



Mill Water School

Preparation for *their* best future

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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 2021/2022	Data 2022/2023
School name	Mill Water School	
Number of pupils in school	114	121
Proportion (%) of pupil premium eligible pupils	37%	35%
Academic year/years that our current pupil premium strategy plan covers	2021/2022 – 2024/2025	
Date this statement was published	December 2021	December 2022
Date on which it will be reviewed	December 2022	December 2023
Statement authorised by	Sarah Pickering. Headteacher	
Pupil premium lead	Lynne Hasell	
Governor	Julie Cornwell	Maggie Carter

Funding overview

Detail	Amount 2021/2022	Amount 2022/2023
Pupil premium funding allocation this academic year	£46,020	£54,950
Recovery premium funding allocation this academic year	£11,500	£10,895
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0	£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	£57,520	£65,845

Part A: Pupil premium strategy plan

Statement of intent

At Mill Water School, our aim is to use pupil premium funding to help us achieve and sustain positive outcomes for all pupils.

All pupils have Education, Health and Care Plans (EHCPs) which identify their complex needs and difficulties, particularly in relation to communication and interaction, physical and sensory difficulties, cognition and learning and social/emotional and mental health. This makes complexity of need a greater indicator of disadvantage than socio-economic factors; financial disadvantage is not the primary challenge our pupils face. We do, however, recognise that there is an education wide definition of disadvantage which is based on socio-economic factors and is the basis on which the pupil premium grant is made. Our strategy therefore takes this into account.

It is interesting to note that our data analysis over recent years has generally shown socio-economically disadvantaged pupils achieve at the same level as their non socio-economically disadvantaged peers, thereby validating our approach.

At the heart of our approach is high-quality teaching for all, targeted support based on robust assessment of individual need, and helping identified pupils achieve regulation and improved well-being through a range of therapeutic interventions. This means that all pupils benefit from the pupil premium funding in some way, with disadvantaged pupils benefitting in particular.

Our strategy is driven by the needs and barriers to learning of each individual pupil, based on formal and informal assessments, not assumptions or labels.

Challenges

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

Challenge number	Detail of challenge
	All Mill Water pupils have Education, Health and Care Plans which identify their complex needs and difficulties, particularly in relation to:
1	communication and interaction
2	cognition and learning
3	social/emotional and mental health
4	physical/sensory difficulties

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
Improved communication and interaction	Communication Specialist and Assistants report good or better progress for pupils who have and Speech and Language Programmes/Speech and Language targets written into their EHCPs. We will look for progress at school, at home and, where possible, in the community.
Pupils on independent pathway make greater progress in reading	Literacy tutor reports gains in reading for pupils participating in one to one or small group multisensory phonics sessions.
Pupils' mental health and well-being improves	Levels of engagement with learning outside the classroom impact on pupils' achievements within the classroom. Behavioural incidents decline.
Pupils will feel safe, grounded, embodied, comfortable in their own skin and connected. They will be better able to engage with the whole curriculum.	Observations show that pupils who participate in yoga sessions have improved mental health and physical well-being.
Pupils will develop gross motor skills and improved cardiovascular health	Observations show that pupils who participate in trampolining sessions have improved core strength and improved gross motor skills.

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: £17,520 (21/22) £19,000 (22/23)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training two members of staff in delivering multi-sensory structured phonics (with Dyslexia Action) <ul style="list-style-type: none"> • Literacy Tutor to Level 5 • Teacher to Level 7 Provision of Literacy Tutor	https://www.gov.uk/government/publications/choosing-a-phonics-teaching-programme	2

Targeted academic support

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

Budgeted cost: £15,000 (21/22) £19,000 (22/23)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>SaLT and Communication Interventions</p> <ul style="list-style-type: none"> • smiLE Therapy • Brick Building Therapy • Attention All 	<p>https://ican.org.uk/about-us/our-evidence/</p> <p>smiLE Therapy 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>https://www.smiletherapytraining.com/publications-and-research</p> <p>Through brick building therapy, 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>https://www.autism.org.uk/advice-and-guidance/professional-practice/lego-pilot</p> <p>Attention All 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>https://www.researchgate.net/publication/322939272</p> <p>An evaluation of the effectiveness of using the Attention Autism programme as an intervention for increasing the level of attending during an adult led activity in pupils with Autism Spectrum Conditions</p>	1
<p>Regular and frequent one to one or small group literacy (multisensory, structured phonics) interventions for pupils on independent learning pathway</p>	<p>Taking a multisensory, structured approach to delivering phonics teaching results in literacy gains for children who struggle to acquire literacy due to phonological or memory deficits. Progress data shows gains in this area.</p> <p>There is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy.</p> <p>https://dera.ioe.ac.uk/14790/7/00659-2009DOM-EN_Redacted.pdf</p> <p>Identifying and Teaching Children and Young People with Dyslexia and Literacy Difficulties</p> <p>An independent report from Sir Jim Rose to the Secretary of State for Children, Schools and Families June 2009</p> <p>https://www.airipa.it/wp-content/uploads/2014/09/SnowlingHulme2010-1.pdf</p>	2

