



Pupil Premium Grant Expenditure 2019/2020

Summary	Outcomes	Impact
Music therapy	Therapeutic approach: increased emotional resilience. Outlet for feelings thus reducing emotional outbursts. Boosts self-esteem and increases social communication skills.	Pupils across all ages have benefitted from the opportunity to express their emotions through the medium of music. For many these has manifested as increased self-confidence, resulting in higher engagement in class activities, particularly group activities. It has also had a positive impact on behaviour for learning.
Mentoring and physical exercise intervention and resources	Opportunity to talk about feelings, and other issues associated with young adults such as personal hygiene and relationships. Outlet for high energy levels, exercise intervention to support a healthy body weight, increased awareness of the body and how to keep it healthy. Increased readiness for learning.	This key member of staff has built extremely effective relationships with students, providing pupils with the opportunity for 'talk time' with a member of staff. This trusting relationship has enabled volatile situations to be resolved quickly and effectively. Pupils with a physical activity programme of stretches and / or exercises have fulfilled their programme under the supervision of a member of staff through close liaison with the Occupational / Physiotherapy Teams.
Counselling	Therapeutic approach: increased emotional resilience and confidence in dealing with relationships. Support for behavioural and mental health problems. Increased readiness for learning.	The counsellor has provided skilled intervention for a range of complex issues including anger management, family conflict and a range of anxiety related problems. Counselling helps pupils with personal, social and emotional issues affecting their wellbeing, attendance, learning and academic achievements, and relationships; and also develops skills to strengthen their resilience and deal with their problems and challenges.
Early morning club	Calm settled start to the day. Pupils well fed and able to engage in their learning.	Students continue to rely on this supported start to the school day to manage their transition into school and to provide a full breakfast. The healthy, nutritious food appears to have enabled a greater and sustained focus in the classroom.



Financial support: residential stay, trips, uniform, horse riding, swimming	Pupils able to fully access all parts of school life. Increased self-esteem linked with inclusion and smart appearance.	All pupils have been included in all trips / visit, including residential stays. Families have appreciated the extra financial support to enable their child to fully participate.
School Dog	1) Improve academic achievement 2) Increase literacy skills 3) Calming behaviours 4) Increase social skills and self-esteem 5) Increase confidence 6) Teach responsibility and respect to all life 7) Motivate children who are often less attentive	Reggie has had an extremely positive impact on the pupils. He is often used as both a reward and a motivator for the children. He has been used to calm children and diffuse situations. In a recent survey, many children report he is their favourite part of school.
Reward trips	Special end of term trips to motivate and engage pupils in their learning; focusing attention and rewarding achievement.	Highly engaging, fun trips offered to Middle, Primary and Upper school departments acting as a motivator to follow the Thriftwood Code. For all pupils this has been an incentive to engage consistently and work hard. The termly trips were a huge success.
Sensory occupational therapist advice / resources	Increased staff knowledge on sensory techniques to support pupils on a daily basis. Appropriate resources to support sensory needs. Pupils' sensory needs assessed and a report written to enable staff to meet needs, helping child to calm and prepare for learning.	A large number of students have received an individual sensory therapy report, highlighting their sensory needs. Sensory programme have been designed for use within school to ensure that individual needs are met and pupils are ready to learn.
Learning Support Assistant	Additional support across the school to enable a range of interventions to take place, including but not exclusively: Lego Therapy, Dyslexia support, Dog therapy. Responding to individual student needs, both academically and socially, enabling each child to reach their full potential.	Additional learning support assistant has provided the school with flexibility to offer a range of interventions to meet individual needs. Lego therapy has been instrumental in restoring broken relationships, as well as providing pupils the opportunity to interact for a purpose. These pupils have all seen progress within speaking and listening strands. A large number of students have accessed dog therapy across the year, supporting passive learners, those scared of animals, pupils requiring a nurturing approach.

