

1. Review of expenditure				
Previous Academic Year		2019/20		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improved music opportunities for our lower school pupils, leading to increased self-confidence	Jo Jingles Music for Education	Jo Jingles provided a fun, exciting, creative activity within the curriculum. It allowed the children to develop their self-confidence, turn taking and attention skills within the classroom environment. This year we have also included music lessons for the older children, so every child was timetabled for a class music lesson, which was taught by an external professional.	Jo Jingles worked well for the children in Lower School/ SLD classes. We will continue to use their services next year and will continue to use Services for Education for the older children in school too. This year we will be using violins instead of drums.	£3,447
Appropriate progress for More Able and less able pupils, through differentiation and SEN strategies	Training for staff regarding More Able and more Complex needs	Planning scrutiny showed that staff provided challenge for the more-able and flexible approaches to help the children with complex needs make progress. One of our more-able children is starting at a resource base connected to a mainstream school in September 2020 and another of our more-able children is starting at a mainstream school. The amount of pupil premium children that achieved above expected progress in reading was 87% compared to 81% of non-pupil premium children. In writing it was 80% pupil premium compared to 76% non-pupil premium and in the number strand of Maths, 80% pupil premium compared to 72% of no – pupil premium. This shows that the pupil premium children achieved at a higher rate than the non-pupil premium children in all core areas of English and Maths.	As the cohorts and classes change within school on a yearly basis we will continue with this next academic year. All staff will receive information and training if necessary to help them meet the changing needs of children within their class/ throughout school.	£0

Pupil progress and improved access to learning through differentiated teaching and learning strategies				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improved communication skills	SALT and 2 Assistant SALT	<p>The input from the SALT/ SALTAs is invaluable. They work with individuals, small groups and whole classes. Each teacher met with the SALT to discuss the needs of their class and the younger classes had specific support re PECS implementation in class or supporting communication skills within the curriculum. The SALT continued providing support over zoom during the Covid-19 outbreak and both her and the parents recognised the progress that the children were making. It was also successful as the parents were more engaged with their child's learning and targets. The communication champions worked well and they all were able to demonstrate their knowledge of their class communication targets and what was needed to help the children achieve their next steps of learning.</p> <p>In the Autumn Term 93% of children that worked with the SALT achieved their targets. The 7% is equal to 1 child and he did progress with his targets, but didn't consistently achieve 100%. The children that saw the SALTA's and those with class based targets all achieved their targets. In the Spring Term, despite all of the disruption due to Covid – 19, 75% of children fully achieved their targets. The other 25% of children scored 4/5 by the end of the term, therefore making progress but not consistently enough to fully achieve their targets.</p>	<p>The support will continue during the academic year 2020 - 21. Staff will continue to have at least termly meetings with the SALT, to ensure that children's speech and language needs are being met and the communication champions will continue too. Parental engagement has been highly successful this year and therefore we are planning on doing some joint therapy sessions with parents even when the child is back in school; this is likely to be when new targets are written, so that parents can see exactly how to support their child at home.</p>	£37, 814
Improved behaviour, parenting skills, confidence and emotional skills	Malachi	<p>We have employed 2 Malachi workers for a total of 2 and a half days this academic year. They have worked with 22 clients, which include a variety of pupils and parents across the year on a variety of topics including behaviour, attendance, bereavement, housing issues and well- being. Each topic worked upon is scored out of 5 throughout the work. From analysing the start and end data of the closed adult and child cases it is clear to see the progress. See graph below for a detailed graph showing child progress.</p> <p>During the Covid-19 outbreak the support workers continued to support the families remotely or with doorstep visits. This support was invaluable as it meant that families had constant support and were able to access extra services such as food banks during this difficult period.</p>	<p>We will continue to buy in Malachi for 2 and 1/2 days a week. They amazing work with the children and families and this has a greater impact on school life than just the desired outcomes.</p>	£23,237

Improved behaviour	Personalised behaviour strategies and further develop staff knowledge	Behaviour improved throughout the academic year 2019-20. The amount of behaviour logs dropped by 63% between the end of the Autumn Term and the end of the Spring Term. There have been behaviour insets each term and regular discussions about interventions needed for the children that receive the most logs. In depth STAR analysis of the behaviour logs has also identified next steps/ personalised interventions needed; the 20 children that had the most behaviour logs across the year each had a personalised intervention to help decrease the amount of behaviour logs.	The personalised interventions that look at attention and concentration and team working will continue during the academic year 2020/21. There were also be at least termly behaviour insets and the behaviour logs will be analysed in depth half termly to identify which interventions are needed to help address behaviour issues that may be arising within school.	£4,198
Improved academic achievement	IEPs	There were a total of 24 IEPs across the year 2019 – 20; 46% of the IEPs were for pupil premium children. All of the children that received an IEP in the Autumn Term went from expected or below expected progress to above expected progress.	IEPs have been a highly successful way of helping children to achieve their academic targets. We will continue with these during 2020-21, however we will be doing them differently to ensure that the children aren't mixing bubbles.	£9,002

