



PUPIL PREMIUM EVALUATION

2019/2020

PUPIL PREMIUM AT MANDEVILLE SCHOOL

2019/2020

Number of pupils and pupil premium grant received			
	2017/2018	2018/2019	2019/2020
Number of pupils on roll (not inc. nursery)	121	136	136
Number of pupils eligible for the PPG	44	44	41
Number of pupils eligible for the PPG+		1	1
Total funding received	£58,080	£60,380	£63,360

Provision in 2019/2020	
1.	Music Therapy - Pupils will develop positive relationship and interactions with partner, increase vocalisations and gain confidence within self
2.	Develop independence/mobility and self-help skills - pupils develop independence skills/mobility and self help skills from their starting point in September 2019 through a range of teaching approaches, e.g. using task analysis for hygiene programmes; floor play, swimming, Sensory Circuits to self-regulate, eating a wider range of foods through food exploration, carrying out assigned duties with less prompting using positive reinforcement and errorless learning.
4.	Community visits/Creative Art Visits: Pupils to access a wide range of facilities and resources in the community, e.g. museums, parks, galleries, libraries etc. They will have better understanding of what is expected of them when out in the community, how to behave appropriately, develop communication skills, independence skills and increase levels of engagement in learning.
5.	Phonics: Pupils recognise everyday sounds. They develop more vocalisations and some pupils begin to understand the relationship between letters and sounds.
6.	Mandeville Village: Children engage in learning fundamental skills (road safety, riding bikes, chasing, racing, role-play etc) in a stimulated, well-resourced outdoor learning environment.
7.	Yoga: Through Yoga, children will be able to self-regulate, ground themselves, and improve their mobility, including gross motor skills

MUSIC THERAPY

Children attending music therapy sessions made significant progress:

- Pre-covid, the children made good progress with exploring the different instruments in the room. They all developed confidence with the therapist and either progressed to wanting to play the instruments independently or to play alongside the therapist with her support. Child A who was constantly tired during the sessions in the autumn term, was more alert in the spring term which helped her engage in the therapy sessions.
- During COVID-19 lockdown, The music therapist continued to see the children through online zoom sessions. Parents reported how useful it was to have these sessions. They were able to engage with their children during the sessions, but more importantly, were able to use the pre-recorded videos throughout the week with their child.
- The music therapist and speech & language therapist also worked together to bring Sing & Sign to the children in class. Children showed recognition of the therapists and other children from different classes. Children looked forward to these sessions. Initially majority of the children did not know how to respond to the therapists. However by the end of the summer term, they were responding by waving/saying hello to those on the screen, showing each other props they had made for the songs and choosing/requesting songs they wanted the therapists to play/sign to.
- The therapists also pre-recorded videos which were added to the school website for parents to access with their children at home. Parents found this very useful to use at home.
- Pupil B joined online music therapy sessions (as he was shielding) with his Nan. His speech developed really well and he started saying short phrases e.g. "How are you?". He was able to associate songs with toys he had and enjoyed showing them to therapist on screen. His attention also improved over this time and he started singing the full song without being distracted. The therapists supported this child's transition to new school by creating a song, which he seemed to understand. The grandparents were also able to use this song throughout the summer holidays.



DEVELOP INDEPENDENCE/ MOBILITY AND SELF-HELP SKILLS

With additional support in class, children have had more opportunities to work on developing their independence, mobility and self help skills. More children have been able to walk unaided, with their walkers or stand for longer using their standing frames.

- Children with walkers have been able to practise their walking programmes more frequently. As well as walking, they are now weight bearing more allowing them to come up in a standing position with some support. Child C is now much more confident in using his walker. Whilst using it, he is now able to kick a ball from side to side and chase it to kick it again. Child D was initially leaning too much onto the walker when walking. After a physio assessment the waist strap was removed. Since then she has highly improved on her walking skills and is now standing in a more upright position. She can cruise the floor in the bear position and stand from this position when asked. She progressed to pulling herself to stand up by holding onto the table when a motivating item was placed on the table.



DEVELOP INDEPENDENCE/ MOBILITY AND SELF-HELP SKILLS

Children have made significant progress through different physical development activities; swimming, yoga and sensory circuits.

