



# Mill Water School

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## Pupil Premium Grant Report 2019 – 2020

Number of pupils and Pupil Premium Grant (PPG) received	
Total number of pupils on roll	117
Total number of pupils eligible for Pupil Premium Grant	41
Total amount of Pupil Premium Grant received: 2019-2020	£49,540

### What is the Pupil Premium Grant (PPG)?

The Pupil Premium Grant (PPG) is a sum of money allocated to local authorities and schools with pupils on roll who are or have been eligible for free school meals (FSM) at any time in the last six years. It is also made available for pupils who are or have been Service Children at any time in the last four years. Looked After Children and Post Looked After Children also receive pupil premium. It applies to pupils from Year R to Year 11.

Schools are allocated a Pupil Premium Grant on the basis that it will enable them to “Close the Gap” between the attainment of disadvantaged pupils and the rest of the pupils on roll. Schools can allocate the grant, which is additional to the core school budget, in ways they think will best achieve this end. Schools have a responsibility to report on their use of the Pupil Premium Grant.

### Pupil Premium Strategy

At Mill Water School, all our pupils have an EHCP and all have severe learning difficulties; 46% also have ASD with associated speech and communication difficulties; 11% have profound and multiple learning difficulties. We believe that all our pupils are disadvantaged because they all have to overcome significant barriers to learning. These barriers exist regardless of poverty. Staff at Mill Water School strive to overcome these barriers through individualised curriculums, therapies and interventions.

<b>Barriers to learning for pupils with SLD</b>	<b>Desired Impact – pupils will:</b>
<ul style="list-style-type: none"> <li>acquiring new skills, particularly in literacy and numeracy</li> <li>retaining and applying learning</li> <li>dealing with abstract ideas</li> <li>forming concepts, especially when information requires first hand sensory experiences</li> <li>phonological and short term memory</li> <li>specific skills such as sequencing, ordering, word finding</li> <li>speech and language eg generalising information, understanding abstract language, verbal exchanges</li> <li>fine or gross motor skills</li> </ul> <p>which can all lead to regular episodes of frustration and evidence of damage to self-esteem.</p>	<ul style="list-style-type: none"> <li>improve their listening and attention skills</li> <li>improve short term memory</li> <li>increase their ability to retain key instructions and information</li> <li>develop a bank of secure concepts</li> <li>apply learning in familiar contexts</li> <li>engage in more independent learning</li> <li>develop clear approach/strategies of what to do when unsure or unclear about learning</li> <li>record information in a variety of ways</li> <li>reduce their levels of anxiety</li> <li>decrease the number of frustrated and/or aggressive behaviours</li> <li>enjoy improved levels of social inclusion</li> <li>enjoy increased confidence and self esteem</li> <li>increase in engagement levels and motivation</li> <li>increase in independence and life skills, including resilience</li> </ul>

<b>Barriers to learning for pupils with ASC may include:</b>	<b>Desired Impact – pupils will:</b>
<ul style="list-style-type: none"> <li>inability to cope with unstructured social situations, including transitions</li> <li>inability to use knowledge and skills functionally</li> <li>difficulty predicting others and understanding their motives</li> <li>inability to read the facial expressions of others</li> <li>rigid thinking, including strong routines and rituals</li> <li>difficulty understanding the rules of social interaction</li> <li>attention focused on own needs and interests</li> <li>extreme reactions, rather than a graded response</li> <li>inability to cope with close proximity to others</li> <li>physical outbursts if stressed, eg another pupil gets too close, toy taken away</li> <li>lack of response inhibitions, eg can't wait, shouts out, runs off</li> <li>physically challenging behaviour</li> <li>unusual reactions to sensory stimuli</li> <li>difficulties with independence skills, such as dressing, toileting, eating</li> </ul>	<ul style="list-style-type: none"> <li>engage more in learning</li> <li>cope better with transitions</li> <li>enjoy increased levels of social inclusion</li> <li>enjoy a reduction in distressed behaviours</li> <li>apply skills learned in social group to wider school situations</li> <li>enjoy improved friendships</li> <li>enjoy greater participation at playtime with less adult intervention</li> <li>improve production of speech sounds</li> <li>use language correctly eg plurals and tenses</li> <li>move on from speaking in single phrases to using sentences</li> <li>develop a wider vocabulary, including core, extended and subject words</li> <li>improve levels of factual understanding and/or inference</li> <li>follow longer instructions</li> <li>extend their range of words and sentences in writing</li> <li>improve phonological awareness – syllables, rhyme, phonemes</li> <li>improve their communication skills</li> <li>improve their comprehension of basic language, instructions and expectations</li> </ul>

<ul style="list-style-type: none"> <li>• using echolalia, rather than meaningful language</li> <li>• using speech which may be incomprehensible to an unknown adult or peer</li> <li>• severe difficulties with receptive and expressive vocabulary</li> <li>• speaking and understanding at a single word or phrase level</li> <li>• difficulty in formulating an oral sentence</li> <li>• severe difficulty understanding words, sentences and instructions</li> <li>• very early levels of literacy</li> </ul>	
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Our strategy is to use our Pupil Premium funding to help remediate these barriers. We do this by funding a range of therapeutic interventions that benefit pupils in receipt of pupil premium and acknowledge that other pupils who are not in receipt may also benefit from this additional funding as well.

