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| Summary  | Impact of spending  |
| Music therapy  | 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 | 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 Therapy / Physiotherapy Teams. |
| Counselling  | The counsellor has provided skilled intervention for a range of complex issues including anger management, family conflict and a range of anxiety related problems. The counselling has helped 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. She has also undertaken play therapy with specific children to support their social skills, specifically with peers  |
| Early morning club | 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.  |
| Speech & Language Therapist | The speech therapist has assessed pupils with specific speech, language and communication problems to enable them to communicate to the best of their ability. She has trained staff, planned programmes of work for individual pupils, created resources and met with parents to support them with pupils’ needs at home. She has formed links with the NHS Provide speech therapist to ensure joined up working |
| Specialist equipment for additional needs  | Additional physical interventions and sensory items such as iPads, writing slopes and sensory equipment have allowed children to better access parts of the curriculum. It has increased the time spent in class as self-regulation has been aided by sensory items available in the classroom |
| Well-being dog | Reggie has had a very positive impact on pupils. He has been used as a reward to help children with their own behaviour management and self-regulation. He has a calming influence on pupils and has been used when children are upset to comfort them. He has helped to increase social skills, confidence and self-esteem whilst teaching responsibility and respect to all life. |
| Financial support: residential stay, trips, uniform, horse riding, swimming | Although we have not been able to run any residential trips this year due to COVID, there have been a number of day trips which all pupils have been included in. We have purchased a number of uniform items to allow children to feel fully included – families have appreciated the extra financial support. |
| Reward trips | We have not been able to offer our full complement of reward trips this year due to COVID but the ones we have run have acted as a motivator to follow the Thriftwood Code. For all pupils this has been an incentive to engage consistently and work hard and have been successful and enjoyable.  |
| Sensory occupational therapist advice / resources | A large number of students have received an individual sensory therapy report, highlighting their sensory needs. These sensory programmes have been designed for use within school to ensure that individual needs are met and pupils are ready to learn. They have enabled children to regulate their sensory needs more easily, increasing engagement in lessons.  |
| Staff training (Lego Therapy) | Lego therapy has helped to develop social communication skills in our pupils, such as sharing, turn-taking, following rules, using names and problem-solving. A large number of children have benefitted from this intervention programme and it has been successfully implemented following staff training. |
| Staff supervision  | Supervision has helped staff feel appreciated, supported, reassured and validated as well as giving them the opportunity to talk openly and honestly about how they are feeling. It has allowed a number of senior leaders, teachers, LSAs and office staff to offload and air frustrations without being judged, as well as supporting and developing increased emotional intelligence and self-awareness. It was cited as being a large contributor to individuals’ wellbeing in the recent SEAX Trust wellbeing survey.  |
| YMCA Support | The YMCA Support worker has helped 5 families this year. She has worked 1:1 with the pupils and then supported the families with a range of needs (including implementing routines, managing challenging behaviours, increasing parental confidence). This support has been invaluable to families and there has been a marked improvement in some households as a direct result of this support. |