

Pupil Premium Funding Statement 2019 – 2020

Funding Allocation Forecast

Allocations are based on the January 2019 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	2019 - 20	Amount per Pupil £	Total Allocation £
Number of primary pupils eligible for pupil premium	2	1,320	2,640
Number of secondary pupils eligible for pupil premium	22	935	20,570
Number of Looked After Children eligible for Pupil Premium or children from Armed Forces Families	3	2,300 (LAC)	6,900
Pupil Premium Allocation £			30,110

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

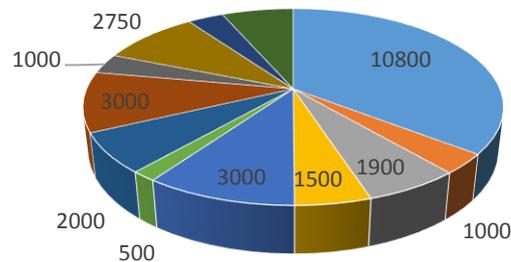
In-school barriers

- 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
- Work Placement
- Adventure Learning
- HLTA interventions
- Food technology Support
- Educational Visits
- Bridges Curriculum
- Career Guidance
- School Uniform
- Accelerated Reader and Accelerated Maths
- Breakfast Club
- Sensory Resources

Planned Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improved progress of PP pupils in English and Maths	Pupil Premium pupils achieve in line with all pupils nationally.
B.	Improve attendance and engagement	Increased attendance of pupil premium pupils.
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 pupils nationally

Planned Impact Statement

Intervention Activity	Intended Outcome	Impact on progress and attainment of eligible pupils
Provide a Breakfast Club Facility for all pupil premium pupils (£2,750)	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 will 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 will enable progress in attainment.
Provide travel training, work placement and extended work placement for pupils. (£1,900)	To ensure that pupils are able to independently travel to work and gain experience of the world of work	Pupils will engage 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. Pupils

			will successfully participate in work placement schemes developing independent skills ready next steps.
Provide independent Careers guidance from Adviza (£1,500)		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.
Provide an exciting Adventure Learning Curriculum & Activities Week in which the pupils achieve national qualifications in a range of adventurous activities including Duke of Edinburgh expeditions. (£3000)		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 will actively participate in the adventure learning programme. Pupils will develop greater confidence in facing new challenges. Pupils will develop new talents and abilities.
MAST Support (£10800, 1/3 contribution to cost)	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 will be 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 will increase.
	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	
Purchase additional sensory resources (£2000)		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 will facilitate learning through sensory interventions. The range of equipment will allow 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.

Intervention Activity	Intended Outcome	Impact on progress and attainment of eligible pupils
Provision of uniform for identified pupils (£500)	To raise self-esteem and lower any perceived differences between PP pupils and non PP pupils.	Pupils self-esteem will increased as they are not seen as disadvantaged from other pupils promoting inclusion with peers.
HLTA to provide individual interventions to close any achievement gaps. (£2000)	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 will have targeted support which increases the confidence of pupils which will enable to make at least expected progress in line with their peers. Pupils will be able to practice the right skills at the appropriate time and pace, ensuring consolidation of knowledge having a positive impact on progress and attainment.
Introduction of Bridges programme to develop Speech and Language Support further. (£1000)	To support the development of speech, language and communication skills	To aid communication and speech and language development, thus boosting self-confidence and improving learning ability across all curriculum areas.
Provision of Accelerated Reader and Accelerated Maths programmes plus new books to support. (£3000)	To develop higher reading and mathematical skills which will have a positive impact narrowing any attainment gaps.	To boost attainment in both literacy and numeracy with the aim of pupils making at least expected progress.
Food technology support (£1000)	To provide cooking ingredients for food technology lessons	To give pupils the full opportunity to learn skills for the future towards independent living skills and life skills.
Educational Visits (£1000)	To subsidise educational visits for eligible pupils	To give pupils the opportunity to participate in visits which they would otherwise be unable to participate in. To boost confidence, self-esteem, team skills and develop new talents and abilities.