

Pupil premium strategy statement: Sep 2023 to Sep 2024

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	246
Proportion (%) of pupil premium eligible pupils due to deprivation (as of March 2023)	Primary: 32 Secondary: 37.4
Number of Looked after or previously looked after pupils	Primary: 3 Secondary: 5 Sixth Form: 5
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 - 2023/2024 (this plan focuses on 2023-2024)
Date this statement was published	Sep 2023
Date on which it will be reviewed	July 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 (as stated on March 2023 update)	£101,165
Recover premium this academic year (estimated)	£83,096
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£53,604
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	£237,868

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 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 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 they receive high-quality 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.

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	<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 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</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 Pupils in receipt of pupil premium will have access to a range of set texts within the home environment</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 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</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 Staff feedback indicate they have a better understanding of attachment and trauma and the effect it has on pupils and either education</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: £ 109, 200

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Employment of Highly Specialised Independent Speech and Language Therapist for 6 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 two Communication Support Workers 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>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</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>2, 3, 7,</p>

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
School wide training on Attachment and Trauma		2

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

Budgeted cost: £ 47,500

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 development (cited in Clark and Rumbold, 2006). • 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, 	5, 8

	<p>pleasure in reading in later life, increased general knowledge (Clark and Rumbold, 2006).</p> <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: £ 64, 300

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	<p>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</p>	5

<p>Employment of family support worker to offer pastoral support to identified pupils through weekly check ins, bereavement support etc</p>	<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>	<p>7</p>
<p>Contingency fund for acute issues.</p>	<p>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.</p>	<p>All</p>

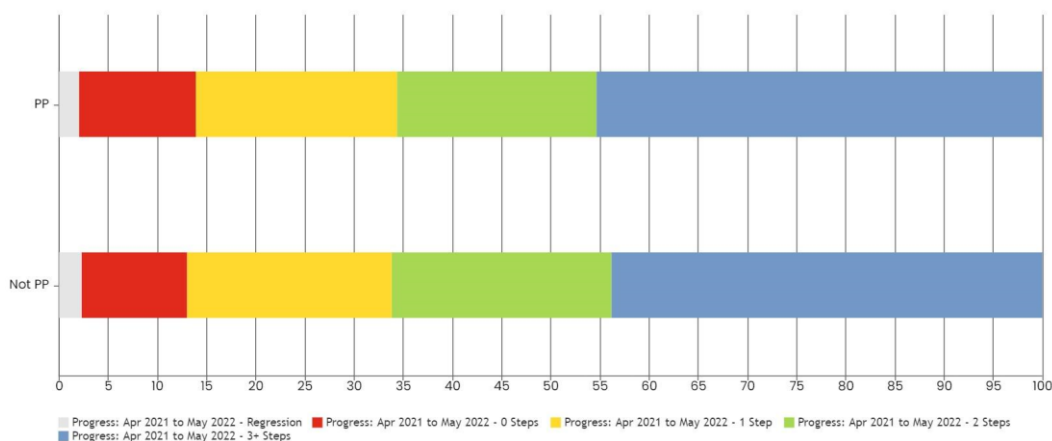
Total budgeted cost: £ 221,000

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 2022 to 2023 academic year.

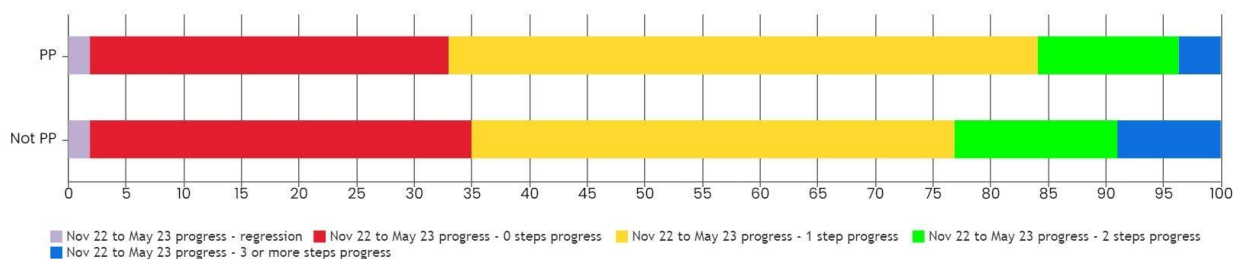
Overall attainment data



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

Speech and Language Impact

- Pupil's short term outcomes on PLPs showed progress was made within the area of communication for disadvantaged pupils. These are looked at on an individual basis
- For communication strand of the curriculum, which is another measure of progress, pupils in receipt of pupil premium, generally make in line progress with their peers up to making 1 step in progress but we need to look at targeting pupils who could make 2 or more steps in progress



- Summative assessments using British Picture Vocabulary Score (BPVS) tests, allows us to triangulate progress of our pupils and shows our input is effective

Examples of progress impact:

BPVS score increase from Spring 2022 to Spring 2023:

Primary pupil Year 5 – increase from 7 years 6 months to 8 years 7 months

Secondary age pupil – increase from 10 years 0 months to 11 years 3 months

Our universal offer, supported by the work of the Speech and Language Therapist (SALT) and Communication Support Worker (CSW), ensures all pupils have a 'voice' and that they are supported to use their voice. Staff training across the academic year 2022/23 in this area has included: Using AAC, Dysphagia, Intensive Interaction, Socially Thinking, Boardmaker training and training to specific Key Stages. This training ensures all staff have the skills and knowledge needed to deliver high quality teaching of communication skills to pupils. The impact of training has been seen in learning walks, communication audits, staff feedback and pupil progress meetings

Example of Impact of training:

Learning walk: "Staff using visuals made by the communication team to transition pupil L around different areas of the school e.g. the cooking room and playground. Pupil L has not accessed these areas in a couple of years."

