

Pupil Premium Report for 2017-2018

Total number of pupils on roll – 90

Total number of pupils eligible for PPG – 23

Bedelsford's allocation - £26,895 (14 primary children £18,480 and 9 secondary £8,415)

Objectives in spending PPG:

1. Development of a MOVE (Movement for Life and Learning) Teaching Assistant to support becoming a MOVE 'Centre of Excellence' for children with Physical Disabilities - pupils to develop optimum physical ability and independence in movement to enable improved development of fine and gross motor skills and cognitive ability including increased concentration and cognitive development
2. ELSA (Emotional Literacy Support) development enabling pupil to better express, understand and regulate their own emotions whilst also respecting the feelings of those around them thus enabling them to maximise their focus on learning throughout the day
3. Music Specialists (THRIFT) for developing Expressive and receptive communication and Social and Emotional Health skills and development through music. Summary of spending and actions taken: 1x STA for MOVE – trained and implementing from September 17 – full time 1x STA for ELSA – trained and implementing from Jan 18 – 3 days per week 2x Music Specialists - 1

Summary of spending:

The school recruited 1 x STA for MOVE – trained and implementing from September 2017 – full time

1 x STA for ELSA – trained and implementing from Jan 2018 – 3 days per week

2 x Music Specialists - 1 day per week

Impact of funding on Pupil Premium and other pupils 2017-18:

Improved outcomes of children making more than expected progress in physical development including sit to stand ability, walking and independent standing enabling increased independence throughout the school day for children on the MOVE Programme who were eligible and those who were not to Pupil Premium. This made a significant difference to health and well-being including attendance at school and ability to take independent actions during functional activities.

2017-18 ELSA outcomes for 10 pupils evidences an increase of for children using expressive and receptive language skills including using symbols and voice output communication aids to express emotions, develop friendships and build confidence in small groups to give their choices and views. Some children have additionally been supported to manage their grief following the death of a peer they were friends with.

In addition, children have started developing improved social, emotional and mental health strategies including breathing techniques, anxiety reduction and relaxation cues leading to increased control of mood swings, resilience and empathy with others and ability to regulate own behaviour for increased periods of time.