

**Pupil Premium Funding Statement 2018 – 2019****Funding Allocation Forecast**

Allocations are based on the January 2018 census. As the school is still in a period of growth, the amount of funding received for pupil premium pupils does not cover the number of current pupils 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 pupils are diagnosed with ASD and associated sensory and communication difficulties which greatly impact on their access to learning.

Financial Year	2018 - 19	Amount per Pupil £	Total Allocation £
Number of primary pupils eligible for pupil premium	7	1,320	9,240
Number of secondary pupils eligible for pupil premium	22	935	20,570
<b>Pupil Premium Allocation Received £</b>			<b>29,810</b>

**Barriers to future attainment (for pupils eligible for PP, including high ability)****In-school barriers**

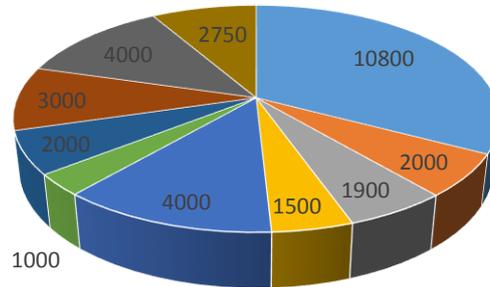
- A. Poorer speech and language skills
- B. Fewer PP children achieve greater depth across both key stages
- C. Communication ,Writing and Reading comprehension skills
- D. Lower self-esteem and self-confidence affecting learning behaviour
- E. Spelling

**External barriers**

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



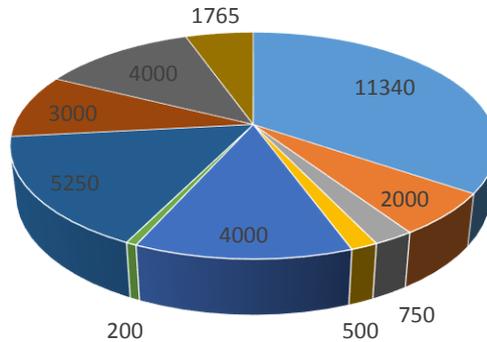
### Pupil Premium Planned Expenditure 2018-19



- MAST support
- TUTE Business Studies
- Work Placement
- Career Guidance
- Adventure Learning
- School Uniform
- HLTA interventions
- Accelerated Reader and Accelerated Maths
- Sensory Resources
- Breakfast Club

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

### Pupil Premium Actual Expenditure 2018-19



- MAST support
- TUTE Business Studies
- Work Placement
- Career Guidance
- Adventure Learning
- School Uniform
- HLTA interventions
- Accelerated Reader and Accelerated Maths
- Sensory Resources
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Planned Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Improved progress of PP pupils in English and Maths	Pupil Premium pupils achieve in line with all pupils nationally.
<b>B.</b>	Improve attendance and engagement	Increased attendance of pupil premium pupils.
<b>C.</b>	Improved parental attendance at parents 'evenings and intervention sessions	Increased percentage of PP parents attending parents' evenings
<b>D.</b>	Improved progress of FSM pupils	FSM pupils achieve in line with all pupils nationally

## Impact Statement

Intervention Activity	Intended Outcome	Impact on progress and attainment of eligible pupils
<b>Provide a Breakfast Club Facility for all pupil premium pupils</b>	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.	Pupils 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 which enables progress in attainment. Anxiety of the pupils is reduced after potentially over an hour of travelling in taxis from home to school. This has enabled the pupils to be calm and ready to engage in learning.
<b>Provide travel training, work placement and extended work placement for pupils.</b>	To ensure that pupils are able to independently travel to work and gain experience of the world of work	Pupils 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. Yr 11 pupils successfully participated in work placement schemes developing independent skills ready for their next steps. This has led to one student gaining a summer internship with a national company as part of their Neurodiversity programme before attending college Sept 2019.
<b>Provide independent Careers guidance from Adviza</b>	To ensure that pupils are well prepared to make informed decisions about their chosen career path.	Adviza will be continued to be utilised to provide independent careers advice to all secondary pupils enabling them to have greater understanding about their next steps after TVS at college.



			Yr9-11 pupils have had career meetings with Adviza and attending GCSE results day to provide further support and guidance for pupils.
<b>Provide an exciting Adventure Learning Curriculum &amp; Activities Week in which the pupils achieve national qualifications in a range of adventurous activities including Duke of Edinburgh.</b>		To raise student confidence, self-belief and team working skills, to further raise student aspirations and willingness to try new activities.	The vast majority of pupils actively participated in the adventure learning programme. Pupils developed greater confidence in facing new challenges. Pupils developed new talents and abilities. TVS has become a recognised DofE centre. Pupils have achieved ASA recognised swimming awards. Levels of confidence of the pupils has increased in taking part in other sports which has enabled them to take part in sporting competitions.
<b>MAST Support (£10800, 1/3 contribution to cost)</b>	Provision of independent Speech and Language Therapist (SaLT) support for identified pupils.	To ensure that all pupils, who are identified in their statements as needing SaLT input, receive their input.	Pupils are able to communicate their emotions and develop an understanding how to self-regulate. Pupils self-esteem, self-confidence, communication, speech and language and social interactions has increased.  MAST have been a key part of the transition process for new pupils to ease anxieties as well as supporting existing pupils.
	Provision of an independent Occupational Therapist (OT) to support identified pupils.	To ensure that all pupils who are identified in the EHCP as needing OT input receive their entitlement	
<b>Purchase additional sensory resources</b>		To equip pupils with the necessary resources identified in their assessment by the MAST team, limiting stress and sensory behaviours to allow pupils to focus on the task in hand.	The equipment facilitated learning through sensory interventions. The range of equipment allowed therapy to take place both in classrooms and the sensory area. Children are more regulated following interventions which reduced anxiety and increases their opportunities to thrive and achieve.



Intervention Activity	Intended Outcome	Impact on progress and attainment of eligible pupils
<b>Provision of uniform for identified pupils</b>	To raise self-esteem and lower any perceived differences between PP pupils and non PP pupils.	Pupils self-esteem increased as they are not seen as disadvantaged from other pupils promoting inclusion with peers. Leavers' hoodies bought for Yr 11 pupils that may not have been able to afford them to increase inclusion with their peers.
<b>HLTA to provide individual interventions to close any achievement gaps, contribution cost of Returning teacher from maternity leave working 2 days a week providing interventions for pupil premium pupils.</b>	To provide bespoke interventions to address any identified achievement gaps such as ELSA, Lego therapy, Positive Behaviour Support and self-techniques.	Pupils identified for bespoke interventions have had targeted support which increases the confidence of pupils which enabled them to make at least expected progress in line with their peers. Pupils are able to practice the right skills at the appropriate time and pace, ensuring consolidation of knowledge which has had a positive impact on progress and attainment.
<b>Provision of online TUTE Business Studies GCSE</b>	To provide a GCSE course requested by pupils and parents widening the curriculum offer that the school is unable to deliver via traditional methods.	Pupils achieved GCSE grades of 7 & 5 enabling them to gain a qualification for the subject.
<b>Provision of Read Write Inc has been ordered and a member of staff has been trained. New books ordered to supplement the revised phonics scheme.</b>	To develop higher reading which will have a positive impact narrowing any attainment gaps.	Due to delay of the course being delivered, the introduction of Read, Write, Inc has been delayed until the start of Academic year 2019/20.
<b>Revision guides purchased for GCSE subjects for external exams.</b>	To enable pupils to achieve qualifications so that they are able to continue with their further education in their	All pupils achieved a grade in all subjects entered, enabling pupils at TVS to move forward into further education.