

# Pupil premium strategy statement – Thames Valley School

This statement details our school’s use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	55
Proportion (%) of pupil premium eligible pupils	36.4%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	2023/ 2024 – 2025/2026
Date this statement was published	October 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Gemma Buley
Pupil premium lead	Jemma Dudgeon
Governor / Trustee lead	

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£22,290
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b>	<b>£22,290</b>

# Part A: Pupil premium strategy plan

## Statement of intent

Thames Valley School is a specialist school for autistic pupils with all pupils on roll in receipt of an Education, Health and Care Plan. Our aim is for all pupils to grow in their independent skills and achieve recognised qualifications that support their progression on to Post-16 Education, Employment or Training.

Our strategy is underpinned by evidence informed research, with a focus on 3 main principles of improving outcomes:

- high quality teaching
- removing barriers to learning through targeted support
- providing wider opportunities through enrichment activities and the personal development curriculum.

Although our strategy is focused on the needs of disadvantaged pupils, it will benefit all pupils in our school where funding is spent on whole-school approaches, such as high-quality teaching and proven interventions. Implicit in the intended outcomes detailed below, it is the intention that outcomes for non-disadvantaged pupils will be improved alongside progress for their disadvantaged peers.

Our strategy will be driven by the strengths and needs of each young person, based on formal and informal assessments. This will help us to ensure that we offer the relevant skills and experience require to achieve greater independence and to prepare them for the next stage of their learning journey.

## Challenges

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

Challenge number	Detail of challenge
1	Difficulty in understanding emotional literacy and self-and/or co-regulation techniques

2	Levels of anxiety in pupils can be challenging from their arrival in school in the morning, impacting their ability to access classroom learning
3	Low levels of self-esteem, confidence, and resilience impact on pupils' ability to try new experiences and participate in wider opportunities such as accessing the local community and cultural trips and visits
4	Gaps in learning due to previous educational history, or challenges arising due to inconsistent engagement in lessons and limited focus for longer periods of time
5	Due to a wide range of needs and circumstances, pupil attendance is variable and can lead to missed learning opportunities and challenges with engagement

## 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
Pupils will make at least expected progress in core curriculum areas	<p>All key stakeholders will be aware of the gaps in knowledge and skills that are evident in core curriculum areas. Teacher support alongside and in addition to relevant interventions will be utilised to ensure progress is made.</p> <p>Clear pathways for pupils will be evident which ensures that all pupils are entered into the most appropriate qualifications at the end of Key Stage 4.</p> <p>Regular data drops and pupil progress meetings will indicate demonstrate and measure that progress is being made towards individual targets.</p>
Pupils will have increased levels of engagement in lessons, from their individual starting points	All pupils will engage for an individually specified amount of time, as detailed in their individual pupil plans. This will enable the pupils and teachers to maximise the use of lesson time.

	<p>Teachers will plan engaging and inspiring lessons that develop pupils' knowledge and enable application of prior learning.</p> <p>Supported by the pupil plans and engaging lesson there will be an acceleration in the academic progress being made for each pupil.</p>
<p>Pupils will have developed a wider range of self-regulation strategies, through individual therapies or other adult support, developing skills that are transferable to the classroom setting and wider community</p>	<p>All pupils will have developed skills and strategies which support self-regulation and will be able to transfer these skills to a variety of situations.</p> <p>Some individuals will receive ongoing support with the self-regulation, particularly as they learning to transfer these skills into different locations and situations.</p> <p>There will be a reduction in frequency and severity of behaviours that challenge which will be evidence through data.</p>
<p>Pupils will have opportunities to access and attend a variety of wider opportunities such as workshops and community trips</p>	<p>Every pupil will engage in learning about how to be safe in the community and the expectations for behaviour in different community locations.</p> <p>The majority of pupils will have participated in at least one trip into the community during the 2023 – 2024 academic year.</p> <p>All pupils will have the opportunity to engage in visiting workshops and experiences.</p>
<p>The majority of pupils will have attendance in line with national averages</p>	<p>Almost all pupils will have 95% attendance.</p> <p>Attendance will be monitoring with pupils and families being supported to improve attendance where attendance is below 90%.</p> <p>Persistently absent and severely absent pupils and families will have individual support packages to help overcome barriers related to absence from school.</p>

## 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: £5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD in teaching and learning pedagogy, including strategies specific to teaching pupils with SEND</p>	<p>Supporting high quality teaching is pivotal in improving pupil's outcomes. Research tells us that high quality teaching can narrow the disadvantage gap.</p> <p>Importance has been placed on engaging with the initiatives and reforms including the Early Career Framework (ECF) and the National Professional Qualifications (NPQ). Promoting effective professional development (PD) plays a crucial role in improving classroom practice and pupil outcomes.</p> <p>In school PD will focus on the mechanisms that are the core building blocks of professional development.</p> <p>Examples of mechanisms include revisiting prior learning, goal setting, providing feedback, and specific strategies for teaching oracy.</p> <p>Crucially, these mechanisms are supported by evidence from research on human behaviour—they have been found, in contexts beyond teaching, to change practice.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development#nav-downloads">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development#nav-downloads</a></p>	<p>1, 2 and 5</p>
<p>Learning Mentor and Trans-Disciplinary Team CPD for</p>	<p>Well-evidenced Learning Mentor interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and 'catch-up' with previously higher attaining pupils.</p>	<p>1, 2 and 3</p>

