



Arbour Vale School Pupil Premium Strategy Statement 2019-20

1. Summary information					
School	Arbour Vale School				
Academic Year	2019-20	Total PP budget	£78,595	Date of most recent external PP Review	Sept 2018
Total number of pupils	263	Number of pupils eligible for PP	75 (29%)	Date for next internal review of this strategy	March 2020
Percentage of pupils eligible for PP by Key Stage:					
EYS/ KS1	6%	KS2	16%	KS3	38%
		KS4	21%	KS5	19%
Percentage of pupils eligible for PP by primary need:					
PMLD	8%	SLD	29%	MLD	38%
		ASD	25%		

2. Current attainment		
	Pupils eligible for PP	Pupils not eligible for PP
% making expected or better than expected progress overall	78%	82%
% making expected or better than expected progress in English	74%	78%
% making expected or better than expected progress in Maths	78%	74%
% of pupils with less than 90% attendance	10%	25%

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	2019-20			
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
A, B, C, D	Parental workshops and support sessions	Many of our parents require additional support at home. We plan to run a series of targeted workshops and sessions to support parents. This will led to the pupils have more stable bases in which they can they consistent approaches, attend school regularly and have the correct support around them in order to make good progress.	Kevin Hughes and Lyuba Kisel (Parental voice middle leaders)	£5500 (Jan 2020)
A	Specific SEN equipment	Many of our pupils have physical difficulties that becomes a barrier to their learning. They require specific resources and equipment suggested by physio and OT in order to reduce these barriers and make good progress.	Julie Foot (Therapy Lead)	£7500 (Jan 2020)
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 (Jan 2020)
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)	£1500 (Jan 2020)
C, D	Uniform bank	We have found that pupil's behaviour and attendance is linked to whether or not they come into school in uniform, with some of our more able pupils identifying it as a key factor in them coming to school and doing well. A uniform bank would give them the opportunity to wear correct uniform.	Sarah Mitchell (SENCO)	£800 (Jan 2020)
A	Literacy and Maths games and puzzles	Teachers have reported that pupils make better progress with hands on learning and suitable games and puzzles have decreased in number. A new order of resources will support pupil progress.	Sarah Mitchell (SENCO)	£800 (Jan 2020)
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)	£1500 (Jan 2020)
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)	£3000 (Jan 2020)

A, B, C	Attention autism	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)	£1500 (Jan 2020)
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)	£2200 (Jan 2020)
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 (Jan 2020)
A	Laptop trolleys and laptops	Many teachers have highlighted that increasing the use of ICT in lessons engages pupils in learning. The provision for a laptop trolley for each phase of the school would allow increased opportunities for this to happen.	Tim O'Brian (Operations Manager)	£12,000 (Jan 2020)
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)	£8000 (Jan 2020)
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)	£2500 (Jan 2020)
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 (Jan 2020)
B, C, A	Mental Health strategies	Mental health and support for pupils is an area of concern. We will identify ways in which the mental health of our pupils can be best supported. This may include staff training, workshops for pupils or specific programmes.	Michelle Healy-Wallis (DLS)	£1500 (Jan 2020)
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)	£22,695 (Jan 2020)
Total budgeted cost				£78,595

6. Review of expenditure				
Previous Academic Year		2018-19		
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
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.	£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.	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.	£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.	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.	£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.	The drumming lessons had a positive impact on pupil confidence and self-esteem with some of their skills being displayed at the school talent show. Although the intervention itself was successful we found the company to be unreliable and not consistent enough for our pupils so will not be continuing with this at the moment.	£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.	Pupils were engaged with trips, these included trips for good behaviour (thereby encouraging good behaviour) and also residential trips.	£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.	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.	£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.	Resources were purchased to target the needs of individual pupils, as a result the majority of pupils made expected progress or better.	£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.	Resources for attention autism ensured that pupils made measurable progress, especially in the areas of focus, shared attention and independent skills in which to complete task.	£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.	Waldon has been a very successful intervention, with pupils making progress in a number of areas. In addition to the resources we have held workshops and training sessions and will further develop this intervention in future years.	£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.	Lego therapy has helped pupils make good progress, training has been in selected groups. We hope to widen the training so that the intervention has impact on a greater number of pupils.	£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.	Life skill development was observed, particularly with the use of the resources at Arbour Vale House which provided a real life setting in which the pupils were able to develop their skills.	£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.	The IPADS and specific communication software developed the communication skills for specific pupils and increased their participation in lessons.	£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	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. 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.	£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.	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.	£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.	Improvement in pupil behaviour were observed. The number of pupils requiring support from the behaviour team decreased.	£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.	Intervention groups for literacy had a positive impact on the progress made by pupils, with the majority of pupils making expected progress or better.	£26, 665 £25,110
Total cost				£85,195