

Pupil premium strategy statement and Evaluation 2025-2026 Mandeville School

This statement details our school’s use of pupil premium (for the 2024 to 2025 academic year) 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 effect that last year’s spending of pupil premium had within our school.

School overview

Detail	Data
Number of pupils in school	180
Proportion (%) of pupil premium eligible pupils	32.4% (56 pupil) based on Pupil Premium Allocations published on Gov website (173 children on roll, 56 eligible for PP). Actual: 182 children & 73 children on PP
Academic years that our current pupil premium strategy plan covers	2024 – 2025 2025 – 2026 2026 – 2027
Date this statement was published	01 Oct 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Denise Feasey Headteacher
Pupil premium lead	Mundrika Bhanderi
Governor / Trustee lead	John Burgess

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£84,840
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£84,840

Part A: Pupil premium strategy plan

Statement of intent

Mandeville School we aim to use pupil premium funding to support pupils from disadvantaged backgrounds with achieving positive outcomes in key areas of their development (dependent on their individual needs).

We will train our staff in teaching children using a wide range of teaching approaches so they engage in personalised learning.

All pupils will achieve positive outcomes in the key areas of their SEND development:

Communication & interaction

Cognition & learning

Social, emotional & mental Health difficulties

Sensory and/or physical needs

[https://assets.publishing.service.gov.uk/media/5a7dcb85ed915d2ac884d995/END_Code_of_Practice_January_2015.pdf](https://assets.publishing.service.gov.uk/media/5a7dcb85ed915d2ac884d995/SEND_Code_of_Practice_January_2015.pdf) pg 97.

Although our strategy is focused on the needs of disadvantaged pupils, it will benefit all pupils in school, with a special focus on children who have transferred from mainstream provision.

Funding is spent on:

High quality teaching

Targeted academic support

Wider strategies

The strategy will be driven by the needs and strengths of each young person, based on formal and informal assessments.

Challenges

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

Challenge number	Detail of challenge
1	<p>Intake:</p> <ul style="list-style-type: none">• The intake of children coming to Mandeville School are presenting with higher sensory needs and complex needs. We have identified a need to understand how to support the children to regulate and for staff to co-regulate. We have therefore adopted and developed the relational approach across the school to meet the needs of our children and staff.• Intake of additional 6 children to support the local authority in placing children with SEND in the appropriate school. A high number of these new children are on Pupil Premium

	<ul style="list-style-type: none"> Intake of children from mainstream schools has been higher. Children have come from placements where staff were not trained, resources not available to meet their needs and were on reduced school timetable (many only a couple of hours a day), some eventually leading to a breakdown in provision.
2.	<p>Family situation & pupil absence:</p> <ul style="list-style-type: none"> More of our families have experienced eviction over the last year. This impacted on the children's emotional and physical needs. This process has also resulted in extended absences from school. Families moving in borough and out of borough impacted on children accessing school due to transport issues. Also impacted on their access to NHS therapies, e.g. SaLT for dysphagia, OT for social care and home. Long distance travelling to school has impacted on children's well-being. We have 7 children on Child Protection plan, 12 children on Child In Need Plan and 61 children on CSDPA open case to Ealing social care A large number of our parents need support in understanding their n=childs needs.
3.	<p>Assessment:</p> <ul style="list-style-type: none"> Our internal assessments show that children with a disadvantage background achieved less in: <ul style="list-style-type: none"> Personal, Social Emotional Development Physical Development
4.	<p>Access to services:</p> <ul style="list-style-type: none"> Children were born during or affected by COVID where they had limited access to services. Some children's reports and EHCPs were written by professionals who carried out assessments and observations online, which resulted in less robust EHCPs (education health and care plans). Also Parents not receiving support from professionals in person.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan for 2025 - 2026**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Children to make progress from their starting point (Sept 2025) in Personal Social Emotional Development and Physical Development.	Children achieve their individualised targets by July 2026.
Pupils will develop communication skills, self-confidence and relationship with both adults and children	<p>All children have a consistent and preferred method of communicating what they want and don't want.</p> <p>Some children will communicate how they feel and what they need to regulate using principles of Zones of Regulation</p>
Staff understand children's emotional needs and are equipped to co-regulate with the children	<p>Staff can explain pupils needs with a deeper holistic understanding (taking into account pupils family background, emotional well-being and developmental needs)</p> <p>Staff reflection on their own practice and well-being.</p>

Pupils understand and can actively engage in (with some adult support) a range strategies that meet their self- regulation, emotional and sensory needs	Children are better regulated and can access learning for longer periods
Parents who have English as an Additional language will be supported to have access to information and training.	Parents who have English as an additional language, will develop a better understanding of their child’s needs.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