	<p>Background: Children may experience two very different forms of reading problem: decoding difficulties and reading comprehension difficulties. Decoding difficulties appear to be caused by problems with phonological (speech sound) processing. Reading comprehension difficulties in contrast appear to be caused by problems with ‘higher level’ language difficulties including problems with semantics (including deficient knowledge of word meanings) and grammar (knowledge of morphology and syntax).</p> <p>Aims. We review evidence concerning the nature, causes of, and treatments for children’s reading difficulties. We argue that any well-founded educational intervention must be based on a sound theory of the causes of a particular form of learning difficulty, which in turn must be based on an understanding of how a given skill is learned by typically developing children. Such theoretically motivated interventions should in turn be evaluated in randomized controlled trials (RCTs) to establish whether they are effective, and for whom.</p> <p>Results. There is now considerable evidence showing that phonologically based interventions are effective in ameliorating children’s word level decoding difficulties, and a smaller evidence base showing that reading and oral language (OL) comprehension difficulties can be ameliorated by suitable interventions to boost vocabulary and broader OL skills.</p> <p>Conclusions. The process of developing theories about the origins of children’s educational difficulties and evaluating theoretically motivated treatments in RCTs, produces a ‘virtuous circle’ whereby theory informs practice, and the evaluation of effective interventions in turn feeds back to inform and refine theories about the nature and causes of children’s reading and language difficulties.</p>	
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Wider strategies

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

Budgeted cost: £25,000 (21/22) £28,000 (22/23)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Outdoor Learning Sessions offered to all pupils across the school	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. Our orchard area offers a huge range of curriculum opportunities, including managing the environment, observing wildlife, observing the changing	1, 2, 3, 4

	<p>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, we have observed that 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>https://www.cypnow.co.uk/features/article/special-report-research-outdoor-learning-research-evidence-study-1</p>	
Special Yoga Sessions – Weekly sessions over one term (one to one or small group)	<p>Weekly yoga sessions 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>https://specialyoga.co.uk/blog/blog/therapeutic-yoga-practice-every-body</p>	3, 4
Trampolining sessions – weekly sessions for small groups	<p>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> <p>https://www.researchgate.net/publication/340028297</p> <p>Therapeutic Trampolining for Children and Young People with Special Educational Needs - A Practical Guide to Supporting Emotional and Physical Wellbeing</p>	3, 4

Total budgeted cost: £57,520 (2021/2022) £66,000 (2022/2023)

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 2020 to 2021 academic year.

The **2020/2021** academic year was interrupted by a period of school closure (Jan/Feb 2021). This meant that some of our pupil premium supported activities were necessarily interrupted. However, most of our pupils came to school throughout the period and, where parents opted for a blended home/school learning package, staff were still supporting all pupils, either in school or out in the community. In March 2021, we were able to resume pupil premium supported activities in a Covid secure way.

Our assessment and observations were that pupil wellbeing was not adversely affected over this period and that most interventions continued, albeit in a different way. Pupils continued to benefit academically, physically and emotionally from the ongoing support that was available to them.

During **2021/2022** some pupils on the Independent Learning and Living pathway and some on the Practical Learning and Life Skills pathway have been supported, either one to one or in small groups, by a literacy tutor. The pupils who have been able to access the multisensory, structured phonics programme are those who have been assessed as having developed sufficient phonological awareness. These pupils are generally making good progress against their personal learning goals (PLGs) and annual and termly targets. Pupils are assessed termly to ensure that they are on the right pathway and adjustments to their tailored programmes can be made if this is necessary.

Pupils with communication needs have benefited from SaLT programmes delivered within their class group. Progress against communication targets is recorded on Evidence for Learning and shared with parents. Developing communication skills is a key focus for all pupils at Mill Water and having our Communication Assistants available to deliver class based interventions benefits all pupils.

Pupil wellbeing has been positively impacted by the therapeutic/physical interventions that we have been able to offer over the past year – yoga, trampolining, outdoor learning activities have helped our children develop self-esteem, self-confidence and to start learning about safe/unsafe and risk taking in a supported and controlled environment. Gains in physical development are recorded on Evidence for Learning and shared with parents.

Further information (optional)

Our pupil premium strategy will be supplemented by additional activity that we are not funding using pupil premium or recovery premium. This includes:	
Intended Outcome	Activity
Disadvantaged pupils feel better prepared for their transition to next placement because they know how to use public transport.	Travel training for Year 10 and 11 pupils who may need to travel independently when they move on from Mill Water.
Disadvantaged pupils feel better prepared for their transition to next placement through mentoring and work experience opportunities.	Those pupils for whom it is appropriate participate in work experience opportunities which assist with social integration, community participation, and equip pupils for their next steps