Social interaction is another area where speech and language input is crucial to support our disadvantaged pupils. It enables individuals to build relationships, express empathy and compassion, and communicate their needs and desires effectively. Without speech and language input, individuals may struggle to form connections with others and may feel isolated or lonely. One entering Ivel Valley, many pupils and families express their biggest concerns is lack of friendships and feeling isolated. On the pupil survey in April 2023, the biggest factor that pupils highlighted as a positive about attending Ivel Valley was having friends.

Example of impact:

Monitoring walk: "Pupils using the greeting boards really well, supporting social interaction within the class and reducing inappropriate behaviours"

Part of the work of the speech therapist (SALT) and Communication support worker (CSW) is to not only support our universal offer but also to provide dedicated sessions across the week in targeting a particular aspect of communication. In 2022/23, this included running 'PODD' groups and 'Socially Thinking' groups.

PODD group impact:

Example of impact:

When completing the pupil survey and asked what he liked about school, Pupil C; "Pupil C pointed to pictures in his PODD book when asked this question, he pointed to Tammy Lisa, Steph, Lindsey and Ashley. He turned the page and pointed to Octopus class and sensory room. He turned the pages again and pointed to Playground and then Stop".

Communication Support worker for families impact:

Example of impact:

The SALT and CSW additionally support families who may struggle to support a pupil's communication skills at home. This is through termly Parent/ Carer workshops, targeted support and through resources on the website.

Evidence of impact:

Parent feedback: "Pupil A using a choose board created by the communication team and successfully using it to request a choice of his own at home. Previously A was not initiating".

Parent feedback on Class Dojo to attendance at SALT workshop: ""I've been practising the signs at home since learning at the meeting on Monday. I think I am doing ok. My daughter is also learning and practising with me"

Therapeutic 1:1 Intervention

During the academic year 2022-23, 7 pupils accessed music therapy, of which 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.

Slots for 1:1 therapeutic intervention are identified on a case by case basis and identification of need. For example, 1 PPG pupil was not making progress across the curriculum and we identified that his initiation skills had declined despite several interventions being tried. The pupil has begun music therapy and in the sessions has started to initiate with the instruments.

Sensory OT Impact

- Students who have required targeted input, have been based on their sensory needs requiring more input than offered at the universal level, indicating that the behaviour may be partly due to sensory dysregulation or need. Students have had collaborative input from other professionals, seeking a holistic approach to meeting the child's needs rather than viewing in isolation.
- Staff trained on how to successfully and safely deliver squashing and joint compression to students. This training supports staff in being able to co-regulate students or apply as requested, by students who are able to self regulate.
- Feedback for developing handwriting, to be used as part of the EFL handwriting assessment, allowing clear progression and next steps for all learners.
- Staff and parent training for a specific student on how to apply deep pressure. Student was seeking deep pressure in their hips. This training ensured that staff and parents were able to safely and correctly apply deep pressure input and support this student to help with his regulation.

Family Support Team (FST)

- 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. In academic year 2022/23, the FST support team directly supported 22 pupils in receipt of pupil premium by direct pastoral work.
- During the academic year 2023/24, 50 families who are in receipt of pupil premium, were supported by the family support team
- 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

Parent feedback example: "Lovely to meet you too and thank you for looking after and sorting help for us"

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.

Phonics training

Examples of impact:

Salford reading data:

PP funded pupil increased their reading age from 7 years 11 months to 10 years 4 months over a 1 year period (March 22 - March 23) and their comprehension age from 8 years 6 months to 11 years 6 months across the same time period

LAC funded pupil, increased reading age over a 2 year period:

- May 2021 - 6 years 6 months
- March 2022 - 8 years 7 months
- March 2023 - 13 years 4 months

Parent/ carer feedback: "Thank you for the amazing books we've enjoyed reading them. Thanks again"

Parent/carers feedback: "Thanks for the books he will love them"

Pupil feedback: "I have been wanting to read this book for ages. I can't wait to start it"

Attendance

Analysis of pupils in Year R - Year 11 with attendance under 90% show there is no difference between PPG pupils and non-PPG pupils. There are 66 pupils in total (as of 26/4/23) that have an attendance of below 90%, with 33 being PPG pupils and 33 pupils being non-PPG pupils.

Of the 33 PPG pupils who have an attendance below 90%:

- 12 pupils have an attendance below 80%

Of these 12 pupils there has been involvement with all pupils to help support an improvement in attendance:

5 pupils have had involvement from the family support team to support with school refusal, SEND transport issues, anxiety

2 pupils have had involvement from PBS team

1 pupil was due to SEND transport not being in place and this is now resolved and attendance has significantly improved

2 pupils- medical issues which SLT have liaised with nursing team and other medical services

1 pupil -now started brick therapy with FST

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

- 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