

Pupil Premium Funding Statement 2017 – 2018

Funding Allocation

Allocations are based on the January 2017 census. As the school is still in a period of growth, the amount of funding received for pupil premium students does not cover the number of current students who are eligible for this funding. The school is committed to ensuring that all current eligible pupils benefit from the funding to narrow the attainment gap.

Thames Valley School are diagnosed with ASD and associated sensory and communication difficulties which greatly impact on their access to learning.

Financial Year	2017 - 18	Amount per Pupil £	Total Allocation £
Number of primary pupils eligible for pupil premium	8	1,320	10,560
Number of secondary pupils eligible for pupil premium	20	935	18,700
Number of Looked After Children eligible for Pupil Premium or children from Armed Services Families	0	1,900	0
Pupil Premium Allocation Received £			29,260

Barriers to future attainment (for pupils eligible for PP, including high ability)

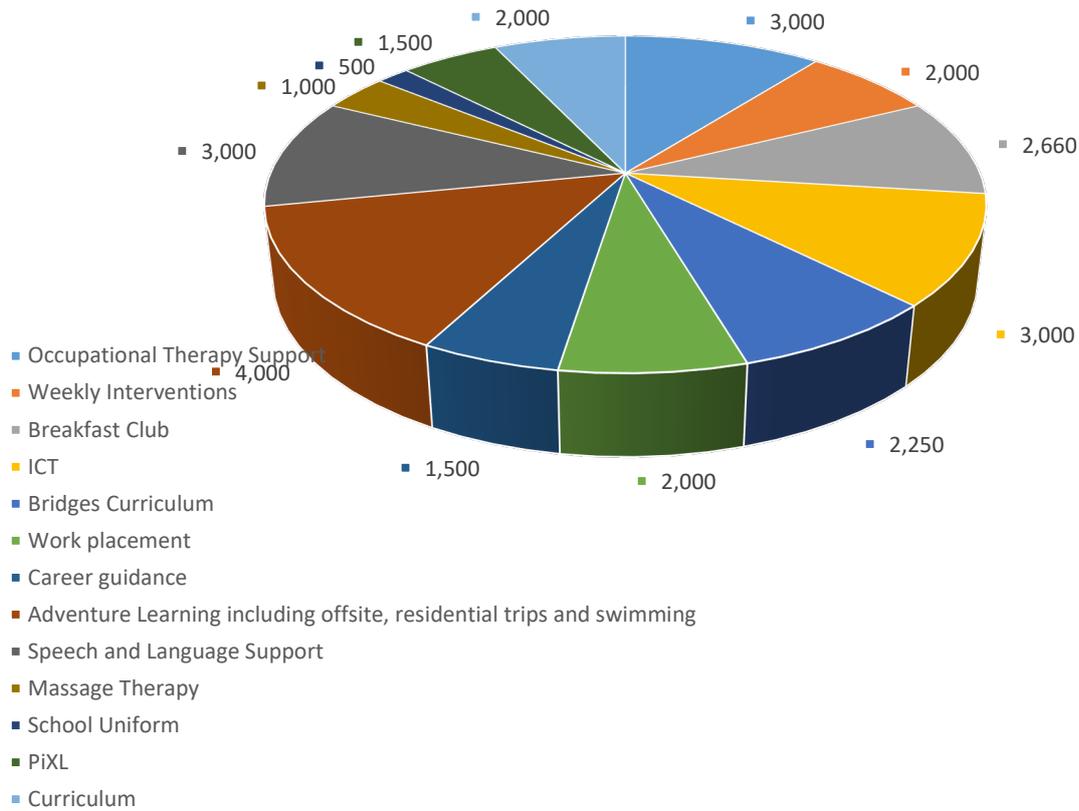
In-school barriers

- A. Poorer speech and language skills
- B. Fewer PP children achieve greater depth across both key stages
- C. Communication ,Writing and Reading comprehension skills
- D. Lower self-esteem and self-confidence affecting learning behaviour
- E. Spelling

