

Pupil Premium: Impact for 2020-21 financial year

Amount Received: £85730

Review Date: April 2021

<u>Area Targeted</u>	<u>Nature of Support and Key Actions</u>	<u>Cost</u>	<u>Impact and Evidence</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.	£35649	<p>A large proportion of SALT input during the first lockdown period (April-July 2020) was aimed at focusing on the school curriculum for Early Years to the end of Key Stage three. The SALT liaised with subject and key stage leaders, inputting into these areas and ensuring an integrated approach.</p> <p>Input has continued to be aimed at supporting the establishment of the SCERTS framework at Ivel Valley. This has included the development of GAS goals (goal attainment scales) across the three partner levels (social, language and conversational) that are now being used in EHCP meetings for target setting.</p> <p>Targeted support was offered to the following classes over the autumn term:</p> <p>Panda, Frog, Giraffe, Dolphin, Everest</p> <p>Weekly or fortnightly sessions were provided when the SALT modelled strategies to support communication for the different partner stages. SALT has been working with myself to create '<i>SCERTS friendly class</i>' resources.</p> <p>Targeted input has also involved liaison with a range of professionals including Karin Bayley (Sensory OT), Jane</p>

		<p>Braithwaite (Visual Impairment Teacher), Emilie Smith (Complex Needs Lead) and Tom Reason (Music group).</p> <p>Sixteen students have been offered a specialist level of support over the year. These students are from all key stages and have been identified as having communication needs over and above the targeted level of support.</p> <p>The remaining fourteen students have been identified as needing a communication system. The SALT proposed trialling a different type of communication book in December 2019. These students were chosen to trial new PODD books. To date the following students have been provided with books:</p> <p>Early Years: 3 pupils</p> <p>Key Stage 2: 2 pupil</p> <p>Key Stage 3: 1 pupil (individual boards)</p> <p>Key Stage 4: 1 pupil., 1 pupil (eye gaze boards based on PODD organisation)</p> <p>Key Stage 5: 1 pupil (combination access – fist pointing and partner assisted scanning)</p> <p>A large part of the SALT input this year has been at the universal and targeted levels, integrating communication into the school curriculum. As such, monitoring of progress will be an integral part of the whole school monitoring system through a variety of processes, such as the use of <i>Evidence for Learning</i> to record progress linked to areas of learning and the EHCP review process.</p>
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<p>Sensory Integration Support: Employment of therapist</p>	<p>Employ an independent occupational therapist to support the school and its staff in meeting pupils' sensory needs to help engage them with learning.</p> <p>Assess individual pupils and provide sensory OT reports and programmes.</p>	<p>£5850</p>	<p>It has been difficult to measure the full impact of sensory OT input due to the disruption this year caused by Covid-19.</p> <p>From September 2020 to April 2021, 3 classes have been observed (of which 12 students were PP) and received input from the Sensory OT, receiving at least a 6 week block in each class. New approach seems better, with input being embedded and becoming part of the daily routine. Teacher feedback shows a greater % of pupils are more regulated within the classroom.</p> <p>Upskilled staff, including training on deep pressure input. 2 PP students had a full assessment.</p> <p>During lockdown powerpoint training sessions and google form quiz were sent to staff - number in brackets is staff who have completed the training. Topics focused on Sensory Introduction(15 staff) / Vestibular sense(15 staff) / Proprioception sense (17 staff) and Interoception sense (19 staff).</p>
<p>Family Support Worker</p>	<p>Family Support worker providing 19 hours per week of support to families whose child/ren</p>	<p>£6171</p>	<p>The family support worker was on maternity leave during 2020 and was due back in October 2020.</p>

	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.		<p>However, the FSW decided not to return to her post which meant an underspend in PP towards the FSW. Elements of the FSW role were picked up by Emily Sidhu and Ruth Ellison in FSW absence, ensuring all essential elements were covered and families that needed support still received it.</p> <p>The PP underspend towards the FSW was carried forward to enable a temporary appointment over the summer term until a hopeful new FSW appointment in Sep 2021.</p>
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 	£7000	<p>The concept of the three tier approach within PBS was introduced across the school. At tier one, the 'Golden Rules' were established and implemented school wide, linked to a clear reward system.</p> <p>PP pupils at tier 2 and 3 were begun to be supported by the clinical psychologist, helping to analyse data linked to behaviour.</p> <p>The clinical psychologist resigned from her post in Feb 2021.</p>
Therapeutic Support: Music therapy Art therapy	Fund music and play therapist/s to deliver therapeutic support to identified pupils in need	£6354	<p>During the financial year, 7 pupils accessed music therapy and which all 7 were PP funded pupils. 1 PP funded pupil accessed art therapy</p> <p>Social and emotional wellbeing of identified pupils has increased - as indicated on music and art 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 and art therapist and shared with all people involved with the young person.</p>
Curriculum Support: residential trips, cookery, trips out, class based resources, IT resources to support learning	To provide financial support to allow all pupils full access to all all opportunities offered by the school through its curriculum and extracurricular activities	£7918	<p>All PP pupils were able to access cookery lessons and trips out when Covid-19 allowed</p> <p>PP funding helped provide home learning resources such as sensory items during the pandemic to support remote learning. Feedback via Class Dojo shows active involvement of these pupils in home learning.</p> <p>Too early to assess impact of IT resources (VR headsets)</p>
Literacy support: Purchase of reading material to support PP pupils	<p>Funding given for magazine subscriptions for pupils within KS2 and KS3.</p> <p>Purchase of reading scheme material to support identified pupils</p>	£1185	<p>Increase in reading age for identified PP pupils - see PEP documents and reading age assessments</p> <p>Increase engagement in reading - see NPQSL notes from WC</p>
Maths Support: to improve mathematical outcomes	Identified pupils allocated with online learning accounts to access learning at school and home	£1500	15 Pupil premium students accessed online learning accounts for maths. All of these pupils made progress within the area of maths. This online maths program was particularly beneficial to support pupils during remote learning.
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	£450	All LAC pupils met at least two of their three PEP targets as identified on PEP forms and most met all three. Resources provided include emotional development resources, sensory items, fine motor skill resources.