High Quality Teaching

Budgeted cost: £44,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Music Therapy: in one to one and small groups children develop self-confidence, increased interaction with others, communication & language skills and social, emotional skills.	Music therapy is provided by Ealing Music Therapy. “Through the use of music therapy, children and young adults can help make connections and build confidence such as people interactions and help put their emotions into words”. https://www.ealingmusictherapy.org/	1, 2
Poetry/ Call & Response sessions – in small group and whole group (whole class) sessions, children develop literacy, communication & language and personal, social emotional development skills.	Interactive poetry using principles of music therapy with the accent on the musicality of words. Finding emotion and emotional connection in the communication itself. This is a new and developing approach. Based on philosophers - Rousseau, Heidegger and Yung. https://literature.britishcouncil.org/writer/philip-wells	1- 4

School council sessions, consisting of children from different classes, learn to identify and express their feelings alongside understanding what they can do to self-regulate	Zones of Regulation Framework The Regulation Skills Experts <i>The Zones of Regulation</i> is a complete social-emotional learning curriculum, created to teach children self-regulation and emotional control.	1, 2,3
Staff have a better understanding at planning Sensory Circuits both in and outside the classroom that meets children's sensory needs (in turn, children are more regulated and engaged in learning).	Sensory Circuits - Children's Choice Therapy A sensory circuit is a form of sensory integration intervention. It involves a sequence of physical activities that are designed to alert, organise and calm the child. The sensory circuit aims to facilitate sensory processing to help children regulate and organise their senses in order to achieve the 'just right' or optimum level of alertness required for effective learning.	1

Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £27390

Activity	Evidence that supports this approach	Challenge number(s) addressed
Children make progress within their IEP targets through 1:1 tutoring (focus on Physical Development and Personal Social Emotional Development) Staff receive training on effect 1:1 tutoring strategies	<p>Tutoring can have a positive impact on pupils' academic progress. Evidence suggests that, compared to their peers who do not receive tuition, pupils who receive small group tuition may make, on average, 4 months additional progress and pupils who receive one-to-one tuition may make, on average, 5 months additional progress. This is likely linked to pupils receiving more feedback, being more engaged and completing work tailored to their specific needs.</p> <p>On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	1-4

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £13504

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Through whole school training on Relational Approach and Therapeutic Thinking, staff have a better understanding of pupils social, emotional and self-regulation needs as well as co-regulating with the children</p>	<p>The relational approach suggests that children need consequences that teach them, rather than punishment. Relevant consequences, rather than arbitrary ones, are fairer and help children to understand the effect their behaviour has on others.</p> <p>It is through <i>relationships that children learn to feel safe, belong, understand themselves, others and the world</i>. The relational approach is a universal.</p> <p>https://www.devon.gov.uk/support-schools-settings/document/quick-guide-to-developing-relational-practice-and-policy/</p> <p>https://www.wakefieldscp.org.uk/wp-content/uploads/2023/11/Relate-to-Educate-Relational-Guidance.pdf</p>	<p>1 – 4</p>
<p>Parents receive training on What is Autism, teaching approaches and understanding of Total Communication</p> <p>Access arrangements will be put in place:</p> <ul style="list-style-type: none"> ● Translation of materials. ● Signposting to sites with accessibility features ● Planning for parents to buddy up to offer a translation service during training. 	<p>Evidence of providing translation support in schools includes:</p> <ul style="list-style-type: none"> ○ Enhancing accessibility and inclusivity ○ Improving performance and engagement ○ Fostering cultural diversity and awareness <p>The school can ensure that all parents, regardless of their language proficiency, can participate in their child's education. Inclusion fosters a sense of community and collaboration, breaking down barriers that may have hindered the exchange of valuable information.</p>	<p>1</p>

<p>Additional support at snack/lunch & playtime to develop pupils social skills and daily living skills – focus on developing eating, playing, sharing and turn taking skills which reduces behaviours that challenge.</p>	<p>Eating problems are common in autistic children and children with severe learning difficulties.</p> <p>Eating a varied diet is good for your health, but many autistic children and those with severe leaning difficulties, don't achieve this. Some children have a restricted diet, eating only a limited range of food. Others may over-eat. National Autistic Society explores common issues, including pica, and ways to support the children.</p> <p>www.autism.org.uk/advice-and-guidance/topics/behaviour/eating/all-audiences</p> <p>Less structured parts of the school day such as lunch or break times can be difficult for autistic children and children with severe and profound learning difficulties to cope with. This may be for a number of reasons such as difficulty with communication, social skills and sensory differences.</p> <p>www.autism.org.uk/advice-and-guidance/topics/education/difficulties-break-times/teachers</p>	
--	---	--