- Additional support during swimming has allowed more children to access swimming and offer individual support in the water. Children have made significant progress with their mobility, for example, one child is getting stronger at keeping his head up out of the water when on his front, another child is now blowing bubbles on the surface of the water and will sometimes put his face into the water and a third child is now able to extend her arms fully and open up her hands whilst doing coactive movements in the pool. One child has also been able to flex and straighten his legs.
- Children doing yoga have made significant progress in moving different limbs, stretching their limbs, self regulating, and being more relaxed. It has enabled children from both departments to access more learning in class as they are more regulated and ready to learn.
- Sensory circuit activities has helped children to develop body awareness, to self regulate and meet their sensory needs. Staff work alongside the OT and PD team to create an individualised programme for the child. This built into their daily activities. Some children are now able to independently move from one activity to another following a visual timetable of the session and others have found it easier to self regulate through deep pressure and joint compressions.



DEVELOP INDEPENDENCE/ MOBILITY AND SELF-HELP SKILLS

Children have developed their independence skills through learning self help skills such as feeding themselves, toileting, and initiating interaction:

- Child E received daily Intensive Interaction sessions. Through this approach, she has been able to Initiate playing turn taking clapping games and movement games. She now combines movement and vocalisations to initiate an interaction or to make a request during an interaction. She is also expressing real joy at being with another person, giggling, laughing and reaching out to touch and feel her adult play partner. Child F is also now initiating interaction through vocalisations, reaching out or laughing. When the adult imitates him or interacts with him in an exaggerated way, he responds by giggling/laughing even more. He also likes when the adult is turn taking/copying his vocalisations. He has been able to attend to and engage in more social activities with his peers.
- Child G initially was not very willing to use the toilet and would then wet himself. With consistent staff monitoring and routine, the child has been able to develop his independence in using the toilet more regularly and on several occasions has taken an adult's hand to lead them to the toilet and used it independently.
- Child H has made significant progress with feeding himself. Initially he would feed himself with hand over hand support (to load spoon and bring to his mouth). He gradually started working on holding, scooping and eating with reduced adult support and can now do it independently. He also improved in the way that he takes the loaded spoon to his mouth; he is not dropping as much food and his bib is not as dirty as before.





DEVELOP INDEPENDENCE/ MOBILITY AND SELF-HELP SKILLS

With additional support and staff working with the multi professional team, children have made significant progress with learning boundaries and routines enabling them to be more independent. Using visual timetables has also supported them in following the daily routine and structure of the day with verbal prompt only.

By staff implementing strategies in the behaviour support plan consistently, children's inappropriate or challenging behaviours have decreased which has enabled them to access learning and achieve their full potential. It has also enabled some children to find their voice and start using single key words to request items.

EXPLORATORY FOOD PLAY



Children have developed independence and self-help skills through exploratory, messy food play. This has enabled children to :

- Touch different textures which initially they would resist. For example, Child J at the beginning of the autumn term didn't want to touch any wet or dry food. However she is now is able to touch and taste some different foods. She started to eat more healthy food like banana and apple.
- Develop fine motor skills such as squeezing, cutting and peeling the fruits when doing messy food play. 2 children are now able to manipulate playdough better by, cutting it, rolling, poking and squeezing the play dough independently. As well as fine motor skills this has also developed their hand strength
- Child K can now share sensory activities (such as water, sand, play dough and several edible items) with a small group of his peers on a regular basis. He enjoys exploring sand and is now able to fill up and empty containers independently. He also complete a sensory circuit with his peers and is learning to take turns and wait for his turn to use the equipment.



EXPLORATORY FOOD PLAY

Exploratory food play has enabled children to reduce inappropriate behaviours of mouthing all objects. Child L who use to put all toys and other objects in his mouth, now enjoys touching and manipulating all sensory materials.

By exploring a wide range of textures, it has also enabled children to smell, taste and eventually start eating new healthy foods, like banana, apple, cereal and smoththies. Children are much more engaged and focused during cooking lessons and messy food play sessions. They are able to observe the adult, make good eye contact and follow instructions with some support (depending on child's ability).



