

Pupil premium strategy statement

Before completing this template, you should read the guidance on [using pupil premium](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Ivel Valley
Number of pupils in school	230
Proportion (%) of pupil premium eligible pupils	31%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 - 2024/2025
Date this statement was published	Nov 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Joe Creswick, Headteacher
Pupil premium lead	Ruth Ellison
Governor / Trustee lead	Gill Needham

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 63,745
Recovery premium funding allocation this academic year	£14,790
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£795
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£79,330

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

- *What are your ultimate objectives for your disadvantaged pupils?*
- *How does your current pupil premium strategy plan work towards achieving those objectives?*
- *What are the key principles of your strategy plan?*

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress, achieve their potential across all Areas of Learning and are prepared for adulthood. Our aim is to use pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged pupils. Whilst socio-economic disadvantage is not always the primary challenge our pupils face, we do recognise there are potential challenges that disadvantaged pupils across the school when compared to their peers particularly in terms of:

- Communication Skills
- Academic attainment
- Emotional well-being and ability to regulate emotions
- Unmet attachment and trauma needs
- Social opportunities
- Parental and Carer involvement
- Attendance and punctuality
- Sensory needs

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

At the heart of our approach is high-quality teaching and provision focussed on areas that disadvantaged pupils require it most, targeted support based on robust diagnostic assessment of need, and helping pupils to access a broad and balanced curriculum.

Although our strategy is focused on the needs of disadvantaged pupils, it will benefit all pupils in our school where funding is spent on whole-school approaches, such as high-quality teaching. Implicit in the intended outcomes detailed below, is the intention that outcomes for non-disadvantaged pupils will be improved alongside progress for their disadvantaged peers.

We will also provide disadvantaged pupils with support to develop independent life and social skills and continue to ensure that high-quality work vocational link days, careers guidance and pastoral support is available to all.

Our strategy will be driven by the needs and strengths of each young person, based on formal and informal assessments, not assumptions or labels. This will help us to ensure that we offer them the relevant skills and experience they require to be prepared for adulthood.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Our observations, assessments and discussions with school staff and Speech and Language Therapists show that disadvantaged pupils generally have greater challenges around communicating their needs, wants and ideas and around social communication with their peers.
2	Our observations, discussions with families and discussions with outside professionals, indicate that disadvantaged pupils generally have more significant unmet attachment and trauma needs which need to be addressed in order for more positive emotional well-being later in life
3	Our attendance data shows that disadvantaged pupils are disproportionately represented amongst 'persistently absent' data. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
4	Discussion at multi-agency meetings with social care and information/ requests from families suggest that families of disadvantaged pupils tend to need a greater level of support to access outside services and to support their young person within the home setting
5	Through observations, conversations with pupils and their families and information shared on Class Dojo, we find that disadvantaged pupils generally have fewer opportunities to develop cultural capital outside of school
7	In class observations and incident data, suggest that disadvantaged pupils tend to find it harder to regulate their emotions and need a greater level of adult support, guidance and teaching to help regulate their emotions
8	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers
9	Our assessments, observations and discussions with pupils and families demonstrate that the education, wellbeing and wider aspects of development of many of our disadvantaged pupils have been impacted by the pandemic to a greater extent than for other pupils. These findings are backed up by several national studies

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p>Improve pupil's communication skills to enable them to socially communicate with their peers to the greatest level they are able to and to develop pupil's expressive communication skills</p>	<p>Through achievement of short term outcomes set at EHCP reviews</p> <p>This is evident when triangulated with other sources of evidence, including engagement in lessons, observations recorded within the Area of Learning: Communication on Evidence for Learning and ongoing formative assessment.</p> <p>Reports on individual pupils from Speech and Language Therapists show individual pupils are making progress</p> <p>Parent and Family feedback via family coffee mornings</p>
<p>Improve pupil's receptive language skills for disadvantaged pupils so that they can comprehend instructions and tasks to a greater level</p>	<p>Through achievement of short term outcomes set at EHCP reviews</p> <p>Observations recorded on Evidence for Learning within the Area of Learning: Communication show progress</p> <p>Reports on individual pupils from Speech and Language Therapists indicate individual pupils are making progress</p> <p>BPVS scores increase year on year for all pupils</p>
<p>Improved attainment for disadvantaged pupils in all subjects, notably reading and phonics, relative to their starting points</p>	<p>For where applicable, individual phonic assessment data and reading score data via the Salford Reading Test show disadvantaged pupils make progress year on year</p>
<p>Disadvantaged pupils persistent level of absentee has diminished and pupils attend school</p>	<p>'Persistent absentee' data shows a reduction for disadvantaged pupils</p>
<p>Disadvantaged pupils have a greater ability to be able to co-regulate and self-regulate their emotions in order that they have improved mental well-being and can attend to learning activities</p>	<p>Reduced incidents of mechanical physical restraint for disadvantaged pupils</p> <p>Through disadvantaged pupils attaining accreditations for which they have the potential to achieve</p> <p>Reduction in recorded behaviour incidents on cpoms for disadvantaged pupils</p> <p>Through achievement of short term outcomes set at the annual review</p>

