



Arbour Vale School Pupil Premium Strategy Statement

1. Summary information					
School	Arbour Vale School				
Academic Year	2018-19	Total PP budget	£83,875	Date of most recent external PP Review	Sept 2018
Total number of pupils	230	Number of pupils eligible for PP	79	Date for next internal review of this strategy	March 2019
Percentage of pupils eligible for PP by Key Stage:					
EYS/ KS1	4%	KS2	12%	KS3	29%
				KS4	29%
				KS5	26%
Percentage of pupils eligible for PP by primary need:					
PMLD	14%	SLD	22%	MLD	29%
				ASD	35%

2. Current attainment		
	Pupils eligible for PP	Pupils not eligible for PP
% making expected or better than expected progress overall	97%	97%
% making expected or better than expected progress in English	95%	97%
% making expected or better than expected progress in Maths	95%	94%
% With Positive Handling plans for behaviour	16%	46%
% of pupils with less than 90% attendance	8%	26%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers		
A.	The complex learning needs of some pupils eligible for PP result in them making slightly lower rates of progress than those pupils not eligible for PP	
B.	Pupils eligible for PP demonstrate a high level of social and emotional need and often lack age appropriate life skills	
C.	Behavioural issues for some pupils eligible for PP are preventing them from engaging in effective learning	
External barriers		
D.	Low attendance rates for some pupils eligible for PP reduces their time in school and reduces their learning time and progress	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Good levels of progress in Maths and English for pupils eligible for PP (Measured by whole school assessment tool and SIMS)	Pupils eligible for PP have full and innovative access to the curriculum and make as much progress in Maths and English by the end of the academic year as those pupils not eligible for PP
B.	PP pupils are provided with targeted support for their social and emotional needs and are fully supported to develop life skills (Measured with SIMS, success towards EHCP outcomes)	Pupils show an increase in social and emotional wellbeing as well as developmentally appropriate life and self-help skills
C.	Behavioural issues are addressed (Behavioural report comparisons using Behaviour Watch)	Decrease in behaviour watch reports for PP pupils
D.	Increased attendance rates and improved parental understanding of needs (Attendance compared on SIMS, parental feedback via questionnaires)	Overall attendance for pupils eligible for PP improves. Parents have an increased understanding of supporting needs at home.

5. Planned expenditure				
Academic year	2018-19			
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice and how will it be implemented?	Staff lead	Budgeted cost and review date
B, C, D	Family liaison officer	Parents often have limited support outside of school and can find it difficult to access the support and advocacy that they require. The introduction of this role will result in parents having a named person to support them with a range of issues linked to the needs of their child. Parents feeling supported and enabled will result in increased school attendance and progress made up pupils as they will have a supportive and balanced home life.	Tracey Bradshaw (Deputy Head)	£23,790
A, B	'Heart Beeps' sessions for PMLD learners	These sessions have been observed in similar settings to improve participation and interaction from complex learners. The sessions will increase pupils attention skills allowing the skills to be transferred to class to impact on the progress they make in lessons through increased participation.	Bronwen Harding (Literacy interventions)	£2340
B, C,	After school club	Our pupils often lack the opportunity for social interaction due to their needs, this affects their social development and behaviour. Clubs are school with skilled staff allow them to have interaction and time with peers that improves their wellbeing.	Dean Gray (Business development manager)	£6000
B, D	Breakfast Club	Many pupils were missing breakfast or not having the opportunity for one, effecting their focus, behaviour and attendance. Providing breakfast will encourage pupils to attend school and also make sure they have the energy to learn.	Dean Gray (Business development manager)	£1000
A	Outdoor clothing	Learning outdoors has been shown to increase progress for pupils. Currently not all pupils in Early Years have suitable outdoor wear. Purchasing suitable fleeces will allow them to access the entire curriculum and make progress.	Marie-Claire Nixon (Deputy Primary lead)	£500
B, C	Drumming lessons	Pupils (particularly those with MLD) are keen to engage with age appropriate hobbies, a number have expressed interest in drumming. The sessions aim to develop the pupils confidence and self-esteem as well as give them a positive focus and time to nurture their interests.	Josephine Langenhoven	£1380
A, C	Trips	Inclusion on trips is key to enriching curriculum opportunities. Pupils will be able to improve their understanding and make more progress. Trips will also be used as incentives for good behaviour.	Dean Gray (Business development manager)	£1000