<p>delivering interventions.</p>	<p>Interventions are based on a clearly specified approach which Learning Mentors have been trained to deliver.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p>	
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## Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £12,300

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<p>Interventions and curriculum resources e.g. Kerboodle and White Rose</p>	<p>Good teaching begins with gaining pupils' engagement and winning their commitment to learn. A considerable body of evidence now identifies the quality of teaching as a major determinant of pupil engagement and success.</p> <p>Strategies that are important and supported by engaging curriculum resources include: Modelling (using models to develop understanding), Memory development (supporting pupils to retain and retrieve knowledge), Practical Work (using practical work purposefully and as part of a learning sequence) and Language Development (Develop subject specific vocabulary and support pupils to read and write about specific subjects).</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p>	<p>1, 2, 3 and 4</p>

	<a href="https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/science-ks3-ks4/Secondary-Science-v2.96-WEB.pdf?v=1702792762">https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/science-ks3-ks4/Secondary-Science-v2.96-WEB.pdf?v=1702792762</a>	
Learning Mentors/ Trans-Disciplinary Team deliver bespoke interventions around anger management, literacy and numeracy	<p>Social and emotional learning interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.</p> <p>Interventions focus on the ways in which pupils work with (and alongside) their peers, teachers, family or community.</p> <p>Interventions are based on a clearly specified approach which Learning Mentors have been trained to deliver.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>	2, 3 and 4
Subject specialist teachers to deliver bespoke tuition for literacy and numeracy	<p>"Tuition is one of the best evidenced interventions we have to support disadvantaged pupils' attainment." - Professor Becky Francis</p> <p>The EEF Teaching and Learning Toolkit indicates that if tuition is high-quality and aligned to classroom teaching, pupils can make up to five months additional progress with one-to-one tuition and up to four months additional progress with small group tuition. For small group tuition, the smaller the group the better.</p> <p>Pupils are supported with additional and intensive academic learning, targeted at specific needs where teachers have an clear understanding of learning gaps, in order to select appropriate curriculum content.</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/production/documents/pages/Tutoring_Guide_2022_V1.2.pdf?v=1668439120">https://d2tic4wvo1iusb.cloudfront.net/production/documents/pages/Tutoring_Guide_2022_V1.2.pdf?v=1668439120</a></p>	2, 3 and 4
Programme of curriculum enrichment and	Curriculum Enrichment Learning provides opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in activities including challenging physical and emotional activities, curriculum enrichment learning interventions can	1, 2, 4 and 5

<p>enhancement for pupils.</p>	<p>support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.</p> <p>There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a></p>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £4,990

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number (s) addressed</b>
<p>Specific and individualised teaching on metacognition and self-regulation strategies.</p>	<p>There is evidence to suggest that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies. Explicit teaching of metacognitive and self-regulatory strategies encourages pupils to practise and use these skills more frequently.</p> <p>Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning.</p> <p>Interventions are usually designed to give pupils a repertoire of strategies to choose from and the skills to select the most suitable strategy for a given learning task.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a></p>	<p>1, 2, 3 and 5</p>



<p>Individualised rewards</p>	<p>Behaviour interventions seek to improve attainment by reducing challenging behaviour in school. This entry covers interventions aimed at reducing a variety of behaviours, from low-level disruption to aggression, violence, bullying, substance abuse and general antisocial activities. The interventions themselves can be split into three broad categories:</p> <ol style="list-style-type: none"> <li>1. Approaches to developing a positive school ethos or improving discipline across the whole school which also aim to support greater engagement in learning;</li> <li>2. Universal programmes which seek to improve behaviour and generally take place in the classroom;</li> <li>3. More specialised programmes which are targeted at students with specific behavioural issues.</li> </ol> <p>Both targeted interventions and universal approaches have positive overall effects (+ 4 months).</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a></p>	<p>1, 2, 3 and 5</p>
<p>Therapeutic Support</p>	<p>To address social interaction and communication needs, develop self-esteem and confidence and increased awareness and understanding of self and co-regulation strategies, through a variety of mediums such as Music Therapy, Play and Creative Arts Therapy and Zones of Regulation.</p> <p>Therapeutic interventions, help pupils to develop a increased level of self-awareness and identify and address the underlying issues which are sometimes at the root of behavioural problems. Occupational therapy can help build developmental skills in pupils, ensuring that they are able to access Post-16 education, employment and training opportunities effectively.</p> <p><a href="https://infocus-charity.org.uk/news-and-stories/blog/occupational-therapy-in-schools-a-guide-for-parents/#:~:text=It%20can%20develop%20skills%20needed,improved%20communication%2C%20coordination%20and%20movement.">https://infocus-charity.org.uk/news-and-stories/blog/occupational-therapy-in-schools-a-guide-for-parents/#:~:text=It%20can%20develop%20skills%20needed,improved%20communication%2C%20coordination%20and%20movement.</a> Y</p> <p><a href="https://www.musictherapy.org.uk/evidence-base.html">https://www.musictherapy.org.uk/evidence-base.html</a></p>	<p>3, 4 and 5</p>

