

## Arbour Vale School Pupil Premium strategy statement

1. Summary information					
<b>School</b>	Arbour Vale				
<b>Academic Year</b>	2017-18	<b>Total PP budget</b>	£92,290	<b>Date of most recent PP Review</b>	September 2015
<b>Total number of pupils</b>	232	<b>Number of pupils eligible for PP</b>	88	<b>Date for next internal review of this strategy</b>	February 2018

2. Current attainment		
	<i>Pupils eligible for PP (Arbour Vale)</i>	<i>Pupils not eligible for PP (Arbour Vale)</i>
<b>% overall progress</b>	98%	99%
<b>% making expected or above progress in English</b>	95%	96%
<b>% making expected or above progress in Maths</b>	96%	95%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b>	
<b>A.</b>	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>B.</b>	Pupils eligible for PP demonstrate a high level of social and emotional need and often lack age appropriate life skills
<b>C.</b>	Behavioural issues for some pupils eligible for PP are preventing them from engaging in effective learning
<b>External barriers</b>	
<b>D.</b>	Low attendance rates for some pupils eligible for PP reduces their time in school and reduces their learning time and progress

<b>4. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Good levels of progress in Maths and English for pupils eligible for PP (Measured by whole school assessment tool and CASPA)	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>B.</b>	PP pupils are provided with targeted support for their social and emotional needs and are fully supported to develop life skills (Measured with Boxall profile, success towards EHCP outcomes)	Pupils show an increase in social and emotional wellbeing as well as developmentally appropriate life and self-help skills
<b>C.</b>	Behavioural issues are addressed (Behavioural report comparisons using Behaviour Watch)	Decrease in behaviour watch reports for PP pupils
<b>D.</b>	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.

<b>5. Planned expenditure</b>					
<b>Academic year</b>	<b>2017-18</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice? How will it be implemented?</b>	<b>Budgeted cost</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
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.	£22,790	Tracey Bradshaw (Acting Head)	Feb 18
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.	£1200	Sarah Mitchell (ASD and Vulnerable Pupil leader)	Feb 18
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.	£300	Sarah Mitchell (ASD and Vulnerable Pupil leader)	Feb 18
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.	£2150	Bronwen Harding (Literacy intervention)	Feb 18
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.	£1500	Ellie Brady (KS4 teacher)	Feb 18

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.	£9000	Liz Ellery (OT)	Feb 18
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.	£600	Sarah Mitchell (ASD and Vulnerable Pupil leader)	Feb 18
B	Boxall Profile	The social and emotional needs of pupils act as a barrier to learning. The Boxall profile will track pupils social and emotional progress as well as set specific targets to develop their social and emotional wellbeing.	£150	Jemma Soden (Nurture Lead)	Feb 18
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. After school clubs supported by skilled staff allow them to have interaction and time with peers that improve their wellbeing.	£5200	Dean Grey (Business Development Manager)	Feb 18
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.	£1000	Dean Grey (Business Development Manager)	Feb 18
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.	£300	Sarah Mitchell (ASD and Vulnerable Pupil leader)	Feb 18
B	Nurture resources	Pupils social and emotional needs is impacting their learning, the principles of Nurture has been proven to be beneficial to pupils to allow them to access their learning and be ready to make progress.	£600	Jemma Soden (Nurture Lead)	Feb 18
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.	£1000	Sarah Mitchell (ASD and Vulnerable Pupil leader)	Feb 18
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.	£1000	Sarah Mitchell (ASD and Vulnerable Pupil leader)	Feb 18

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.	£600	Sarah Brooks (Acting Deputy Head)	Feb 18
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 a decrease in behavioural incidents.	£300	Sarah Mitchell (ASD and Vulnerable Pupil leader)	Feb 18
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.	£600	Sarah Brooks (Acting Deputy Head)	Feb 18
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.	£2600	Dean Grey (Business Development Manager)	Feb 18
A	STA's 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.	£32,400	Tim O'Brian (Operations manager)	Feb 18
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.	£9000	Tim O'Brian (Operations manager)	Feb 18
<b>Total budgeted cost</b>					£92,290

## 6. Review of expenditure

Previous Academic Year 2016-17

Desired outcome	Chosen action/approach	Explanation	Estimated impact and lessons learned	Cost
A, B, C	STA's to provide 1:1 support	Specialist support staff are employed to undertake focussed improvement work. 1;1 and small group intervention is used for literacy, and numeracy, and for pupils requiring OT/ sensory intervention.	Pupils made measurable progress in curriculum areas as a result of the additional support, their engagement was improved and behavioural incidents reduced	£32,400
B, C	Cookery tutors	Specialist support staff were used to teach cookery allowing primary and EYFs teachers additional time for small group work / 1:1 support of individuals within their class	The behaviour of pupils improved as there received increased time to explore their skills in other areas.	£28,000
B, C	Nurture programme	A Nurture programme is available for those pupils experiencing difficulties with emotional or social issues. Support is on a 1;1 or small group basis	This was a very successful intervention, pupils became more engaged in learning as a result of improved social and emotional wellbeing, however there now needs to be a more robust tool in place to measure social and emotional progress. These interventions will continue to be built upon and used across the school.	£600
B, C	Mindfulness and Social thinking programme	Social Thinking groups have been introduced to Post 16 and Secondary. This supports pupils where inappropriate social behaviour can be a barrier to learning. Mindfulness has been successfully introduced.	This was a very successful intervention, pupils became more engaged in learning as a result of improved social and emotional wellbeing, however there now needs to be a more robust tool in place to measure social and emotional progress. These interventions will continue to be built upon and used across the school.	£600
A	Reading intervention	Additional staffing has been made available to provide reading intervention for 3 days a week for both primary and secondary pupils. RWI resources have been purchased.	The gap has closed between those pupil eligible for PP and those who are not in Reading, this is something that we will continue with to keep seeing improvements in these areas.	£7000
B, D	After school clubs	Subsidised rates for breakfast club, ASC and holiday activities	The impact of this was seen in pupils' interactions with their peers and social and emotional wellbeing. There were also some improvements to attendance noted.	£4800
B, D	Breakfast Club	Subsidised rates for breakfast club, ASC and holiday activities	The impact of this was seen in pupils' interactions with their peers and social and emotional wellbeing. There were also some improvements to attendance noted.	£1000
B, D	Trips	Subsidised rates for breakfast club, ASC and holiday activities	The impact of this was seen in pupils' interactions with their peers and social and emotional wellbeing. There were also	£2500

			some improvements to attendance noted.	
B, C	Bike maintenance	Individualised timetables are in place or pupils requiring additional support / motivation to remain engaged with the curriculum. This includes access to bike maintenance.	Engagement in the alternative options available was very good, pupils made good progress and behavioural incidents reduced.	£3000
B, C	1:1 music lessons	On site additional music lessons - Ukele	Engagement in the alternative options available was very good, pupils made good progress and behavioural incidents reduced.	£9200
B, C	Alternative curriculum options	Support of alternative curriculum options. This included; additional accreditation via external providers (BCA and Pit-stop ).	Engagement in the alternative options available was very good, pupils made good progress and behavioural incidents reduced.	£990
		<b>Total PP budget 2016-17:</b> £90,090	<b>Total Cost:</b>	£90,090