B, C	Residential trips	Residential trips raise confidence and self- esteem in young people. The PE department will be ensuring pupils from all backgrounds get this opportunity as it can be costly to parents.	Matt Downey (Head of PE)	£2500
A, C	Resources for TEACCH stations	A large percentage of our PP pupils have ASD. The TEACCH approach is a successful method in which to engage learners in their tasks. This will improve outcomes in literacy and numeracy as well as reduce anxiety and challenging behaviour.	Sarah Mitchell (SENCO)	£750
A, B, C	Attention autism	Again, pupils with ASD make up a large percentage of our PP pupils. Attention autism increases engagement and attention, pupils will be more likely to make good progress, their anxieties will be reduced and their opportunities for social interaction improved.	Sarah Mitchell (SENCO)	£1000
A, C	Waldon resources	The Waldon approach is an innovative way to support learning and development in pupils of all ages with developmental delay. Pupils will be able to develop their understanding and behaviour through use of the approach in classes and as a specific intervention.	Sarah Mitchell (SENCO)	£1750
A, B	Lego Therapy	Lego therapy has been shown to improve social interaction, communication and develop understanding of social skills in pupils. This will be used as a specific intervention.	Sarah Mitchell (SENCO)	£600
B	Food technology resources	Life skill development is an important part of the curriculum for our pupils. Increasing the food technology resources will allow pupils to gain life skills to prepare them for the next stage in their life.	Michelle Healy- Wallis (DSL)	£600
A, C	ICT equipment	ICT engages many of our learners. Improved ICT provision will allow pupils to make better progress in maths and English. ICT is also used as a behaviour reward as pupils enjoy free time on the equipment.	Tim O'Brian (Operations Manager)	£10,000
A, B, C	Sensory equipment	Pupils need to be in a calm, alert state, ready to learning and their sensory seeking behaviours also affect their learning and progress. The sensory equipment will address both these aspects, allowing the pupils to access learning and make progress and also reduce behaviours that are a barrier to their learning. Individual pupils needs will be targeted and linked closely to their EHCP	Sarah Mitchell (SENCO)	£2000
B, C	Social Thinking and Mindfulness resources	These programmes have previously worked really well with pupils in need of social and emotional support. The impact will be improved wellbeing for the pupils accessing the programmes.	Sarah Brooks (Deputy Head)	£1000
C	Behaviour support resources	These resources will help pupils understand and manage behaviours, tools will be developed with the pupils to develop understanding of their behaviours. This will result in decreased behavioural incidents.	Robert Stephenson (Behaviour lead)	£1000

A	STA's to support literacy intervention	Support to improve literacy and reading skills across the school. Working with individuals and small groups as well as providing extra support in classes. Pupils accessing this will have improved levels of literacy.	Sarah Brooks (Deputy Head)	£26, 665
Total budgeted cost				£83,875

6. Review of expenditure				
Previous Academic Year		2017-18		
Desired outcome	Chosen action/approach	Explanation	Impact and lessons learned	Cost
B, C, D	Family liaison officer	Parents often have limited support outside of school and can find it difficult to access the support and advocacy that they require. The introduction of this role will result in parents having a named person to support them with a range of issues linked to the needs of their child. Parents feeling supported and enabled will result in increased school attendance and progress made up pupils as they will have a supportive and balanced home life.	Unfortunately delays in the academy conversion process resulted in us not being able to go ahead with this post.	N/A
C, D	Parental support sessions	Information sessions for families are currently limited. This programme with an experienced consultant will educate parents on the needs, behaviours and support for their child. The behavioural approaches will be consistent between home and school resulting in improved behaviour and school attendance.	Parental support sessions were offered throughout the academic year, focused on a number of key areas including Early Help, SALT, Behaviour and specific interventions. The sessions were very well attended by parents who fed back that they found the sessions very informative and this helped them develop strategies for their children at home.	£1200
A, B	Maximising outcomes for disadvantaged pupils course	RTA seminar to inform of requirements and best practice. This will ensure will be compliant with current requirements and allow for sharing of good practise. The impact on the students will be the use and planning of interventions as well as the tracking and comparisons of the progress they make.	This training seminar provided a valuable insight into maximising outcomes for pupils. It allowed us to put policies and practises in place to ensure the best outcomes. It was also useful to network with leaders from a range of different settings and hear initiative ways in which they target the most disadvantaged pupils.	£300
A, B	'Heart Beeps' sessions for PMLD learners	These sessions have been observed in similar settings to improve participation and interaction from complex learners. The sessions will increase pupils attention skills allowing the skills to be transferred to class to impact on the progress they make in lessons through increased participation.	These sessions allowed our most complex learners to develop their attention skills and as the sessions went on staff began to see consistent responses from the pupils. Staff were also able to use ideas from the sessions to engage pupils in class thereby increasing the impact of the sessions to different contexts.	£2150
A, B	Set up of switch toy library	A bank of switch activated cause and effect toys will be available to support pupils targets in lessons. They will allow the curriculum to be accessed in different ways resulting in progress for all students and social interaction through the use of them.	The switch toys were used to target specific communication targets with pupils and this was then evident in the progress they made. The switch toys also allowed pupils to develop social interaction skills. The switch toys have had a positive impact on pupils across the school as well as those eligible for pupil premium.	£1500