Exploring a range of textures during Write Dance, has enabled children to develop pre-writing skills (mark making). For example, by spreading paint all over the tray, the child learnt to use both hands, make large arm movements and develop good hand eye-coordination. It also enabled children to make marks of circular, horizontal and vertical lines. Some children developed further to using paint brush and rollers to make a range of different marks with intention.

COMMUNITY VISITS

Children have accessed the local community, doing visits to the park or shops on a weekly basis. Prior to going out the children would take part in a road safety lesson where they would learn key words such as stop, walk and hold hands paired with key symbols. They would also watch videos and practise to cross the road safely, or to walk holding hands in the playground, in the car park or in class.

When visiting the shops, the children learn everyday skills and have made good progress with:

- Walking appropriately in the local community (not dropping to the floor, or attempting to run away).
- Holding adults hand at all times. Child L made significant progress where he was no longer becoming upset and attempting to bite the adult's hand to get away.
- Choosing one item and putting it in the basket
- Identifying coins, paying for the item, taking change and carrying item back to school



SPECIALIST PROJECTS IN SCHOOL

- Special projects and performances, like Music for Autism and Orchestra of Enlighten, have enabled children to access a broad and wide curriculum. Children have explored a wide range of instruments, and most children have shown increased vocalisations, said new words or expressed themselves through movement and dance. Child O responded by remaining alert and using eye movements, vocalising and smiling during these sessions in the autumn term. In the Spring term he started responded with body movements to a range of instrumental music and songs.
- Child P, explored and played with the instruments and tried to copy the adult playing.



The Creative Arts sessions, had a significant impact on children being able to explore a wide range of art material and artefacts. They learnt to manipulate objects and use different art techniques. Child Q was encouraged to use her hands to engage in actively exploring the objects. She also began to use single words throughout the session. She would get very excited during the session, and was able to appropriately communicate if she did not want to do something.

The student council has enabled all children to express the likes and dislikes using their voice or using symbols to express themselves. This has really developed the children's confidence and they have been able to take part in school election, standing up in front of other children and expressing what they would like to do for the school. With school council involving children from different classes, they learned to recognise the name of other students and greet them appropriately.



