

# Pupil premium strategy statement – Thames Valley School

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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	53
Proportion (%) of pupil premium eligible pupils	39%
Academic year/years that our current pupil premium strategy plan covers	2022-2023
Date this statement was published	November 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Stacia Pettersen
Pupil premium lead	Gemma Buley
Governor / Trustee lead	

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£23,670
Recovery premium funding allocation this academic year	£25,822
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b>	<b>£49,492</b>

# Part A: Pupil premium strategy plan

## Statement of intent

Thames Valley School is a specialist school for pupils with a diagnosis of Autism with all pupils on roll in receipt of an Education, Health and Care Plan. Our aim is for all pupils to grow in their independent skills and achieve recognised qualifications to then progress on to a secure post-16 opportunity.

Our strategy is underpinned by evidence informed research, with a focus on 3 main principles of improving outcomes: high quality teaching; removing barriers to learning through targeted support and providing wider opportunities through enrichment activities and the personal development 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 and proven interventions. Implicit in the intended outcomes detailed below, it is the intention that outcomes for non-disadvantaged pupils will be improved alongside progress for their disadvantaged peers.

Our strategy will be driven by the strengths and needs of each young person, based on formal and informal assessments. This will help us to ensure that we offer them the relevant skills and experience they require to achieve greater independence and to prepare them for the next stage of their learning journey.

## Challenges

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

Challenge number	Detail of challenge
1	Difficulty in understanding emotional literacy and self-and/or co-regulation techniques
2	Levels of anxiety in pupils can be challenging from their arrival in school in the morning, impacting their ability to access classroom learning
3	Low levels of self-esteem, confidence, and resilience impact on pupils' ability to try new experiences and participate in wider opportunities such as accessing the local community and cultural trips and visits
4	Gaps in learning due to previous educational history, or challenges arising due to inconsistent engagement in lessons and limited focus for longer periods of time

5	Due to a wide range of needs and circumstances, pupil attendance is variable and can lead to missed learning opportunities and challenges with engagement
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## 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
Pupils will make at least expected progress in core curriculum areas	All key stakeholders will be aware of the gaps in knowledge and skills that are evident in core curriculum areas and relevant interventions and teacher support will be utilised to ensure progress is made. Pupils will be entered into the most appropriate qualifications for the end of Key Stage 4 and data drops will indicate that progress is being made towards individual targets.
Pupils will have increased levels of engagement in lessons, from their individual starting points	All pupils will engage for an individually specified amount of time, as planned, enabling the pupils and teachers to maximise the use of lesson time and therefore the academic progress being made.
Pupils will have developed a wider range of self-regulation strategies, through individual therapies or other adult support, developing skills that are transferable to the classroom setting and wider community	All pupils will have developed skills and strategies which support self-regulation and will be able to utilise these (some individually, some with support) in a variety of situations. There will be a reduction in frequency and severity of behaviours that challenge.
Pupils will have opportunities to access and attend a variety of wider opportunities such as workshops and community trips	All pupils will have participated in community trips, visits or visiting workshops and experiences.
The majority of pupils will have attendance in line with national averages	Almost all pupils will have 95% attendance.

## 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: £ 10,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD in teaching and learning pedagogy, including strategies specific to teaching pupils with SEND	<p>High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children’s outcomes in the classroom.</p> <p>To improve pupil outcomes, careful attention should be paid to how PD is designed. In particular, those who design and select PD should focus on mechanisms.</p> <p>Mechanisms are the core building blocks of professional development. They are observable, can be replicated, and could not be removed without making PD less effective. Crucially, they are supported by evidence from research on human behaviour—they have been found, in contexts beyond teaching, to change practice.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development#nav-downloads">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development#nav-downloads</a></p>	1, 2, 5

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

Budgeted cost: £ 22,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Interventions and curriculum resources e.g. Power of Reading, Lexia and Kerboodle	<p>To address gaps in knowledge and understanding to support pupils in making progress academically.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/reading-programmes?utm_source=/education-evidence/evidence-reviews/reading-programmes&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=reading">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/reading-programmes?utm_source=/education-evidence/evidence-reviews/reading-programmes&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=reading</a></p>	1, 2, 5
Learning Mentors/ Trans-Disciplinary Team deliver bespoke interventions around anger management, literacy and numeracy	<p>Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p>	1, 2, 5

<p>Programme of curriculum enrichment and enhancement for pupils.</p>	<p>Enrichment promotes critical thinking and problem-solving skills, improve student's ability to concentrate, and make learning more meaningful, valuable, and rewarding. Enrichment activities are fun, which helps students to become more engaged in their learning and retain more information. Enrichment is something that all pupils should be able to benefit from and helps to make subjects more meaningful, memorable, and rewarding. This is because enrichment activities allow children to explore subjects in greater depth and use their imagination in ways that they may not be able to do in traditional lessons. A successful enrichment program will prepare children with life skills that they will need in everyday life when they are older. Evidence also suggests that involvement in extra-curricular activities may increase pupil attendance and retention.</p> <p>Life skills and enrichment   EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 2, 4, 5</p>
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 17,092