**In 2019 - 2020, we used our Pupil Premium Grant in the following ways:**

- Provision of additional communication therapies
- Provision of additional outdoor activity sessions to help pupils build self-esteem, assess risk and develop independent skills
- Provision of additional therapeutic interventions
- Provision of additional sensory activities
- Funding for specific needs of named pupils

Provision	Spend	Impact
Specialist Communication TA	£12,720	Under the Guidance of our Speech and Language Therapist, the Specialist Communication TA has been able to offer a range of therapies (smiLE, lego, Attention All), in addition to delivering speech and language programmes to named pupils.
Communications Assistant	£6,443	<p>smiLE Therapy has helped 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 brick building therapy, pupils have had 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>Attention All sessions are enabling pupils to engage attention, improve joint attention, develop shared enjoyment in group activities and increase attention in adult-led activities. Sessions have encouraged spontaneous interaction in a natural group setting and increased non-verbal and verbal communication through commenting.</p>

Yoga Teacher	£2,026	<p>Weekly yoga sessions have supported pupils to feel safe, grounded, embodied, comfortable in their own skin, calm and connected.</p> <p>Deep regulated breathing exercises are helping pupils' speech, health, emotions, well-being, mood, quality of sleep and ability to relax.</p> <p>Mindful practice is helping pupils to develop body awareness as well as concentration</p> <p>Deep relaxation is helping all the systems of the body.</p> <p>Using movements with the rhythm of singing is helping to develop concentration and memory, hand to eye co-ordination and motor planning.</p>
Specialist Outdoor Education TA / Assistant	£14,196 £8,903.70	<p>It is our intention that all pupils, whatever their learning or physical needs, should have a positive outdoor experience, 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. We have used our Specialist Outdoor Education TA to facilitate this.</p> <p>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 had 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>
Riding for the Disabled	£240	Horse riding with RDA has delivered physical benefits, boosted confidence, improved communication skills and helped to build relationships for some eligible pupils.
Trampolining Sessions	£150	Trampolining 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>Trampolining/Rebound Therapy offers:</p> <ul style="list-style-type: none"> <li>• A dynamic physio – working the body to improve bodily function, coordination, head control</li> <li>• balance and saving reactions</li> <li>• Improved cardio-vascular fitness</li> <li>• Improved core and limb strength</li> <li>• Increase or decrease in muscle tone</li> <li>• Increased use of the two extra senses – vestibular and proprioceptional</li> <li>• Acquisition, use of and evaluation of new physical skills</li> <li>• Improved lung function, lymphatic drainage and cough reflex</li> <li>• Opportunities for functional communication</li> <li>• A high energy work-out with simple commands and communication for ASD and ADHD pupils</li> <li>• Increased confidence and self-esteem</li> </ul>
Individual Pupil Needs	£427.49	Throughout the year we purchase items to meet the basic hygiene or other needs of individual pupils. We also incurred costs associated with provision of interpretation services for a family for whom English is a second language, payment for a passport to allow inclusion on an overseas trip, hiring of rooms to allow for Annual Reviews to happen locally when a parent has no means of getting to school, and payment for taxis to allow parent to attend Annual Review at school.
Staffing for Individual Pupils	£4,198.37	This has allowed us to staff pupils 1:1 on occasions, as required.
CVI Needs	£20.01	Our QTVI has been able to purchase resources which will assist pupils with significant visual impairment – lights and coloured discs and slinkies.
Educational Visits	£176.63	<p>Year 10 and 11 pupils benefited from a trip to Magdalen Farm in Somerset, where they were able to connect with nature and animals - and learn about where their food comes from. They were able to participate in a project on sustainability.</p> <p>Pupils across the school have been able to access the local community to work on social and independence skills.</p>
Travel Training	£39	Year 11 pupils have benefited from trips into Exeter, using public transport (trains and buses), in order to develop vital independence skills before they move on to college. They have also been able to work on money skills by purchasing refreshments, map reading skills, social communication and appropriate behaviour. This means that pupils will be better equipped to function independently in the next phase of their education.

## **How the Governing Body holds school leaders to account for the spending of the PPG**

The Headteacher and Senior Leaders report to the Full Governing Body on the analysis of pupil progress and attendance data. The progress of the group of pupils eligible for PPG is closely monitored and compared to that of the whole school.

## **Outcomes for pupils eligible for Pupil Premium Grant: 2019 – 2020**

Mill Water School usually undertakes bi-annual analysis of pupil progress, including that of pupils eligible for pupil premium and Looked after Children. During this period, analysis only happened once, in January 2020. This analysis shows the following:

<b>Pupils making expected or more than expected progress</b>	<b>Pupil Premium</b>	<b>Non Pupil Premium</b>
<b>Literacy - Reading</b>	<b>62%</b>	<b>73%</b>
<b>Maths - Number</b>	<b>70%</b>	<b>58%</b>

The data is based on information taken from a new assessment system which is still being embedded. There has been no appreciable gap between pupil premium and non pupil premium pupils for the previous five years.

## **How do we intend to spend PPG during the school year 2020 – 2021?**

Anticipated allocation: £43,000

We will continue to spend our pupil premium funding to

- raise attainment and ensure that our pupils eligible for pupil premium funding continue to make progress across the curriculum in line with those who do not
- build self-esteem and self-concept through tailored activities
- widen enrichment opportunities
- ensure attendance for eligible pupils remains at the same level as non-eligible pupils
- provide additional communication therapies
- provide additional outdoor activity sessions to help pupils build self-esteem, assess risk and develop independent skills
- provide additional therapeutic play and behaviour interventions
- provide additional sensory activities
- enable pupils to benefit from attendance on residential
- purchase items to meet the specific needs of named pupils

We will use catch up funding to employ a literacy tutor to deliver and support multisensory structured phonics sessions.