External barriers

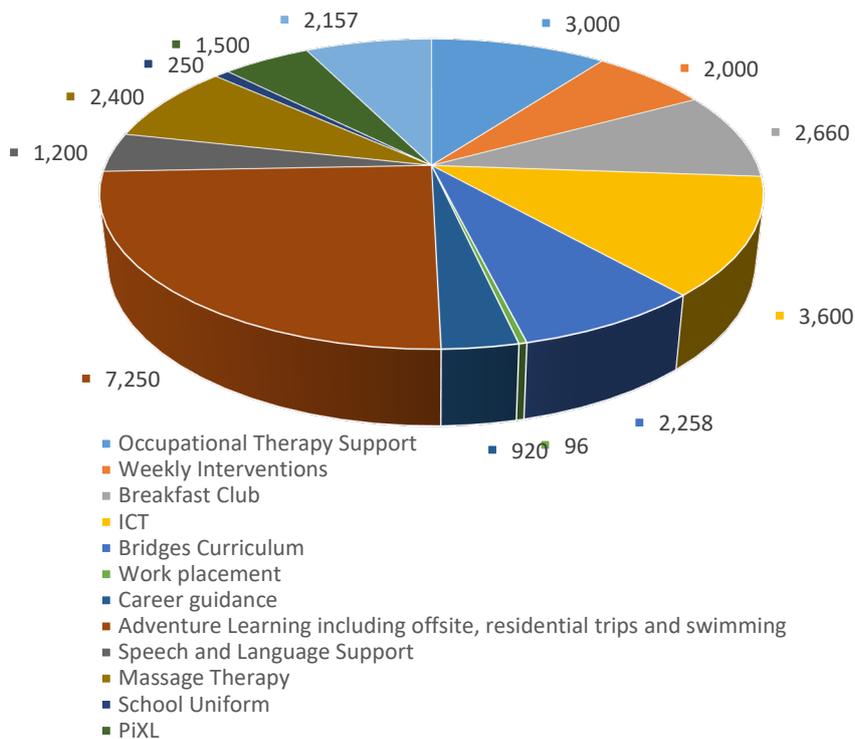
- F. Ensuring excellent attendance
- G. Ensuring access to Autism Specific Support for families
- H. Parental engagement

Pupil Premium Planned Expenditure 2017 - 18



The Chart below specifies our actual use of funding this year:

Pupil Premium Actual Expenditure 2017 - 18



Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improved progress of PP students in English and Maths	Pupil Premium students achieve in line with all students nationally.
B.	Improve attendance and engagement	Increased attendance of pupil premium students.
C.	Improved parental attendance at parents 'evenings and intervention sessions	Increased percentage of PP parents attending parents' evenings
D.	Improved progress of FSM pupils	FSM pupils achieve in line with all students nationally

Impact Statement

Intervention Activity	Intended Outcome	Impact on progress and attainment of eligible pupils
Provide laptops for those PP students where statements indicate they are needed to access learning and accelerate progress	To ensure students are provided with the necessary equipment to aid their ability to record and present their work	6 pupils in receipt of PP were identified within EHCP's as requiring laptops. This has improved engagement in lessons and supported in extended writing. This supports access arrangements for exams as the "normal way of working". 2 Exam laptops purchased which has enabled students to access public examinations.
Provide a Breakfast Club Facility for all pupil premium students	To continue to provide breakfast for pupils to settle them before school after their taxi journey to ensure that their start to the day is conducive to learning.	Students start the day with a nutritional breakfast aiding concentration and also establishing a fixed routine to the beginning of the day helping to prepare them for lessons.
Purchase Bridges Curriculum for social communication intervention	To ensure that students social, communication and emotional needs are addressed in a targeted and effective way to support learning. This has	This has been effectively led by the SaLT therapist with positive outcomes such as reduced behaviour incidents. Pupils have also progressed in their communication and speech and language development, thus boosting self-confidence and improving learning ability.
Provide travel training, work placement and extended work placement for students.	To ensure that students are able to independently travel to work and gain experience of the world of work	Students have engaged with extensive travel training to develop confidence and self-awareness of using public transport in order to access their next steps after leaving Thames Valley. Work placement and extended work placement has been planned for 2018/19 as the current cohort would not have been able to access this provision. An internal promotion to address work placements has been made.