Total budgeted cost: £84894

Part B: Review of the previous academic year

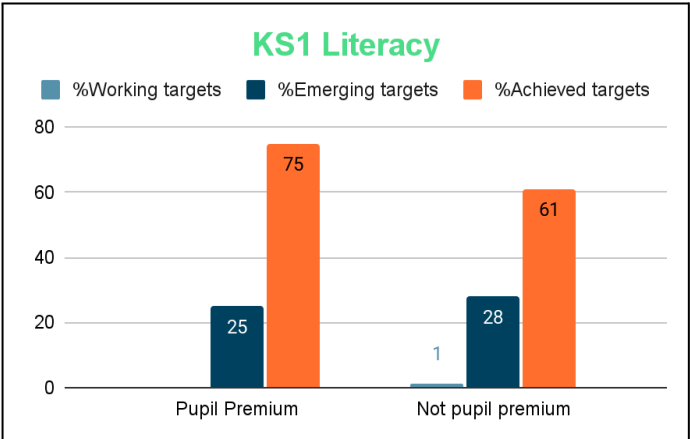
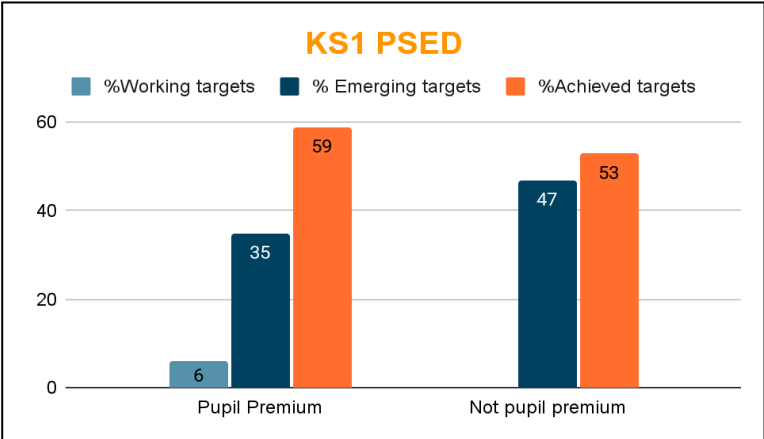
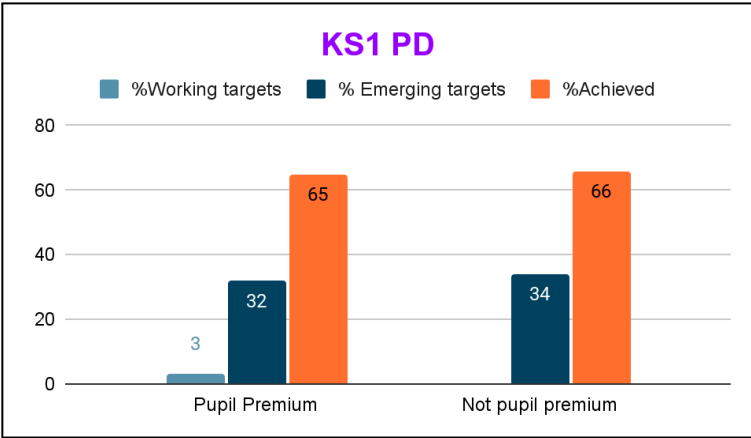
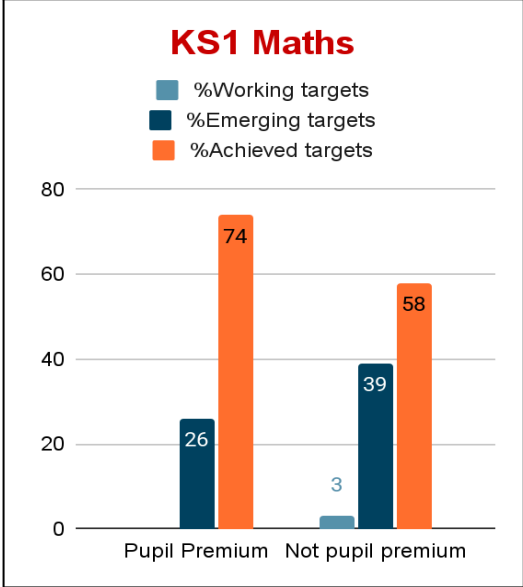
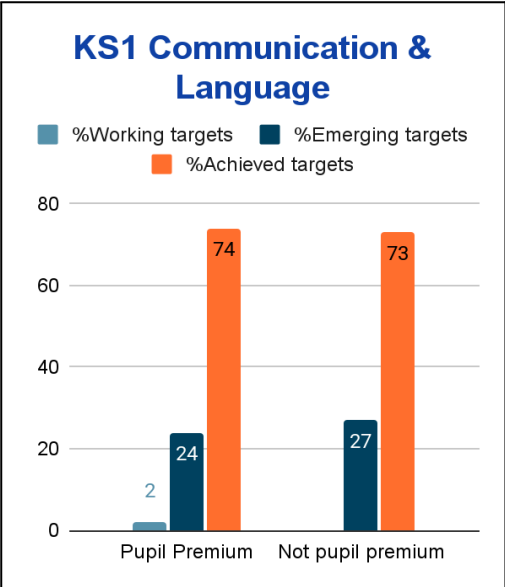
Outcomes for disadvantaged pupils