A, C	OT sensory circuits set up	Pupils need to be in a calm, alert state, ready to learning and their sensory seeking behaviours also affect their learning and progress. This OT intervention will address both these aspects, allowing the pupils to access learning and make progress and also reduce behaviours that are a barrier to their learning.	Sensory circuits now form an important part of the day for pupils in ASD classes. The sensory circuit structure and equipment has reduced sensory seeking behaviours and helped to ensure that the pupils are in a calm, ready state to access learning.	£9000
A, C	Sensory equipment	Pupils need to be in a calm, alert state, ready to learning and their sensory seeking behaviours also affect their learning and progress. The sensory equipment will address both these aspects, allowing the pupils to access learning and make progress and also reduce behaviours that are a barrier to their learning.	Particular equipment and resources were identified for pupils by their class teachers. This equipment reduced their negative behaviours and supported them in developing behaviour for learning.	£750
B, C,	After school club	Our pupils often lack the opportunity for social interaction due to their needs, this affects their social development and behaviour. Clubs are school with skilled staff allow them to have interaction and time with peers that improves their wellbeing.	Offering a reduced rate for pupils eligible for pupil premium has allowed them to access provision that they might not have been able to. This has had a positive impact on their social skills, behaviour and self-esteem.	£5200
B, D	Breakfast Club	Many pupils were missing breakfast or not having the opportunity for one, effecting their focus, behaviour and attendance. Providing breakfast will encourage pupils to attend school and also make sure they have the energy to learn.	Breakfast club provided pupils with the right start to the day and ensured the pupils were ready for learning. The club allowed pupils to develop social skills and encouraged their attendance at school.	£1000
A	Outdoor clothing	Learning outdoors has been shown to increase progress for pupils. Currently not all pupils in Early Years have suitable outdoor wear. Purchasing suitable fleeces will allow them to access the entire curriculum and make progress.	The outdoor wear has allowed all pupils to access the outdoor learning environment and for them to make expected progress in all areas of the early years curriculum.	£300
B	Nurture resources	Pupils social and emotional needs are impacting their learning, the principles of Nurture have been proven to be beneficial to pupils to allow them to access their learning and be ready to make progress.	The nurture approach at the school has been developed and staff now have the expertise and resources to implement the approach and an understanding of how attachment affects development and behaviour.	£600
A	Maths resources	This will allow pupils to develop their skills in maths and address areas of weakness, as well as link their learning to real life concepts. This will result in improved academic progress	Resources were purchased to target the needs of individual pupils, as a result the majority of pupils made expected progress or better.	£1000

A	Literacy resources	This will allow the development of the pupils Literacy skills and the use of targeted support where identified. These resources will improve academic progress.	Resources were purchased to target the needs of individual pupils, as a result the majority of pupils made expected progress or better.	£1000
B	SEMH resources	These resources will help pupils to identify and work through their emotions and will prevent them from escalating to crisis. This will impact their emotional development and also reduce behaviours.	Improvement in pupil behaviour were observed. The number of pupils requiring support from the behaviour team decreased.	£600
C	Behaviour support resources	These resources will help pupils understand and manage behaviours, tools will be developed with the pupils to develop understanding of their behaviours. This will result in decreased behavioural incidents.	Improvement in pupil behaviour were observed. The number of pupils requiring support from the behaviour team decreased.	£300
B	Mindfulness and social thinking	These programmes have previously worked really well with pupils in need of social and emotional support. The impact will be improved wellbeing for the pupils accessing the programmes.	Individual case studies have shown the positive impact of these programmes on the mental health of students, a more robust tracking system is now needed.	£600
A, C	Trips	Inclusion on trips is key to enriching curriculum opportunities. Pupils will be able to improve their understanding and make more progress. Trips will also be used as incentives for good behaviour.	Pupils were engaged with trips, these included trips for good behaviour (thereby encouraging good behaviour) and also residential trips.	£2600
A	Teacher and STA to support Literacy	Support to improve literacy and reading skills across the school. Working with individuals and small groups as well as providing extra support in classes. Pupils accessing this will have improved levels of literacy.	Intervention groups for literacy had a positive impact on the progress made by pupils, with the majority of pupils making expected progress or better.	£39,725 £15,465
A	IPAD and apps	The IPAD and apps will allow pupils to develop communication at home and school. The impact will be improved communication for the pupils.	The IPADS and specific communication software developed the communication skills for specific pupils and increased their participation in lessons.	£9000
Total cost				£92,290