<p>Provide independent Careers guidance from Adviza</p>	<p>To ensure that students are well prepared to make informed decisions about their chosen career path.</p>	<p>Adviza have been utilised to provide independent careers advice to all secondary students enabling them to have greater understanding about their next steps after TVS. All students have benefitted and especially the year 11 students who have received 1:1 sessions and representation at EHCP meetings where appropriate.</p>
<p>Provide an exciting Adventure Learning Curriculum & Activities Week in which the students achieve national qualifications in a range of adventurous activities.</p>	<p>To raise student confidence, self-belief and team working skills, to further raise student aspirations and willingness to try new activities.</p>	<p>The vast majority of students have actively participated in the adventure learning programme, including Primary students. Students have developed greater confidence in facing new challenges. Students clearly enjoy this aspect of the curriculum and value the opportunities. Activities to date include rock climbing, skiing, low ropes, ice skating, horse riding, archery and bowling. Student engagement with the curriculum as a whole is much improved.</p>
<p>Provision of independent Speech and Language Therapist (SaLT) support for identified students.</p>	<p>To ensure that all students, who are identified in their statements as needing SaLT input, receive their input.</p>	<p>A Speech and Language specialist has been employed full time and is working with identified students. An office space has been created for the SaLT and other professionals to work out of.</p>
<p>Provision of an independent Occupational Therapist (OT) to support identified students.</p>	<p>To ensure that all students who are identified in the EHCP as needing OT input receive their entitlement</p>	<p>An Occupational Therapist has been employed one day per week and worked with identified students to ensure their EHCP outcomes were met. This enabled students to be more focussed and has increased student engagement in lessons as they are better able to regulate themselves and have an increased range of strategies to aid concentration.</p>
<p>Purchase Occupational therapy resources</p>	<p>To equip students with the necessary resources identified in their assessment by the Occupational Therapist, limiting stress and sensory behaviours to allow students to focus on the task in hand.</p>	<p>The equipment has facilitated learning through sensory interventions. The range of equipment allows therapy to take place both in classrooms and the sensory area. Children are more regulated following intervention which reduces anxiety and increases their opportunities to thrive and achieve.</p>

Intervention Activity	Intended Outcome	Impact on progress and attainment of eligible pupils
Provision of Massage Therapy for identified students.	To provide massage therapy for identified students to help them reduce anxiety levels.	This provided dedicated time for the students to relax and had a significant impact on reducing anxiety levels leading to a reduction of restrictive physical interventions being used as a strategy.
Provision of an interactive whiteboard & projector in Art	To enhance the delivery of Art and allow students to access a broader curriculum which include creative subjects.	Students have access to wider variety of creative subjects within the curriculum. Students engagement in Art and other creative subjects has increased.
Provision of uniform for identified students	To raise self-esteem and lower any perceived differences between PP students and non PP students.	Students self-esteem has increased as they are not seen as disadvantaged from other students promoting inclusion with peers.
Membership of PiXL club which will focus on strategies to raise outcomes for students.	To ensure that staff are using different strategies to promote outcomes for students within their subject areas.	With access to training and resources staff have developed different strategies within their lessons which has promoted engagement. In particular Maths and Science have used resources within revision lessons.
Provision on individual interventions to close any achievement gaps.	To provide bespoke interventions to address any identified achievement gaps such as ELSA, Lego therapy, Positive Behaviour Support and self-techniques.	Students identified for bespoke interventions have had targeted support which has increased the confidence of students. This has enabled them to access the curriculum and further engage in learning.
Swimming sessions for all Primary Pupils	Students will have confidence in the water and aim to swim 25 metres by the end of Year 6 to keep themselves safe.	Over 80% of the students in Year 6 who accessed the swimming sessions are now able to swim 25 metres. Confidence in all students has increased.
Offsite educational visits and residential trip	To raise student confidence, self-belief and team working skills, to further raise student aspirations and willingness to try new activities. Also to allow all students to have access to all activities provided by school.	PP students have engaged and taken part in offsite educational activities offered by the school. PP students that have attended residential trip have developed confidence, self-esteem and independence.
Provision of online TUTE Business Studies GCSE	To provide a GCSE course requested by students and parents widening the curriculum offer that the school is unable to deliver via traditional methods.	Students have engaged and fully accessed the Business Studies curriculum successfully completing the first year of the course.