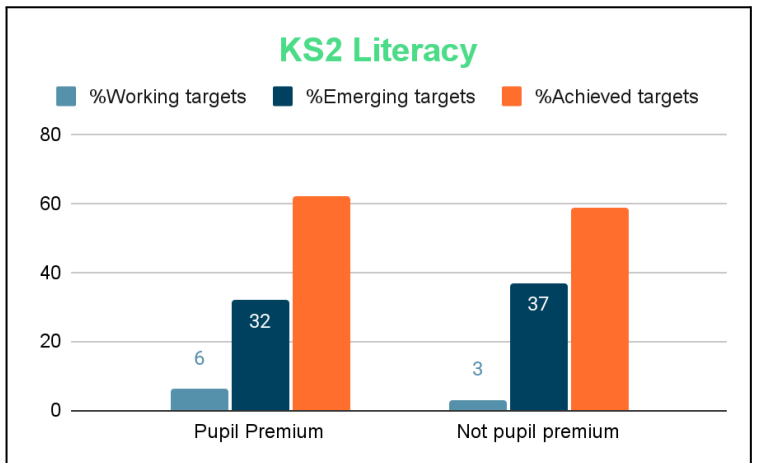
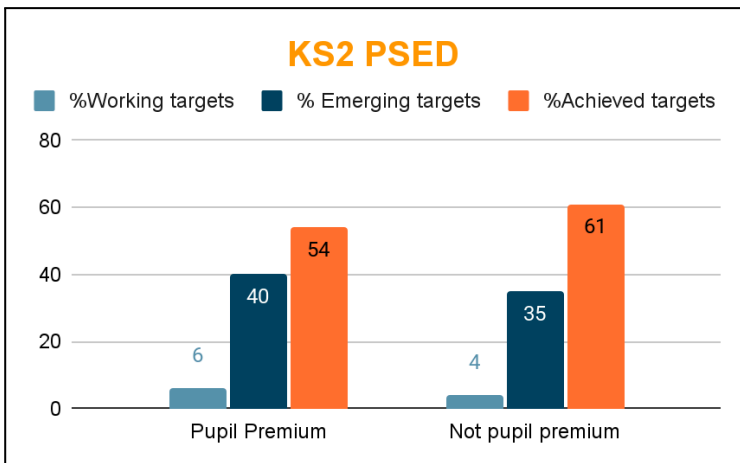
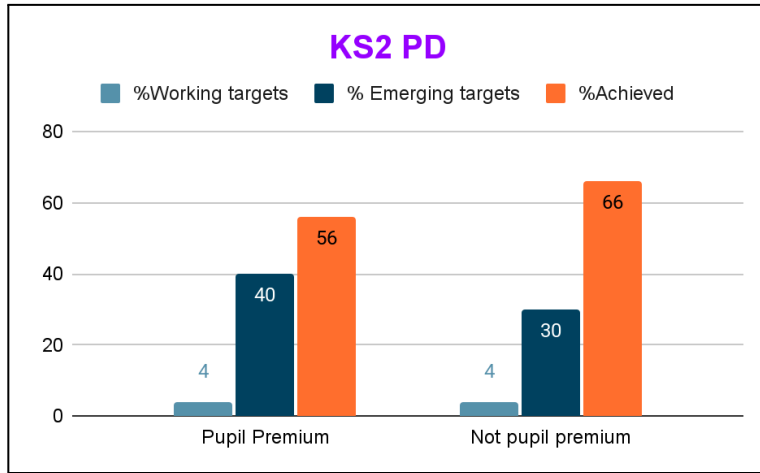
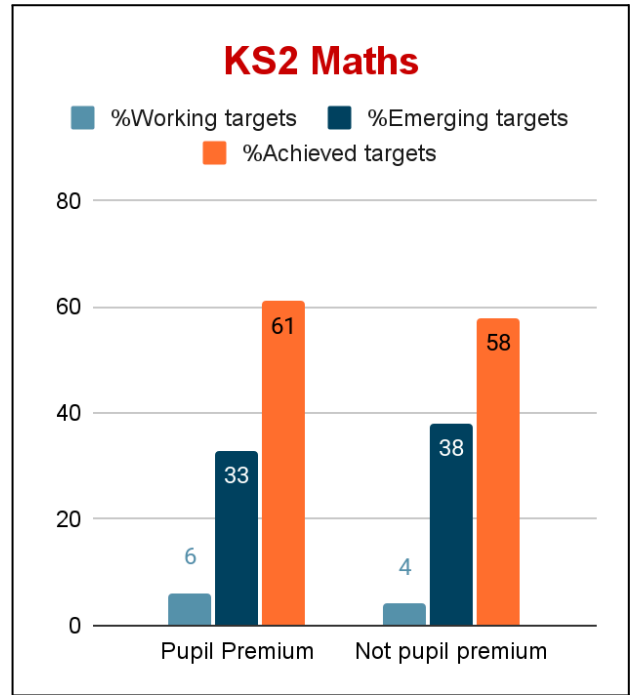
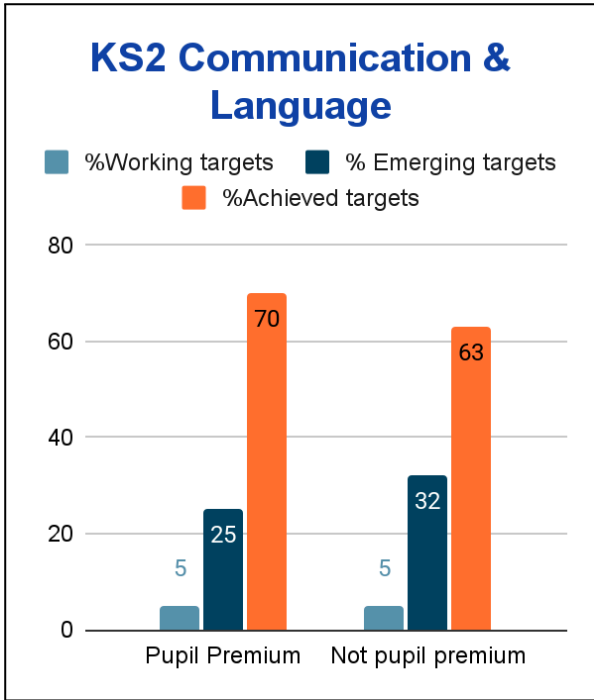
The data and evaluation below shows the impact that our pupil premium activity had on pupils in the **2024 to 2025**