PHONICS

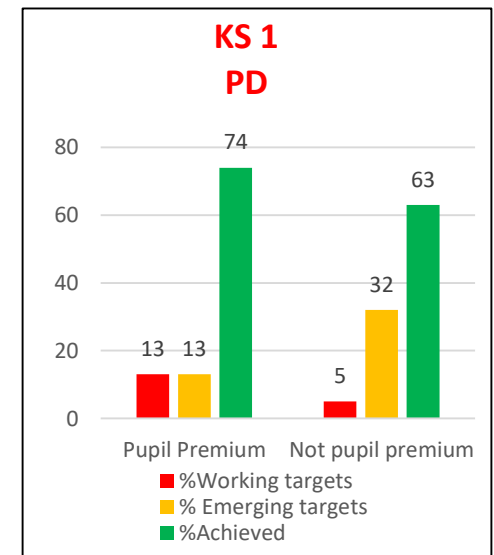
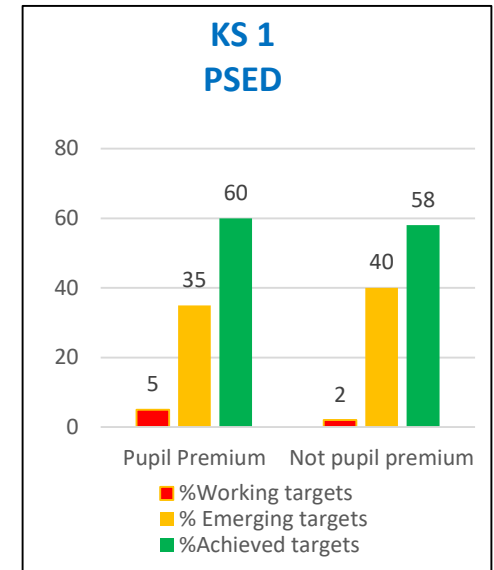
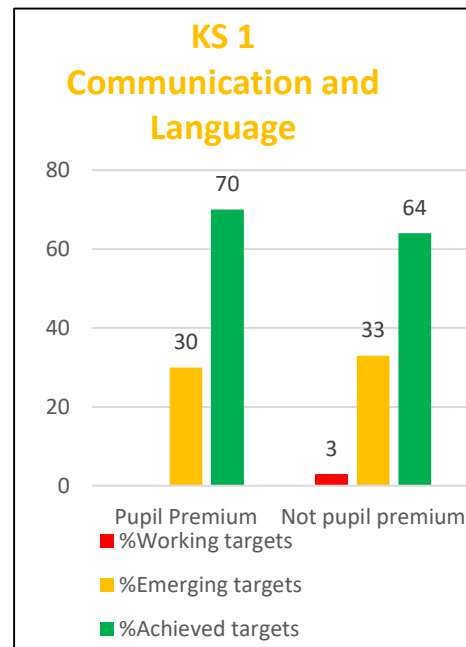
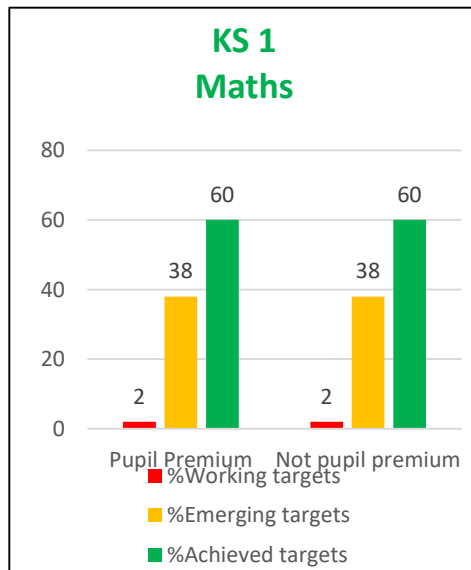
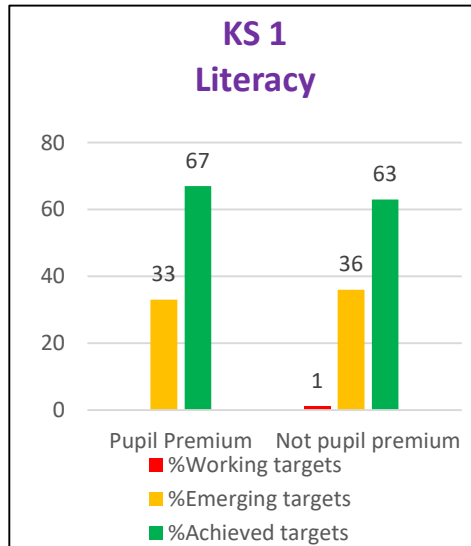
Teachers received training on teaching children phonics by our specialist Phonics Teacher. She modelled phonics lessons for other teachers and supported them with their planning. Children have made significant progress in:

- Listening to everyday sounds and identifying the corresponding picture, e.g. listening to the sound of a train and then saying or pointing to picture of train.
- Imitating the teacher saying different sounds, e.g. animal sounds, phonics
- Identifying letters by their phonemes.
- Developing their speech and articulation. Child R has made significant progress with her language. Her speech is clearer and she expanded her knowledge of vocabulary/verbs. Child S is able to identify letters by their name and sound.
- Identifying objects by their initial sound, e.g. what begins with 'd', or 'dog' begins with ...
- Breaking down CVC words and identifying the sounds by tapping on the drum e.g. dog – d o g



KS1 PROGRESS FOR PUPILS ON PUPIL PREMIUM COMPARED TO THOSE WHO ARE NOT ON PUPIL PREMIUM

Pupils on Pupil Premium made better progress in achieving their targets in all areas of the curriculum compared to their peers not on Pupil Premium.



KS2 PROGRESS FOR PUPILS ON PUPIL PREMIUM COMPARED TO THOSE WHO ARE NOT ON PUPIL PREMIUM

KS2 Pupils on Pupil Premium made just as good or better progress in achieving their targets in all areas of the curriculum compared to their peers not on Pupil Premium.