**ii. Other approaches (including links to personal, social and emotional wellbeing)**

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact: Did you meet the success criteria?</b> Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Improved self confidence and self-esteem	Music Therapy and Music lessons	The pupils that had the music lessons were working towards putting on a performance at the end of the year. During their lessons their confidence, not only with using the keyboard, but also with their communication and interpersonal skills improved. This was particularly demonstrated when 2 girls started the year going to their lessons together, but by Christmas they were having individual lessons. Music therapy gives the children a safe space to discuss and work through feeling and anxieties. Some of the children are on difficult	Music therapy and music lessons will continue next year. The music therapist will continue to work with individuals.	£13,188

		<p>journeys, but the music therapy helps them to overcome difficult times and come out a more confident and self-assured person. During the Spring Term the children receiving music therapy were scored on their individual targets, with scoring being from 1 – 5. Each child made progress and the average amount of progress was 7.5. (see below for example)</p>		
<p>Improved physical ability, self-confidence and behaviour</p>	<p>Physical interventions group, lunchtime physical activities, Chinbrook, Football</p>	<p>During the Autumn Term 14 children accessed interventions related to their self-esteem, confidence and attention and confidence skills. The engagement scale rating showed that the average point score went up from 3.7 to 4.6 out of 5 from the start to the finish of the intervention. The biggest success story is the child that went from 1/5 to 4/5. The physical intervention group did start, but due to a variety of factors there weren't many sessions that were actually delivered. Football continued until the Covid-19 outbreak and the children enjoyed improving their team working skills, physical skills and their communication skills. 3 classes accessed Chinbrook until the Covid-19 outbreak.</p>	<p>Football will continue as a lunchtime club, as this has worked well this year. Chinbrook will cease this year as the space has gotten smaller and we don't want to mix bubbles with other settings. Instead of this we are looking at building a soft-play area on the school grounds that more children will be able to access and on a more frequent basis too. More sensory resources have been brought for the classes that used to access Chinbrook, so that this can be built into their curriculum. Individual interventions will be carefully timetabled, so that bubbles aren't mixing.</p>	<p>£4,198</p>
<p>Improved social skills and behaviour</p>	<p>Lego Therapy, CBT</p>	<p>Unfortunately, due to the Covid-19 outbreak Lego Therapy, which was due to take place in the Summer Term didn't start and the CBT group didn't complete their work.</p>	<p>We will continue with these interventions if possible without mixing bubbles during the academic year 2020/21.</p>	<p>£4,198</p>

Example of rating for music therapy:

	1= No evidence	2= Slight evidence	3= Some evidence	4= Significant evidence	5= Very significant evidence			
Is able to focus for more than 1 min?	1 3	1.5 4	2 4	2.5 4	3 4	3.5 4	4 4	4.5 4
Is there an increase?	2	4	4	4	4	4	4	4
Does X role play?	3	3	3	2	3	2	3	3
Is X able to turn-take?	2	2	2	3	3	3	3	3
More than once?	1	1	1	2	2	2	2	2
Does X allow me to initiate at all?	3	3	3	3	3	3	3	3
Does X allow me to do this musically?	3	3	3	3	3	3	3	3
Does X allow me to do this verbally?	2	3	3	3.5	3.5	3.5	3.5	3.5
Does X allow me to share the musical space?	2	2	2	2.5	2.5	2.5	2.5	2.5
For more than 1 min?	2	2	2	2	2	2	2	2
Does X allow the h.song?	3	3	3	3	3	4	4	4
Does X join in with the h.song?	3	3	3	3	3	4	4	4
Does X allow the g.song?	3	3	3	3	3	3	3	3
Does X join in with the g.song?	3	3	3	3	4	4	4	4

Graph showing the improvements from Malachi 2019-2020:

## Outcomes

Malachi have been collecting quantitative outcome data in the form of self assessments. At the start of the intervention the children were asked to provide baseline data. This involved them rating where they felt they were on a five point scale. They were then asked to repeat this at the end of the intervention.

The outcome data for CLOSED children cases during this reporting period can be seen in the chart below. The scores have been averaged over the client group. Where a client has only provided baseline information (no post data) their data has not been included in the analysis. It is important to remember when observing the graphs below that all clients are 'individual' and this data just provides an overview to rate the 'average' improvement during the period of Malachi intervention. More indepth information is available on a case by case basis. The scoring system works as follows - clients rate themselves on a scale from 'could be a lot better' to 'great' on mandatory topics and then have the choice to add targets individual to them. The following scores have been appointed to the scale in order for data analysis:

- Could be a lot better - 1
- Could be better - 2
- Ok - 3
- Good - 4
- Great - 5

### Average Improvement Across Topic Areas For Closed Child Clients

