-type: none"> - Reading outcomes and assessment data - Pupil progress meetings
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	1, 2, 3, 5	<ul style="list-style-type: none"> - Parental feedback at meetings - PEP outcomes