

Pupil Premium Strategy Statement 2021-22

1. Summary information					
School	Arbour Vale School				
Academic Year	2021-22	Total PP budget	£100,125	Date of most recent external PP Review Next Audit booked	Sept 2018
Total number of pupils	333	Number of pupils eligible for PP	124 (37%)	Date for next internal review of this strategy	March 2022
Percentage of pupils eligible for PP by Key Stage:					
EYS/ KS1	14%	KS2	16%	KS3	32%
				KS4	16%
				KS5	22%
Percentage of pupils eligible for PP by primary need:					
PMLD	6%	SLD	27%	MLD	29%
				ASD	38%

2. Current attainment		
	Pupils eligible for PP	Pupils not eligible for PP
% making expected or better than expected progress overall	90%	90%
% making expected or better than expected progress in English	86%	86%
% making expected or better than expected progress in Maths	90%	89%

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	
E.	Concerns linked to current pandemic is preventing the return to onsite education for some pupils	
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 SIMS)	Decrease in SIMS behaviour 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.
E.	Increased attendance rates and/or evidence of progress via VLE	Attendance improves. There is a robust home learning plan in place for those pupils unable to access onsite education.

5. Planned expenditure				
Academic year	2021-22			
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	Art Therapy	Art therapy is a type of psychotherapy that uses art and other artistic mediums to help pupils explore and express their thoughts and emotions. Art therapy has been a proven way to positively impact the emotional wellbeing of pupils and reduce anxieties and result in improvements in behaviour and overall wellbeing. Sessions will be delivered to identified individuals with regular reviews of impact.	Sarah Mitchell (SENDCO)	£12,240 (Jan 2022)
A	Specific SEN equipment	Many of our pupils have physical difficulties that become 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)	£3,000 (Jan 2022)
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 at school with skilled staff allow pupils to have interaction and time with peers that improves their wellbeing.	Dean Gray (Business development manager)	£2,000 (Jan 2022)
A, B, C	Therapy Dog training	The impact of animal based intervention to support the emotional wellbeing of students and increase academic attainment is well documented. We have a therapy puppy in place and an annual contract with Canine Assisted Learning who will provide training for handlers and ongoing support. The puppy will require some onsite resources to aid her work with pupils.	Michelle Healy- Wallis (DSL)	£1,500 (Jan 2022)

A, B, C	Sensory equipment	Pupils need to be in a calm, alert state, ready for learning, their sensory seeking behaviours will 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	Nicola O'Hara (ASD mentor)	£5,000 (Jan 2022)
B, C	Attention Bucket resources	Pupils in our ASD classes benefit from Attention Bucket sessions. The sessions increase focus and attention for our pupils. The sessions positively impact pupil behaviour and emotional needs, as the sessions are calming and give pupils time to regulate their emotions. Following the sessions the pupils are in a calm, learning ready state.	Lyuba Kisel (ASD lead)	£800 (Jan 2022)
A, C	Laptops/ IPADS for individual pupils	A number of pupils have been identified who require laptops/ Ipads to support recording their progress or as a reward for good behaviour	ICT/ VLE team	£4,000 (Jan 2022)
D, E	Support for work experience	Work experience supports the transition of our pupils to the next stage in their education. The pupils can gain an insight into a possible career and the motivation of attending work experience has previously improved attendance rate amongst our older pupils.	Sid Garcia (Post-16 lead)	£3,000 (Jan 2022)
A, E	Additional STA support	Additional support from STA's will ensure that pupil targets, can be focused on and address via additional support in class	Sarah Brooks (Deputy Principal)	£68,585 (Jan 2022)
Total budgeted cost				£100,125

6. Review of expenditure				
Previous Academic Year		2020-21		
Desired outcome	Chosen action/approach	Explanation	Impact and lessons learned	Cost
B, C	Art Therapy	Art therapy is a type of psychotherapy that uses art and other artistic mediums to help pupils explore and express their thoughts and emotions. Art therapy has been a proven way to positively impact the emotional wellbeing of pupils, reduce anxieties and result in improvements in behaviour and overall wellbeing. Sessions will be delivered to identified individuals with regular reviews of impact.	Pupils specific SEMH needs are being met. Pupils have been support to deal with difficulties they are facing in a therapeutic session. Following feedback from these sessions from professionals, pupils and parents, we wish to continue with this intervention into 2021-22.	£12,240
A	Specific SEN equipment	Many of our pupils have physical difficulties that become 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.	Makaton resources purchased for all classes. Resources for OT plans purchased to ensure pupils are ready for learning and to reduce behaviours associated with pupils previously using behaviour as a form of communication	£3,468
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 at school with skilled staff allow pupils to have interaction and time with peers that improves their wellbeing.	Respite support for parents, reducing behavioural concerns. Pupil opportunities for social interaction.	£2,000
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.	This spend was not required due to restrictions linked to COVID-19 Risk assessments.	£1,500

