

Pupil premium strategy statement: Oct 2022 to Oct 2023

This statement details our school's use of pupil premium 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	244
Proportion (%) of pupil premium eligible pupils	35%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 - 2023/2024 (this plan focuses on 2022-2023)
Date this statement was published	Sep 2022
Date on which it will be reviewed	Oct 2023 Oct 2024
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	£95,242
Recover premium this academic year (estimated)	£78,362
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£173,604

Part A: Pupil premium strategy plan - 3 year plan

Statement of intent

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
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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 and reading than their peers. This negatively impacts their development as readers. National research also suggests that disadvantaged pupils have less access to texts and books within the home setting.
9	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with retention of mathematical concepts and skills

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
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	Through achievement of short term outcomes set at EHCP reviews 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. Reports on individual pupils from Speech and Language Therapists show individual pupils are making progress

	Parent and Family feedback via family coffee mornings
Improve pupil's receptive language skills for disadvantaged pupils so that they can comprehend instructions and tasks to a greater level	Through achievement of short term outcomes set at EHCP reviews Observations recorded on Evidence for Learning within the Area of Learning: Communication show progress Reports on individual pupils from Speech and Language Therapists indicate individual pupils are making progress BPVS scores increase year on year for all pupils
Improved attainment for disadvantaged pupils in all subjects, notably reading and phonics, relative to their starting points	For where applicable, individual phonic assessment data and reading score data via the Salford Reading Test show disadvantaged pupils make progress year on year Pupils in receipt of pupil premium will have access to a range of set texts within the home environment Improve attainment in maths for disadvantaged pupils
Disadvantaged pupils persistent level of absentee has diminished and pupils attend school	'Persistent absentee' data shows a reduction for disadvantaged pupils
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	Reduced incidents of mechanical physical restraint for disadvantaged pupils Through disadvantaged pupils attaining accreditations for which they have the potential to achieve Reduction in recorded behaviour incidents on cpoms for disadvantaged pupils Through achievement of short term outcomes set at the annual review Greater % of pupils engaged in learning within the classroom environments and/ or within the community Qualitative data from student voice, parent/ carer voice and teacher/ middle leader observations
Trauma and attachment	Pupils who have received therapeutic input are better able to engage in the classroom and have more successful relationship with their peers and adults

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: £ 83,820

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Employment of Highly Specialised Independent Speech and Language Therapist for 5 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>Employment of a Communication Support Worker to support the work of the Speech and Language Therapist.</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, 7</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>Training for staff to ensure standardised assessments for Salford reading test and BPVS are interpreted and administered correctly</p>	<p>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:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	<p>8</p>

School wide training on upskilling staff to work within the school's PBS approach which enables staff to create an environment in which pupils can regulate and feel safe to enable them to be receptive to high-quality teaching	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	2, 3, 7,
Retention of TLR for reading lead across the school	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: Phonics Toolkit Strand Education Endowment Foundation EEF	8
Retention of TLR for maths lead across the school	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk) There is strong evidence that teachers' pedagogical and content knowledge within specific subjects has a significant impact on pupil outcomes: What-Makes-Great-Teaching-REPORT.pdf (suttontrust.com)	9

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

Budgeted cost: £ 37, 500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of set texts which will be given to pupils in receipt of pupil premium to keep at home to share with family members	<ul style="list-style-type: none"> There is a growing body of evidence which illustrates the importance of reading for pleasure for both educational purposes as well as personal 	5, 8

	<p>development (cited in Clark and Rumbold, 2006).</p> <ul style="list-style-type: none"> • Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment (Clark 2011; Clark and Douglas 2011). • There is a positive link between positive attitudes towards reading and scoring well on reading assessments (Twist et al, 2007). • Regularly reading stories or novels outside of school is associated with higher scores in reading assessments (PIRLS, 2006; PISA, 2009). • Evidence suggests that reading for pleasure is an activity that has emotional and social consequences (Clark and Rumbold, 2006). • Other benefits to reading for pleasure include: text comprehension and grammar, positive reading attitudes, pleasure in reading in later life, increased general knowledge (Clark and Rumbold, 2006). <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/284286/reading_for_pleasure.pdf</p>	
Therapeutic sessions delivered on a 1:1 to identified pupils by an external music therapist	<p>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):</p> <p>EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)</p>	2, 7
Employment for 0.5 days per week of middle leader skilled in sensory integration to develop sensory integration programmes for identified individuals	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p>	1, 2, 7

