



## Pupil Premium Strategy Statement 2020 - 2021

### School overview

Metric	Data
School name	Mill Water School
Pupils in school	118
Proportion of disadvantaged pupils	36%
Pupil premium allocation this academic year	£42,845
Academic year or years covered by statement	2020 - 2021
Publish date	September 2021
Review date	September 2022
Statement authorised by	Sarah Pickering
Pupil premium lead	Lynne Hasell
Governor lead	

### Disadvantaged pupil barriers to success

All Mill Water pupils have Education Health Care Plans which identify their complex needs and difficulties, particularly in relation to communication and interaction, emotional literacy and resilience, cognition and learning, social/emotional and mental health.

### Strategy aims for disadvantaged pupils - academic achievement

Aim	Evidence of impact	Target date
Pupils make progress in their speech and language programmes  Pupils improve their communication skills.	Evidence for Learning shows that all pupils taking part in S&LT programmes make good progress, both at school, at home and where possible, in the community	July 2021 and beyond

## Strategy aims for disadvantaged pupils – wider outcomes (e.g. independence)

Aim	Evidence of impact	Target date
Pupils' mental health and well being improve	Levels of engagement with learning outside the classroom will impact on pupils' achievements within the classroom. Behavioural incidents will decline.	July 2021 and beyond
Children with multisensory impairments will be better supported across the school day.	Children with MSI will have consistent support throughout the day from staff who have a deep understanding of their needs and what strategies to use to support them.	July 2021
Children will feel safe, grounded, embodied, comfortable in their own skin and connected. They will be better able to engage with the whole curriculum.	Children who participate in yoga sessions will have improved mental health and physical well being.	July 2021
Children will develop gross motor skills, improved cardiovascular health	Children who participate in trampolining sessions will have improved core strength, and improved gross motor skills.	July 2021

## Teaching priorities for current academic year

Measure	Activity
Priority 1	Part fund Communications Specialist and Communications Assistant who will oversee the delivery of one to one and small group Communications sessions, as well as offering support and advice to class teachers in how best to support their pupils with their communication and interaction needs.
Barriers to learning these priorities address	Difficulty in speech articulation, generalising information, understanding abstract language, verbal exchanges; inability to use knowledge and skills functionally; difficulty understanding the rules of social interaction; difficulties with receptive and expressive vocabulary; speaking and understanding at a single word or phrase level; difficulty in formulating an oral sentence; difficulty understanding words, sentences and instructions.
Projected Spending	£28,845

## Wider strategies for current academic year

Measure	Activity
Priority 1	Weekly yoga sessions for identified pupils
Priority 2	Regular outdoor learning sessions for all pupils
Priority 3	Trampolining sessions for identified pupils
Priority 4	Train 12 members of staff in supporting pupils with multisensory impairments
Barriers to learning these priorities address	Lack of resilience, confidence, difficulty learning new skills, poor mental health, poor physical health, multisensory impairments
Projected spending	£20,000

## Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Ensure sufficient time is given over to allow for staff professional development	Use INSET days and provide additional cover
Targeted support	Ensure sufficient time for Communications Lead to plan, organise and assess her time	Protect 3 days given to delivering one to one and small group sessions
Wider strategies	Protect time of outdoor learning staff	Only use outdoor learning staff to cover TA absence as a last resort.

## Review: last year's aims and outcomes

Aim	Outcome
Provision of additional communication therapies	Steady improvement in disadvantaged pupil progress from 2020 - 2021
Provision of additional outdoor activity sessions to help pupils build self-esteem, assess risk and develop independent skills	Steady improvement in disadvantaged pupil progress from 2020 - 2021
Provision of additional therapeutic interventions	Steady improvement in disadvantaged pupil progress from 2020 - 2021

## Evidence to support chosen activities

<p><b>smiLE Therapy</b> help pupils to manage real situations, such as in an office, in the workplace, in a cafe, asking for help and directions etc with confidence.</p>
<p>Through <b>brick building therapy</b>, pupils will have opportunities to improve their ability to communicate with others, express their feelings, change their behaviour, develop problem-solving skills and develop a relationship with the world around them.</p>
<p><b>Attention All</b> sessions enable pupils to engage attention, improve joint attention, develop shared enjoyment in group activities and increase attention in adult-led activities. Sessions encourage spontaneous interaction in a natural group setting and increased non-verbal and verbal communication through commenting.</p>
<p>All pupils, whatever their learning or physical needs, should have a <b>positive outdoor experience</b>, either through play or through more structured sessions. Our rural setting means that we can offer opportunities to grow food and plants, observe wildlife and build structures, without going off site. Our orchard area offers a huge range of curriculum opportunities, including managing the environment, observing wildlife, observing the changing seasons and weather, sensory opportunities, picking apples, cooking with apples, making apple juice, community ventures, collaboration with other schools.</p> <p>Our various gardening areas allow pupils opportunities to work outside, preparing ground, weeding, planting, growing, harvesting, then cooking and eating.</p> <p>Pupils have opportunities to build structures using natural materials. All pupils can enjoy our wheelchair accessible treehouse.</p> <p>For some pupils who experience challenging behaviour, working outside can have very positive outcomes. It also provides opportunities for pupils to explore risk taking in a safe, structured way, and to learn how and when to trust others.</p>
<p><b>Pupils with complex/sensory needs</b> will receive the best possible support to access the curriculum. Staff who have been trained will have an understanding of the causes and implications of deafblindness; visual and hearing impairment; communication and touch interaction; the role of the intervenor; mobility and orientation; interactive environments.</p>
<p>Weekly <b>yoga sessions</b> support pupils to feel safe, grounded, embodied, comfortable in their own skin, calm and connected.</p> <p>Deep regulated breathing exercises help pupils' speech, health, emotions, well-being, mood, quality of sleep and ability to relax.</p> <p>Mindful practice helps pupils to develop body awareness as well as concentration.</p> <p>Deep relaxation helps all the systems of the body.</p> <p>Using movements with the rhythm of singing helps to develop concentration and memory, hand to eye co-ordination and motor planning</p>
<p><b>Trampolining</b> offers pupils a low impact, high cardiovascular, resistance workout. Through the movement experienced on the trampoline, pupils develop key skills, including gross motor skills, independence, relationships, awareness, communication, cognition, perception and enjoyment. It also allows them to work on specific medical conditions.</p>