	<p>Greater % of pupils engaged in learning within the classroom environments and/ or within the community. ·</p> <p>Qualitative data from student voice, parent/ carer voice and teacher/ middle leader observations</p>
<p>Trauma and attachment</p>	<p>Pupils who have received therapeutic input are better able to engage in the classroom and have more successful relationship with their peers and adults</p>

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 35,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Employment of Highly Specialised Independent Speech and Language Therapist for 10 hours per week to develop and improve pupil's communication skills across the school by providing staff training, parental/ carer sessions, creating 'communication friendly classroom environments'</p>	<p>The Communication Trust worked with the Better Communication Research Programme to develop the What Works database of evidenced interventions to support children's speech, language and communication.</p> <p>What works database (ican.org.uk)</p> <p>This has been endorsed by the Royal College of Speech and Language Therapists</p> <p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 9</p>
<p>Increase staff trained in delivering the Sounds-Write phonic program to secure stronger phonics teaching for all pupils.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>8</p>
<p>Purchase of 'See and Learn' reading intervention material and training for staff on</p>	<p>The See and Learn programmes are informed by and consistent with the latest available scientific evidence of the</p>	<p>1, 8</p>

how to deliver the intervention	children's development, learning difficulties and effective intervention https://www.seeandlearn.org/en-gb	
Training for staff to ensure standardised assessments for Salford reading test and BPVS are interpreted and administered correctly	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	8
Whole school PBS training and implementation of whole school wide PBS approach. Teacher training on approach 'Emotion Coaching'	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	2, 7, 9

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 27, 200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Introduction of Board Maker software across the school to support production of communication resources, emotional regulation resources and visuals to enable greater access to learning	Boardmaker is a complete special education platform that supports education, communication, access and social/emotional needs by creating and individualising adapted content for students with learning challenges.	9
Engaging with the National Tutoring Programme to provide face-to-face education	Tuition targeted at specific needs and knowledge gaps can be an effective	1, 9

for a disadvantaged pupil, who is high attaining compared to other peers.	method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	
Pastoral sessions	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	2, 3, 7, 9
Therapeutic sessions	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	2, 7, 9

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 16, 730

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of a family support and pastoral worker to support families	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	3, 4
Funds to support pupils attending residential trips		5

Total budgeted cost: £ 79,330

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

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. 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 'SCERTS friendly class' resources. Input has supported 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. Pupil's short term outcomes on PLPs showed progress was made within the area of communication for disadvantaged pupils. Sixteen disadvantaged 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.

Fourteen students have been identified as needing a new, more efficient 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. The introduction of PODD books is at the early stages but anecdotal evidence suggests that parents and staff like the new approach and feel that the books are easier to navigate, always a problem with the old books. A parent has also reported how her child is able to say when she is worried and why. She was also using her book to order her coffee with her Mum on a Saturday. A large part of the SALT input for the 2020/21 year has been at the universal and targeted levels, integrating communication into the school curriculum, which benefits all pupils.

During the financial year, 7 pupils accessed music therapy, of which all 7 were PP funded pupils. 1 PP funded pupil accessed art therapy. Social and emotional wellbeing of identified pupils has increased - as indicated on music and art therapy reports. Staff and parent feedback suggest pupils are more settled and benefiting from the therapeutic space. Written reports provided by music and art therapists and shared with all people involved with the young person.

All PP pupils were able to access cookery lessons and trips out when Covid-19 allowed . 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. Too early to assess impact of IT resources (VR headset)

Increase in reading age for identified PP pupils - see PEP documents and reading age assessments. There was also an Increase engagement in reading across KS3 - see NPQSL notes for project.

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.

Our assessments demonstrated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support and emotional regulation support and education for all pupils, and targeted interventions where required. We are building on that approach in our new plan

We understand the importance of measuring outcomes and monitoring pupil progress in order to shape change and identify areas for staff development. Detailed information on outcomes are shared through the annual review process and through Evidence for Learning

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that we are not funding using pupil premium or recovery premium. That will include:

- Working in partnership with local colleges and placements to provide opportunities such as taster courses, link days and mentoring to enable young people with SEN to familiarise themselves with the college environment and gain some experience of college life and study.
- Creation of a Maths Teaching and Learning Responsibility lead to develop and improve maths teaching across the school. The lead will engage with other special schools to develop the quality of maths teaching through CPD
- Creation of a senior leader responsible for PBS implementation and training across the school to support the interventions and training outlined in the above document and to liaise with outside professionals where needed and support teachers in writing and delivering PBS plans for identified pupils
- Utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- Offering a wide range of high-quality curriculum enriching activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate e.g. residential trips, community access