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

Budgeted cost: £ 51, 730

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of a family support and pastoral lead to support families through signposting to other services, helping complete PCNA assessments, attending TAC meetings, supporting with attendance concerns, behaviour advice and guidance etc	<p>Schools involving parents in supporting their children’s academic learning. It includes: general approaches which encourage parents to support their children with, for example reading or homework; the involvement of parents in their children’s learning activities; and more intensive programmes for families in crisis.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	3, 4
Funds to support pupils attending residential trips or fund other curriculum activities that may incur a cost to families	Based on our experiences and our drive to ensure no pupil is disadvantaged, funding will be made available to support disadvantaged pupils in attending curriculum based activities	5
Employment of family support worker to offer pastoral support to identified pupils through weekly check ins, bereavement support etc	<p>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):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	7
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

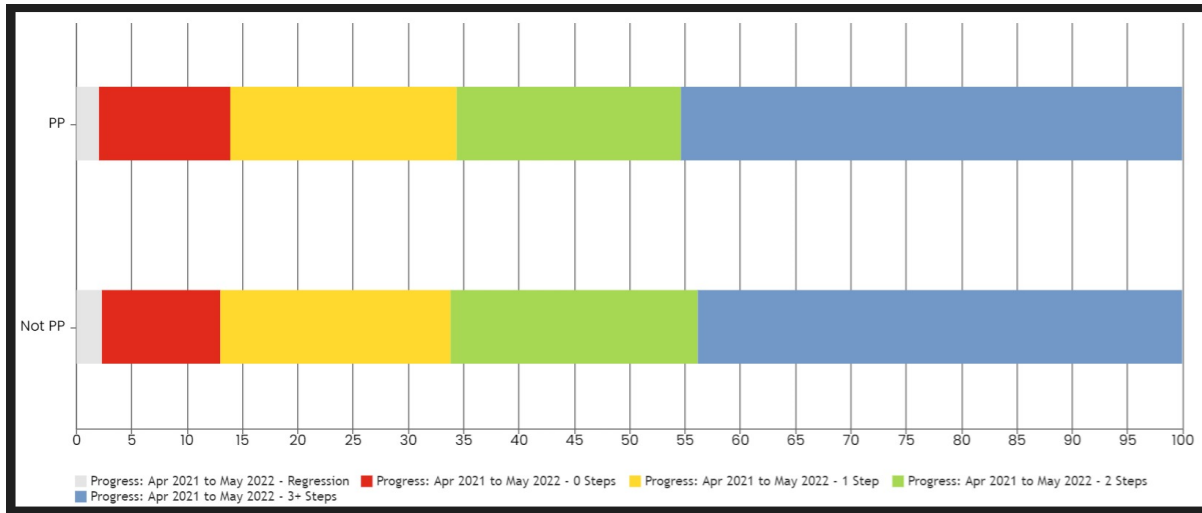
Total budgeted cost: £ 120,550

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 2021 to 2022 academic year.

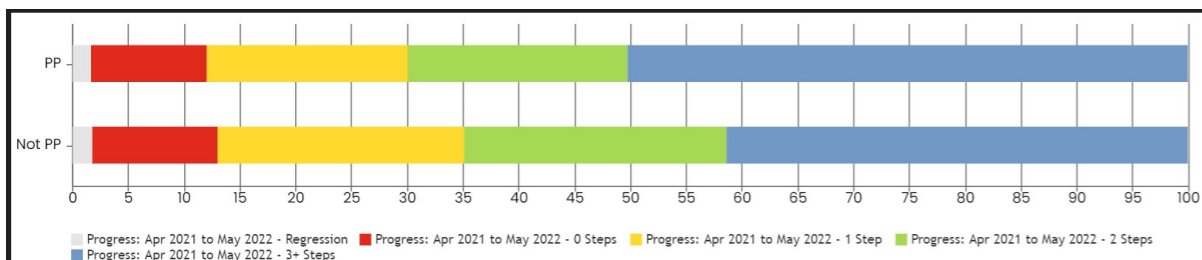
Overall attainment data



On the whole pupils in receipt of pupil premium, make progress in line with their peers on our curriculum.