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Therapeutic support</p>	<p>To address social interaction and communication needs, develop self-esteem and confidence and increased awareness and understanding of self and co-regulation strategies, through a variety of mediums such as Music Therapy, Play and Creative Arts Therapy and Zones of Regulation</p> <p><a href="https://www.musictherapy.org.uk/evidence-base.html">https://www.musictherapy.org.uk/evidence-base.html</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a></p>	<p>1, 2, 3, 5</p>
<p>Whole staff training on behaviour management with the aim of developing our school ethos and improving</p>	<p>Approaches such as improving teachers' behaviour management and pupils' cognitive and social skills are both effective, on average. In turn, this will support with increasing engagement across the school as well as supporting pupils with a breadth of regulation strategies.</p>	<p>2, 3, 4, 5</p>

<p>behaviour across school. Continual training for whole school lead to continue to review and monitor.</p>	<p>Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</p>	
<p>Individualised rewards</p>	<p>Behaviour interventions seek to improve attainment by reducing challenging behaviour in school. This entry covers interventions aimed at reducing a variety of behaviours, from low-level disruption to aggression, violence, bullying, substance abuse and general anti-social activities. The interventions themselves can be split into three broad categories:</p> <ol style="list-style-type: none"> <li>1. Approaches to developing a positive school ethos or improving discipline across the whole school which also aim to support greater engagement in learning;</li> <li>2. Universal programmes which seek to improve behaviour and generally take place in the classroom; and</li> <li>3. More specialised programmes which are targeted at students with specific behavioural issues.</li> </ol> <p>Both targeted interventions and universal approaches have positive overall effects (+ 4 months).</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a></p>	<p>1, 2, 3, 5</p>

**Total budgeted cost: £ 49,492**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

The impact of the use of the pupil premium has been to continue to raise engagement in pupils' attending school, as well as their individual engagement in lessons and learning opportunities. The academic year 2021/2022 was impacted by COVID-19 restrictions and therefore, although some progress was made towards this, there is continued room to support disadvantaged pupils and their engagement.

Targeted Music and Creative Arts Therapy, as well as the continued embedding of the Zones of Regulation programme, has supported in providing pupils with regulation strategies. These learned approaches now need to be transferred into a variety of situations and environments for the pupils, as well as ensuring continued support is given to new pupils and those with emerging needs.

In the academic year 2021 / 2022 there were five students who were in Year 11 and engaged with the end of Key Stage 4 assessments. Students were provided with the opportunity to engage in a range of subjects including GCSEs in Mathematics, English Language, English Literature, Geography, Science Trilogy Combined Award, Computer Science, PE, Art & Design and Entry Level Certificates in Mathematics.

<b>Qualification (GCSE unless otherwise stated)</b>	<b>Number of students entered</b>	<b>% of students who scored a grade</b>	<b>% of students who scored a pass (4 or higher)</b>
English Language	5	40%	20%
English Literature	2	50%	0%
Mathematics	5	40%	20%
Science Trilogy	5	100%	20%
Geography	1	100%	0%
Art & Design	4	100%	50%
Art & Design – 3D	2	0%	0%
Computer Science	1	100%	0%
GCSE	2	100%	0%
CAMNAT iMedia	4	0%	0%

Entry Level Certificate - Mathematics	3	100%	0%
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The main barrier to students achieving a pass grade was their engagement in the examinations; this is the reasoning behind investment in supporting students with their mental health and engagement in learning (challenge numbers 2 and 3). Most students did not score a pass in the core subjects of English Language, English Literature, Mathematics and Science. To enable all students to leave Thames Valley School with a functional level of Literacy and Mathematics we are investing in key resources including Power of Reading, Lexia and Kerboodle, to increase the attainment of students and address gaps in knowledge (challenge numbers 1, 2 and 5).

At the start of the academic year 2022/2023 the student attainment profile for the Year 7 cohort was:

Subject	Not Entered	Below the Standard	Pre-Key Stage	Working Towards	Expected Standard	Exceeding the Standard
Reading	2	0	0	3	6	0
Writing	2	0	5	2	2	0
Mathematics	2	0	0	7	2	0

There are 11 students in the Year 7 cohort and of these 6 students were at Thames Valley School and were on roll during the Key Stage 2 Assessment period.

Due to the profile of the students that attend Thames Valley School and previous poor educational experiences there are often large gaps in knowledge that have arisen from poor attendance or significant periods of time out of education due to special educational needs. It is a priority at Thames Valley School to address these gaps in knowledge and ensure that all students leave Thames Valley School with functional levels of literacy and mathematics so that they can be independent adults who are able to participate fully in their communities.

Interventions will be focused across Key Stage 3 and Key Stage 4; as students join the school at different entry points. There will be a focus on developing reading fluency and understanding for those students who are part of Thames Valley School in Key Stage 2. There will be catch up programmes in place for those students who join in Key Stage 3 based on their Key Stage 2 SATs results and internal baseline data that is obtained as students start. These interventions will include schemes such as Power of



Reading, Read Write Inc and Fresh Start to ensure phonetical awareness and application.

### Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider

**Further information (optional)**

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