The comparative data is for those children on pupil premium who have achieved their learning targets in comparison to those not on pupil premium.

It should be noted that the interventions developed by the pupil premium money, benefits all children. We need to ensure that new initiatives for children on pupil premium are specifically targeted for these children. We will continue with tutoring and music therapy and offer additional interventions specifically for children on pupil premium.

Pupil Premium 2024-205





Evaluation 2024-2025

Intended outcome:

Children make progress from their starting point (Sept 2024) in KS1 Literacy, Maths, PSED and Physical development.
Children to make progress from their starting point (Sept 2024) in KS2 Literacy, Maths, PSED and Physical Development

Impact:

All children on PP in KS1 made similar progress to children not on PP. 75% of children on PP achieved their targets in Maths; 74% in Literacy, 65% in PD and 59% in PSED. Other children made emerging progress within their targets with a small number not making progress, in which case targets were broken down into smaller achievable steps. See graphs above

Children on PP made similar progress to children no on PP in Maths and Literacy. 61% achieved targets on Maths and 62% achieved Literacy targets. However, less children on PP achieved their targets in PD and PSED.

This is due to a number of children in KS2 having lower attendance due to medical needs, family circumstances (had to travel back home with parents) and behaviours that challenge.

See graphs above

Children on Pupil Premium received 15 hours of 1:1 tutoring in half hour blocks each day for 6 weeks:

Children on pupil premium in KS1 and KS2 have achieved a higher percentage of their Maths, Literacy and Communication and Language targets. The focused work has enabled them to have the opportunity to consolidate their learning in these subject areas.

Small group focused Literacy sessions:

Children have developed the motivation and skills to explore objects.

Children have developed a greater focus and attention, allowing more engagement and responses.

Children have developed their vocalising and confidence to make choices.

Children are learning new words.

Children have developed their turn taking skills and waiting skills.



Child A focused and engaged throughout the Interactive Nursery Rhymes sessions. He showed engagement by listening to and following the instructions given by the adult.



Child A was able to choose 'Humpty Dumpty' from a choice of 4 different Nursery Rhymes



Child A showed awareness of some of the animals by vocalising the names, after it was modelled (named by the teacher).

He showed enjoyment by laughing as he explored the animals from the "Old MacDonald" nursery rhyme.

IEP Target moderation:

Senior team moderated targets at the end of the first autumn half term. This ensured:

- Targets were clear, smart, realistic and more tailored to each child. TA's and all staff can read an IEP and understand more clearly how a pupil can achieve a target.
- Target setting is more consistent.
- More challenging and achievable targets are set.
- Targets are adjusted according to the child's pace of learning.

- The Mandeville tracker effectively highlighted pupils' progress.
- Children are set targets to achieve.

Intended Outcome:

Pupils will develop communication skills, self-confidence and relationship with both adults and children

Impact:

Children on PP in KS1 made similar progress in their communication targets to those not on PP. More PP children in KS2 achieved their targets than those not on PP.

Children made progress with communication skills, self-confidence and relationships through music therapy and specialised poetry sessions. See progress under relevant sections below.

Interactive poet:

The sessions brought a strong rhythm to the classroom which enabled the children to:

- Explore a range of instruments and are more integrated as part of the whole group.
- To feel special and part of the group, developing their confidence and levels of engagement.
- To manage in a noisy environment (those who find noise difficult)
- Develop social skills by joining peers in different classes; being integrated as part of the whole group
- Engage in learning and build on their attention skills through a highly motivated session
- Show anticipation and develop eye contact
- Learn to copy rhythm and explore a range of instruments

his
he
the



“Child B’s poetry activities are a vibrant and essential part of his well-being. During poetry sessions, he doesn’t just listen — dances with joy and independently plays drums; transforming words into rhythm and movement. These moments allow him to express himself freely, connecting deeply with the music and those around him. Through music, he finds a powerful way to express himself and grow emotionally and socially. The creative outlets of poetry,

dance, drumming, and music therapy play a crucial role in his journey toward greater confidence, connection, and happiness”.

Philip (Poet)

Intended Outcome:

Staff understand children’s emotional needs and are equipped to co-regulate with the children

Impact:

Through teaching and learning observations, it was evident that staff have adopted the relational approach where they are able to reflect on their own practice and well-being.

The staff can confidently explain pupils' needs with a deeper holistic understanding of the pupils emotional well-being, developmental needs and family circumstances.

This was also addressed in the Peer Review report and Ofsted report.

Staff are more reflective on their practice. They have a more holistic approach to thinking about the children's needs. Staff view children considering their life experiences from birth giving a deeper understanding of their needs.

More time and focus is given to the children’s families.

Positive body language is more effectively used.

Use of adult language has a focus on keywords that children will understand.

Adults are mindful of their body language and how they present to children supporting children to be more comfortable.

All staff have a better understanding of the relational approach.

Adults are effectively labeling children’s emotions

Children are better able to regulate and therefore have more access to teaching and learning

Staff are more in tune with children's moods and emotions and offer appropriate and helpful choices.

Children are developing a better understanding of how they are feeling.

Staff are more reflective on their practice. They have a more holistic approach to thinking about the children's needs.

Staff view children considering their life experiences from birth giving a deeper understanding of their needs. More time and focus is given to the children's families.

Intended Outcome:

Pupils understand and can actively engage in (with some adult support) a range strategies that meet their self-regulation, emotional and sensory needs

Impact: Children are better regulated and can access learning for longer periods.

Relational Approach - Children are taught about their emotions and what they can do to manage those feelings, e.g. when over excited, I can use the scooter board, when tired, I can go for a walk.

Increased number of home visits and TAC (Team Around the Child) meetings have provided a bigger picture for the child and allowed a deeper understanding of the child's context and needs.

Significant support has been received from the STAR team (relational approach teaching support team) providing effective observations, feedback and strategies to enhance positive relationships between adult and child and training adults to tune into the child's emotional well-being.

STAR team modelled interventions and provided recommendations to teachers to improve practice. They created effective social stories to support children to understand difficult circumstances at home - being evicted, death of a parent, arrival of a new baby,

Zones of regulation

Displays have been created in classrooms with different zones of regulation. Staff and children have a greater understanding of different emotions and how to acknowledge them.

Effective key rings have been developed with different emotion pictures enabling staff to support children through the day and outside the classroom

Children are recognising their emotions and are able to label their feelings Child C is learning about different emotions. When we are green we can be happy and calm, blue we can be sad or tired



Aromatherapy

Child D relaxes during aroma care and massage. He is alert and relaxed during the sessions. His posture and sitting position becomes more comfortable and this enables him to self-regulate. He enjoys communicating through intensive interaction with the adults supporting him.



Music Therapy Service Report (2024-2025)

Music therapy has had an impact on all areas of intended outcomes resulting in children making good progress. This includes support with development of social and communication skills, attention, focus and engagement as well as supporting emotional expression and wellbeing.

Summary of Music Therapy Provision	
2 Qualified Music Therapists, 3 days a week	Individual therapy - 13 children Small Group therapy - 8 children + Whole group choir and Find Your Voice

1 Music Therapy Assistant, 1 term	Individual Therapy - 1 child Small group therapy - 6 children
2 Trainee Music Therapists, 2 terms each	Individual therapy - 1 child Small group therapy -11 children

Impact of individual therapy

<p>Area of referral: Communication, Attention, social interaction (NC)</p> <ul style="list-style-type: none"> • Able to engage and focus in using musical play for short periods of time using piano, ocean drum and horn and the guitar. • Able to engage in joint play using bubbles with therapist -popping and taking turns to blow. • Able to explore and create new sounds in a communicative way as part of pre-verbal development. • Able to express himself through dancing and playful movements with an adult imitating them 	<p>Area of referral: To support his emotional wellbeing. To engage in joint play and interaction with an adult (KR)</p> <ul style="list-style-type: none"> • Able to attend 20 minute sessions with the therapist. • Engage in playing musical instruments in the room. • Developing vocal expression through exploring sounds and words he has heard. • Reduced episodes of becoming upset in sessions and now expressing positive mood. • Beginnings of short episodes relating to adult through play.
<p>Area of referral: Providing emotional regulation support. Developing skills in sharing and joint play with another person (HS)</p> <ul style="list-style-type: none"> • Able to engage in the full 30 minute session playing different instruments with the therapist. • Able to share instruments with the therapist without becoming emotional dysregulated. • Able to copy words when sung by the therapist to support her speech development • Developing flexibility skills in trying new instruments and new ways of playing with an adult. • Reducing instances of behaviours that challenge due to her engagement in music-making. 	<p>Area of referral: To develop purposeful preverbal social and communication skills through musical interactions.</p> <ul style="list-style-type: none"> • Engage in purposeful drum playing during joint musical play. • Able to alternate between using a shaker, clapping hands and tapping the drum. • Exploration of his voice varying pitching and intonation. • Ability to follow the therapist's lead in which instrument to play e.g play drum when therapist plays it. Showing greater awareness of another person and being able to respond to them. • Engage in music-making for full 30 minute session showing develop in attention and engagement when interacting with an adult.
<p>Area of referral: Communication, social interaction, attention and purposeful play (IK)</p> <p>Engage in music-making for full 25 minute session. Motivated to use a playful and child-led approaches. Is now using his voice more confidently vocalizing exploring new sounds.</p> <p>Developed more awareness of therapist and wanting to interact with her.</p> <p>Initiating joint interactions with the therapist either using shared instruments or through vocalisations and facial expressions.</p> <p>Ability to focus and engage in musical play for longer periods of time.</p>	<p>Area of referral: Communication, social interaction, relating with other people, awareness of environment (JT)</p> <ul style="list-style-type: none"> • Able to walk independently to the therapy session. • Ability to be aware of music therapist and positive react to her music and vocalisations through laughing and vocalising in response. • More able to explore the room independently choosing what instruments he wants to play. • Able to focus and engage in joint music-making on the drums and piano. • Able to explore humour through play. • Development of vocal expression through exploring new sounds he can making within music-making.
<p>Area of referral: Supporting attention and ways of positively interacting with an adult (DM)</p> <ul style="list-style-type: none"> • Benefits from a child led approach. • Able to participate in play type games such as hide & seek and bubbles. • Able to share instruments with the therapist and TA including drum, piano and guitar. 	<p>Area of referral: To support emotional wellbeing and emotional regulation as well as develop social and communication and attention skills (NT)</p> <ul style="list-style-type: none"> • Able to engage in musical play, playing instruments in a purposeful way to prompt relating with an adult.

<ul style="list-style-type: none"> • Initiating more musical playing by exploring purposeful play on instruments. • Able to focus in sessions up to 20 minutes. • Ability to express humour through laughing, hiding and smiling and looking towards therapist to see what her reaction is. • Using sharing skills on an instrument with the therapist. 	<ul style="list-style-type: none"> • Able to explore different vocal sounds as a way to explore new ways of communicating. Now moving away from only using high-pitched sounds. • Able to understand the concept of cause and effect by creating movements and sounds, which have an impact on the way the therapist creates or stops the music. • Can understand humour by laughing during moments when therapist imitates or responds to actions he creates. • Online sessions provided with father when out of school to support a continuity of education and therapy. • Dad invited to come into session to explore the use of music play at home.
<p>Area of referral: Supporting emotional wellbeing and emotional regulation. Developing communication skills with another person (YA)</p> <ul style="list-style-type: none"> • Providing a safe therapeutic environment for him to express difficult emotions he was experiencing. • Able to use voice to connect and relate with adults in a positive way. • Using more purposeful and active musical play in session to express himself which previously he shied away from. • Able to demonstrate that he feels less anxious in and out of the music therapy room. 	<p>Area of referral: To provide support for emotional regulation (JD)</p> <ul style="list-style-type: none"> • Four joint sessions with foster carer to look at play skills in the home environment. • Attention has significantly developed. • Able to take the lead in choosing aspects he wants to carry out in sessions. • Able to learn a simple concept within a musical game and carry it out. • Able to follow finding three objects in a game. • Able to use music playing as means to support him with his emotional regulation.
<p>Area of referral: To support emotional regulation through improvised song singing about his feelings and actions (CM)</p> <ul style="list-style-type: none"> • Able to engage in song singing about his feelings. • Able to be supported and explore themes linked to changes occurring for him. 	<p>Area of referral: To support emotional regulation (EQ)</p> <ul style="list-style-type: none"> • Able to engage in musical play through the exploration of various musical instruments. • Able to explore relating through music with another person
<p>Area of referral: To support emotional regulation, engagement and attention (SR)</p> <ul style="list-style-type: none"> • Demonstrating motivation through singing. • Able to make choices of what songs they would like to sing. Support him to feel being empowered by the therapist responding to his requests. 	<p>Area of referral: Working on emotional regulation and reducing behaviours that challenge (KS)</p> <p>Music is motivating & supports engagement and attention compared to the classroom setting.</p> <p>Ability to explore songs within the images of song books to support choice-making and communication of his preferences.</p>

