

Evaluation of Fox Hollies Pupil Premium 2019-2020

Whilst the DfE has acknowledged it would be challenging for schools to accurately evaluate the impact of pupil premium funding in the previous academic year and have therefore removed this legal duty, Fox Hollies has reflected on the targets we were able to address and those which need to be revisited as good practice.

Quality of Teaching for All

Develop language and communication skills through small group work.

School employed a Speech and Language therapist 1 day a week. Through this school was able to;

- Support all staff to accurately complete a baseline assessment for students' speaking and listening.
- Parents were supported in communication skills at home in an attempt to improve well-being
- Targeted staff received support in the classroom setting to help students work towards their SLT targets
- 5 students received a review assessment and were judged able to communicate more effectively with a direct positive impact on their behaviour and well-being
- Intervention groups were set up for conversation skills with ASC students and an AAC group for communication book users
- Year 7 students were baselined and advice on referrals was provided to the core SaLT service.

Develop language and interaction skills through structured play

- Dens of Equality provided inhouse training for 18 staff. Since the restructuring of school trained staff in Pathway 1 have been theming the sensory room to support the learning of students whenever it is deemed appropriate.

Develop language and interaction skills through the medium of drama

- Open Theatre have provided an external service for our predominantly non-verbal students allowing them the freedom to explore through drama. The staff have also learnt about the pedagogy of drama and have expressed surprise and delight at what the students have been able to achieve. They also provided an out of hours club on a Thursday evening extending the opportunity offered to Pupil Premium students. During lockdown they provided an online zoom session once a week which averaged 15 students per week logging in.

Develop language and communication skills through enabling technology – My Choice ipad

- MyChoice Ipad has been successfully uploaded onto all classroom ipads. We identify this as a target which is yet not embedded. We have not been able to evaluate how well it is being used in classes and therefore the impact.

All students will have an extended choice of accessible reading materials which are both age and ability appropriate.

- A new school library was created in February half term by reconfiguring rooms
- The library uses a correct referencing system in line with other schools.
- A new English Co-ordinator has been appointed in school who has a clear understanding of the importance of accessible reading materials for all students
- Barrington-Stokes dyslexia-friendly reading scheme has been purchased
- Good quality second hand books have been donated by various people – these have been filtered to ensure they are appropriate and have been added to the library.
- Designated time was allocated to a TA to help set up the library.
- Chair of Gvs, Will Mauchline is exploring a contact with Penguin Publishers for further donations.

Targeted Support

Develop the depth of well-being support within school through the Emotional Well-Being team and external provision

- Malachi continued to work with school throughout lockdown and supported 5 families
- Our JPD work explored a variety of materials available to use which has allowed us to begin to create a toolkit of approaches. In my opinion staff had made a cultural change even before the pandemic which recognised the importance of everyone's mental health and well being. This work needs to be completed with all materials available to staff in one place.
- The use of Zones of Regulation and other autism specific approaches need to become embedded in practice

Provide targeted support to individuals and groups with sensory needs by providing sensory resources

- A necessary restructuring of school early 2020 means our students with more sensory needs now sit within Pathway 1. This has enabled the development of a totally new student-led curriculum based around the Areas of Engagement. Rooms have a wealth of sensory resources, both bought and made by staff.

Provide targeted support to individuals and groups with sensory needs by creating a portable installation within the snoezelan.

- ColourScape completed the installation. Unfortunately it became evident very quickly that it did not meet need and the raised step meant a proportion of students were unable to access the room. The restructuring of our Pathways has led to the space now being used as a classroom. All the music, sound and visuals which were created remain stored and available to be used to enhance the sensory diet offered to our students.

Other Approaches

Pupil Voice for all students will improve

- JPD group worked with classes to assess the current situation
- JPD group visited other schools to look at provision and possible approaches
- Well-Being audit completed and evaluated. Accuracy of responses linked to the abilities of learners identified as an area to improve.
- Sue Copello from BCC visited to school to provide training to use RixWikis. Unfortunately the pandemic has meant this has not been embedded. Birmingham CC have not maintained the licenses. Fox Hollies intend to research this and move forward independently.

Continue to offer financial support for extra-curricular activities (trips, visits, residential)

- Due to the pandemic much of our extra curricular offers did not take place. The residentials to Kingswood and Macaroni Woods were cancelled.
- Whole school Hippodrome visit to watch Freefall in November
- Visit with 10 pupils to Villa Park for a football tournament supported.