A	Story Sacks	Sharing story sacks with children, offers a multi-sensory approach to the reading process, it will also help develop their early literacy skills. Our pupils respond to objects and resources linked to stories and these have increased engagement in learning and therefore progress	Story sacks increased pupil engagement in listening to and sharing stories. The high rates of progress in Literacy for both PP pupils and non PP pupils is evidence of the increase in the joy of reading.	£2,000
A	Maths resources	The majority of our students respond better and make measurable progress when using tactile and hands-on resources. Increasing our numeracy resources will aim to close the gap in maths attainment for our pupils eligible for pupil premium.	Hands on learning equipment has closed the very small gap in attainment (% progress for PP v non PP is now marginally higher for PP pupils)	£2,000
A	Dyslexia learning programmes	We have identified that some of our more able pupils require targeted support, linked to their diagnosis of specific learning difficulties. These programs will allow process to be accelerated.	Literacy lead is gaining knowledge in this area to provide targeted intervention for pupils, the impact has been shown in pupil progress rates.	£900
A	Resources to support SALT and communication	Communication is a barrier to learning for a large number of pupils, having communication tools in all classes will aid the development of workable communication methods for pupils.	Quick talkers and similar resources are now in place- pupils have developed communication skills- increasing progress and reducing behaviours.	£9,500
A, D, E	ICT lending library	Many of our pupils do not have access to ICT at home and were impacted negatively by the COVID19 pandemic. A set of laptops and WIFI keys will ensure that during any further enforced home learning our more vulnerable pupils will be	Spend not required- items provided by Department of Education.	£12,000 (Jan 2021) Now provided by DofE
A, D, E	Sensory based lending library	Should further home learning be required, sensory boxes will ensure that our pupils who cannot access computer based learning will still be able to engage in activities to make progress via the blended home learning offer.	Spending taken from COVID catch up fund	£9,000 (Jan 2021) COVID catch up
A, D, E	VLE	We need to further develop our virtual learning environment for pupils who need to access short or longer term education at home for whatever reason. This will ensure that these pupils make progress and that re-integration into school based learning is possible.	Spending taken from COVID catch up fund	£6,175 (Jan 2021) Now from COVID catch up

A, C	Laptops/ IPADS for individual pupils	A number of pupils have been identified who require laptops/ ipads to support recording their progress or as a reward for good behaviour	Use of individual ipads as a reward has decreased behavioural concerns for PP pupils, in addition to this many of the pupils use an ipad to access learning without realising, thus making progress.	£8,000
A, C	ICT SEND specific 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 in cross curriculum learning. We have also shown that pupil motivation and behaviour is improved through greater use of ICT.	Specific resources were identified for PP pupils who required support to access their learning. This allowed them to make the same rates of progress as those pupils not entitled to PP.	£2,200
A, B, C	Sensory equipment	Pupils need to be in a calm, alert state, ready for learning, their sensory seeking behaviours will also affect their learning and progress. The sensory equipment will address both these aspects, allowing the pupils to access learning, 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	Specific sensory items have helped improve pupils readiness for learning and also decrease behaviours. The sensory sessions helped the pupils to regulate their emotions and make sure they were in a calm, learning ready state.	£5,000
A, B, C	TAC PAC resources and staff training	Tacpac is a sensory communication resource using touch and music to align the senses and develop communication skills. It helps those who have any kind of sensory impairment or communication difficulties. The resources and training will support academic attainment, wellbeing and behaviour for learning.	PMLD pupils have been supported to meet their targets and make expected or better than expected progress	£1,400
A, E	Additional STA support	Additional support from STA's will ensure that pupil targets can be focused on and address via additional support in class	Additional support in classes has ensured that progress for PP pupils is the same as non PP pupils	£40,307
			Total Spend:	£89,015