Group Music Therapy Session:

<p>Group in Angelfish class with three pupils</p> <p>Aims:</p> <ul style="list-style-type: none"> • Support communication skills (verbal and non-verbal) • Develop choice-making abilities • Develop social awareness and peer relationships • Develop interactions that support their processing needs
<p>Class 9 with 5 pupils from the class</p> <p>Aims:</p> <ul style="list-style-type: none"> • To support children who were more able in the class. • To develop their peer relationships and ways of relating to each other • To provide moments where they can communicate their choices <p>Outcome:</p>

The group aimed to support pupils in using music to relate to each other, develop their attention, awareness, and social skills. The pupils have shown progress in being able to focus in the group for longer periods. They show some awareness of each other, which would be further developed for the remainder of this term.

Class 10

Aims:

- To support peer relationships and foster greater cohesion within the class.
- To offer opportunities to make choices and communicate.
- To develop more awareness and tolerance of each other
- To develop their attention and focus within the group.

Outcomes:

- Being together as a class.
- Carrying out activities that promote joint play.
- Making choices.
- Engaging in imaginative play together.
- Creating music together as a class.
- Engaging in the group circle for up to 15 minutes
- Listening, responding and waiting for their turn within activities

Find your voice group: Collaborative therapy group with music therapy and speech and language therapist

Aims:

- To prompt different ways of the pupils using their voice, sounds and words to communicate through music.
- Develop choice-making abilities.
- Develop social awareness and peer relationships.
- To develop independence in maintaining their sitting and attention.
- To participate in activities that consist of two or more sequences.

Outcomes:

- Making clear choices
- Ability to attend the full session in the therapy room.
- Ability to attend for 15 minutes of the session and focus on the activity.
- Ability to follow simple one-level and two-level instructions.
- Ability to relate to their peers with minimal support
- Follow a flexible agenda set by less familiar adults.
- Development of social awareness of peers and adults.
- Development of social communication
- Ability to share, take-turns and pass on an object or instrument.
- Development of appropriate use of objects and instruments.
- Increased vocal exploration
- Use of purposeful words linked to songs, books, word cards or picture choices.
- Increased use of play skills within music-making on instruments
- Ability to blow bubbles independently
- Predicting what is expected of the children within the group.
- Anticipate and verbalize to parts of songs spontaneously.

Carnival of Animals - Special event run by SaLT, Music therapist and Poet. 'Carnival of the animals' tied in with the curriculum of learning about animals. The project was structured, offering music-based activities and poetry. The children were encouraged to participate in whatever way they could, promoting participation, communication, and expression in different forms.

Aims

- To promote total communication through Makaton signing, communicative actions, spoken words and choice-making.
- To encourage participation in singing, moving and vocalizing to music.

Outcomes on the day:

- Opportunity for the children to spontaneous in ways that they would not necessarily demonstrate in the classroom.
- Generalize learnt skills such as transitioning, sharing ideas and objects of interest,
- Moments of free improvised dancing, joining different groups, collaborative play and tolerance of being with others.
- Free play with other peers.
- Ability to tolerate a noisy environment, multi sensory environment.
- Ability to tolerate unpredictable timetable and participate in each classes section.
- Waiting their turn to come into the hall.

Choir: Open singing group for the school.

Aims:

- Promote communication
- Promoting wellbeing across school, supporting togetherness
- Promoting independence for the children by entering a new play environment run by less familiar adults.
- Manage a different structure to classroom teaching
- Generalise their existing communication skills to another environment

Outcomes:

- To sit in a group situation for 20-30 minutes.
- To be able to wait their turn.
- Flexibility of the order of the turn.
- Ability to relate to peers of various ages and abilities.
- To be able to engage in both low and high-tech AAC.
- Participate in an enjoyable group activity.
- Develop comprehension, listening and response skills

Externally provided programmes

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

Programme	Provider
N/A	

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
N/A
The impact of that spending on service pupil premium eligible pupils
N/A