**Total budgeted cost: £22,290**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

The strategy has been reviewed from 2023- 24 and, although none of the challenges identified have been completed there have been the following developments within the challenges and key areas:

- Pupil engagement in lessons has improved and most pupils are spending increasing amounts of time in lessons from their starting points.
- There has been a reduction in the frequency and severity of behaviours that challenge.
- All pupils have participated in visiting workshops and experiences linked to a variety of curriculum areas.
- The majority of pupils access at least one off site educational trip during the academic year of 2023 – 2024.
- Attendance figures improved with more pupils attending school more frequently.
- Pupils are using regulation strategies earlier with older pupils becoming increasing independent in their known strategies from their personalised toolkits.
- Attainment results at the end of Key Stage 2 and Key Stage 4 are improving with pupils achieving above the national percentages for all pupils with an EHCP.
- During the Ofsted inspection in April 2024 inspectors noted *“Pupils benefit from the high expectations that staff have for how well they will achieve. Due to this, pupils work hard and strive to achieve their best, which they do.”*

We continue to use the strategies that we know have a positive impact as well as developing other strategies that suit the needs of the cohort and individual pupils.

In the academic year 2023 / 2024 there were nine pupils in Year 11 and engaged with end of Key Stage 4 assessments. Pupils were provided with the opportunity to engage in a range of subjects including GCSEs in English Language, Mathematics, Science Trilogy Combined Award, Computer Science, Psychology, Geography, and Computer Science. Pupils were also able to achieve Entry Level Certificates in English, Mathematics, Art and Design and Computer Science.

<b>Qualification (GCSE unless stated)</b>	<b>Number of pupils entered</b>	<b>% of pupils who scored a grade</b>	<b>% of pupils who scored a pass (4 or higher for GCSE)</b>
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English Language	3	100%	100%
Mathematics	5	100%	60%
Combined Science Trilogy	5	100%	60%
Biology	1	100%	100%
Chemistry	1	100%	100%
Physics	1	100%	100%
Art and Design	1	100%	100%
Geography	2	100%	50%
Psychology	1	100%	100%
Computer Science	2	100%	100%
Functional Skills English Level 1	1	100%	100%
Functional Skills English Level 2	2	100%	100%
Functional Skills Maths Level 1	1	0%	0%
English Entry Level	2	100%	N/A
Mathematics Entry Level	1	100%	N/A
Catering Level 1/2	4	75%	75%
Art and Design Entry Level	1	100%	N/A
Computer Science Entry Level	2	100%	N/A

We have used the national performance tables to analyse the performance of our school's pupils and our own internal assessments.

The national performance tables for all SEND pupils published October 2023 show:

	National	National SEND	Thames Valley School
Pupils			9
Attainment 8	14.0	3.9	28.0
Progress 8	-1.12	-1.69	-1.37
Any GCSE	96.8%	32.5%	78%
5+ English and Maths	6.9%	1.3%	25%
4 + English and Maths	13%	3%	38%

For 2024, the Progress 8 score (which is a measure of how much progress pupils at this school made across 8 qualifications between the end of KS2 and the end of KS4, compared to other similar pupils nationally) for our disadvantaged pupils is at -1.37. For Attainment 8 (which is a measure of GCSE attainment across 8 subjects) it was 28.0.

Key stage 4 data and our internal assessments show that the progress and attainment of the school's disadvantaged pupils in 2023/2024 was above the national. We had made improvements to the attainment of percentage of pupils who achieved 4+ and 5+ with English and Mathematics; this is an area upon which we will continue to work to ensure that the majority of pupils leave Thames Valley School with appropriate skills in English and Mathematics to support their next steps and life into adulthood.

Absence and persistent absence, although reduced in the academic year 2023 / 2024, among disadvantaged pupils remained a challenge. The gap decreased in this academic year; however, we believe this gap is still too large which is why raising the attendance of our disadvantaged pupils is a focus of our current plan.

Our assessments demonstrated that pupil behaviour is improving, but challenges around wellbeing and mental health remain significantly higher than before the pandemic. The impact on disadvantaged pupils has been particularly acute. There have been improvements in the academic year 2023 / 2024 and the monies spent on therapeutic interventions and enrichments activities had significant positive impacts. As a results, we intend to continue with the expenditure in the academic year 2024 / 2025.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider