

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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	Valley School
Number of pupils in school	58
Proportion (%) of pupil premium eligible pupils	40%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021/22 to 2024/25
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Helen McLoughlin
Pupil premium lead	Helen McLoughlin
Governor / Trustee lead	Ian Chambers

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£29,795
Recovery premium funding allocation this academic year	£ 7,685
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	£37,480

Part A: Pupil premium strategy plan

Statement of intent

Valley School is a special school for pupils aged 2-11 with a range of complex needs and learning difficulties. Many of the children have a diagnosis of autism and/or complex medical conditions. It is these disabilities which are the primary barrier to progress and achievement. We are committed to supporting all our pupils to overcome these barriers, including those who in receipt of Pupil premium and vulnerable children including those with social workers.

Our Pupil premium strategy ensures pupils in receipt of Pupil premium as well as vulnerable pupils are not at a double disadvantage. We believe that great teaching and careful planning can make a huge impact on the outcomes of disadvantaged children. We aim to use the Pupil premium to improve teaching as this benefits all pupils and has a particular positive effect on children eligible for the Pupil premium.

Our approach will be responsive to individual needs and our activities will complement each other to support all our pupils to excel.

To ensure that they are effective, we will:

- ensure all pupils are challenged in all our teaching and learning
- act early to intervene
- adopt a whole school approach in which all staff take responsible for disadvantaged pupils' outcomes and have high aspirations for all pupils at Valley

Challenges

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

Challenge number	Detail of challenge
1	The long-term impact of the pandemic has limited the communication and interaction opportunities for our learners.
2	The long-term impact of the pandemic has limited the physical and sensory learning opportunities for our learners. National research around children with PMLD, parental feedback, our as well as multi-disciplinary team have observed this.
3	The long-term impact of the pandemic has impacted on the flexibility of thought of some children with autism and their ability to work as part of a small group.

4	The long-term impact of the pandemic has reduced the opportunities for taking part in enriching activities as well as education in the local community. This has limited some learning as well as reducing opportunities for generalising learning. Assessments and parental feedback are showing that this is having a negative impact on development.
5	Ensuring all colleagues (particularly new colleagues, part-time staff, midday assistants and bank of regular supply) access specialist training in order to maintain and develop skills, knowledge and understanding.
6	The cost of living crisis is meaning that many children need additional resources including snacks, personal care products and warmer/waterproof clothing to access learning. (New for 22-23 and continued for 23-24)

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
Communication and interaction skills developed through music therapy.	Assessments show development in personalised outcomes in music therapy.
Progress in personalised physical development learning including in warm water swimming, yoga, swimming, rebound therapy and cycling.	Assessments show improved physical development outcomes from personalised baselines.
Development of communication and interaction skills following the purchase of a specialist resource as identified by SaLT.	The resource improves personalised outcomes. For 23-24 this will include an investment in iPad and related apps for AAC.
Development of physical and sensory skills following the purchase of a specialist resource as identified by the OT.	The resource improves personalised outcomes.
Improved outcomes as basic needs are better met. (New for 22-23 and cont'd 23-24)	Improved well-being and outcomes.
Reduction in challenging behaviours and increase in access to personalised and small group learning.	Assessments show improved outcomes for a small group of learners (reduction in challenging behaviour, increase in focus on personalised and small group learning and/or increase in IEP achievement.)
Enrichment opportunities and learning in the local community lead to improved personalised outcomes.	Assessments show improved personalised outcomes.
A more highly trained workforce (particularly new colleagues, part-time staff, midday assistants and bank of regular supply)	More staff trained in more specialist areas.

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: £ 13,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Music therapy	This is an established Pupil premium strategy. It is engaging and develops communication and interaction skills. Pupil premium children have comparative rates of progress to none Pp pupils.	1,3,4
Animal therapy	Extending a successful trial so that children overcome fear of animals/ build positive relationships with animals and have different activities to embed their communication skills in.	1,3,4
Specialist resources	Pupil outcomes from previous spends. Assessment information.	1
Training	Specialist training increases understanding and impact on pupil outcomes.	5

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

Budgeted cost: £ 18,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of additional, familiar staff to deliver/support specific sessions including Rebound Therapy, warm water swimming, swimming at the local pool, local walks, cycling and local visits.	The children need very high staffing ratios to access such learning. Increased staffing allows more children to access such learning and for more time.	1,2,4
Purchase of additional hours from a familiar	Additional targeted support increases pupil outcomes.	1,2,3,4

member of staff to support some pupils in one class.		
SEN yoga	<i>Children's regulation, wellbeing and relationships developed through 1:1 or small group yoga (New for 22- 23)</i>	1,2,4
Purchase of iPad and related apps for AAC.	SaLT advised. Significant personalised progress on paper-based communication systems. Motivation of technology.	1

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

Budgeted cost: £ 6,480

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teacher planned and delivered enrichment activities including therapy pets, visiting theatre company, Step 3 outdoor pursuits residential and enrichment days.	Children can access diverse activities within the familiarity and of the school environment. Teacher planned enrichment increases pupil outcomes.	1,3,4
Increased off site educational visits.	New and engaging activities promote learning.	1,2,3,4
Personalised (cost of living related) resources purchased (The allocation has been increased for 23-24 as needs have increased)	Warm and waterproof clothing makes children keener to play outside and this improves wellbeing. A wider range of snack foods including soft fresh fruit means children are eating more healthy food that they enjoy and more options for choice making. Favourite snack food too for communication and motivation. Clothes and resources to support personal development including toilet training.	6

Total budgeted cost: £ 37,480

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.

Achievement of Pp group in terms of IEP as well as annual review targets was comparative to the whole school average.

Overall Progress	Whole School	Pupil premium	Non-Pupil premium
Very Good	70%	67%	72%
Good	23%	28%	21%
Good (or above)	93%	95%	93%
Less Than Good	7%	6%	8%

Music therapy was accessed by most Pp children.

Child A - when the teacher who used to play piano at assembly left, Child A volunteered and now accompanies the school as they sing our weekly Friday's here song. Can now sing I will survive.

Child B - developed her pitched singing voice

Child C His awareness of his peers developed and he often teams up with others in the group to form musical partnerships

Specialist resources – this included an iTalk4 to allow a child to make choices about the music she wanted to be listening and watching on the whiteboard.

Training – staff accessed a wide range of training outside of the annual CPD including Positive Looking Training, Pool rescue training and communication and interaction training.

Additional staffing supported a range of activities leading to increased confidence and safety in walking around the locality, cycling at a local park with parents joining them there as part of Sports Day celebrations and rebound therapy that included development of communication skills (switching to request more). One class had an

additional 0.5 member of their team that supported wellbeing leading to improved personal outcomes.

SEN yoga – led to reduced medical interventions for one child during session and improved regulation

Assisted animal therapy – developed confidence around a range of animals and communication skills

Theatre Company (Bamboozle) – engagement and awe and wonder during onsite v small grouped performances

Bendrigg residential – 4 day residential on Lake District, access to adventurous activities

Enrichment days – whole school cohesion through Eurovision Song Contest themed days

Off site visits including classical music at Bridgwater Hall

Personalised cost of living related resources – including wide range of snack foods and some clothing

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Music therapy	Nordoff Robbins
Animal assisted therapy	Inspiring Animal Therapy