Speech and Language Impact

Pupil premium pupils within the communication and language strand of the curriculum make increased progress of those not in receipt of pupil premium. This demonstrates the impact of the speech and language therapist is supporting our pupil premium pupils



Pupil's short term outcomes on PLPs showed progress was made within the area of communication for disadvantaged pupils.

Therapeutic 1:1 Intervention

During the academic year 2021-22, 6 pupils accessed music therapy, of which all 6 were PP funded pupils. Social and emotional wellbeing of identified pupils has increased - as indicated on music therapy reports. Staff and parent feedback suggest pupils are more settled and benefiting from the therapeutic space. Written reports provided by the music therapist and shared with all people involved with the young person.

Family Support

Pupil Premium funding is used to partly fund our family support team. The family support team offers support to families for a range of reasons, including completing PCNA assessments, attending TAC meetings and implementing recommendations, signposting to other services, supporting transport issues, supporting families where attendance is an issue etc.

The family support team also work directly with pupils offering pastoral support through weekly or daily check ins with pupils, offering bereavement support, emotional well being support etc

During the academic year 2021-22, the family support team supported the following number of pupils who are in receipt of pupil premium:

19 pupils supported through direct pastoral work

5 pupils and their families regarding school attendance

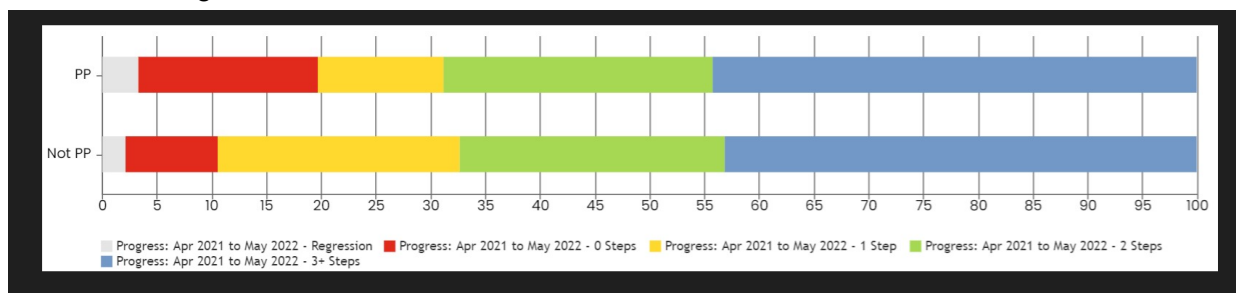
33 families were supported

Although it is difficult to evidence the impact of our family support team with quantitative data, our analysis from team meetings, parental/ carer feedback and observations demonstrate that the family support team have a qualitative impact on pupils and their families

Curriculum support

No pupil within the school has been disadvantaged in accessing a full curriculum entitlement due to financial barriers. 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.

Phonics training



The data suggests there is still a gap in the literacy area of learning for pupil premium pupils compared to non-pupil premium pupils. On analysis, the pupils who have made the least amount of progress are the pupils working at below subject-specific learning who access the Engagement Model for assessment. To support this, we have identified a middle leader with responsibility for the Engagement Model and will work in collaboration with our reading lead.

Case studies and data on pupils' PLPs show that some pupils in receipt of pupil premium have made exceptional progress within reading, for example, one pupil increased their reading age by 12 months, their comprehension age by 1 year 3 months and their BPVS score by 1 year 2 months in a 12 month period.

PBS

Our assessments and observations demonstrated that pupil behaviour, wellbeing and mental health continued to be 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 have now extended this to fall within our PBS approach and ensure our classrooms all offer a PBS environment.

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

Further information (optional)

Additional activity

Our pupil premium strategy was be supplemented by additional activity that was are not funded using pupil premium or recovery premium. This included:

- 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
- Continuation 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