



Pupil Premium Strategy Statement 2022-25

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Arbour Vale School
Number of pupils in school	341
Proportion (%) of pupil premium eligible pupils	39%
Academic year/years that our current pupil premium strategy plan covers	2022-23 2023-24 2024-25
Date this statement was published	September 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Neil Sykes Principal
Pupil premium lead	Sarah Mitchell Assistant Principal /SENDCO
Governor / Trustee lead	John Wise

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£108,560
Recovery premium funding allocation this academic year	£115,364
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£223,924

Part A: Pupil premium strategy plan

Statement of intent

Arbour Vale School is a vibrant and welcoming special school where we aim to provide a caring, safe and happy environment for everyone. We believe that all children should be able to achieve their full potential. We offer an individualised curriculum and ensure all of our pupils enjoy positive educational experiences. At Arbour Vale we celebrate our pupils' differences and ensure we have an inclusive school community.

The main barriers to achievement for students at Arbour Vale School centre around our students' additional learning needs as identified in their Education, Health and Care Plans. Due to the complex nature of our cohort of students their attainment will be lower than age related national expectations.

We will utilise Pupil Premium funding to ensure that our most disadvantaged students make at least good or better than good progress, through ensuring they attend school, are engaged and inspired by lessons and have appropriate destinations secured. Using this strategy we aim to increase pupils' confidence and resilience, access additional therapies and support and additionally benefit non-eligible pupils. Our strategy will be driven by the needs and strengths of each young person, based on formal and informal assessments. This will help us to ensure that we offer them the relevant skills and experience they require to be prepared for the next step in their journey. Our learning community is enriched by both formal and informal opportunities to meet with staff, professional agencies and other parents/carers to ensure that we continue to work collaboratively and secure the best for our children.

Arbour Vale School takes a tiered approach to distributing the Pupil Premium funding, covering the three areas below:

- High Quality Teaching – Professional development of staff to improve the impact of teaching and learning on all pupil premium students
- Targeted Academic Support – Providing additional support for students to promote great attendance and develop positive learning behaviours
- Wider Strategies – Providing broader support for students outside the curriculum to maintain positive mental health and wellbeing and consequently support the development of positive learning behaviours

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	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
2	Pupils eligible for PP demonstrate a high level of social and emotional need and often lack age appropriate life skills.
3	Behavioural barriers (including sensory difficulties) for some pupils eligible for PP are preventing them from engaging in effective learning.
4	Low attendance rates for some pupils eligible for PP reduces their time in school and reduces their learning time and progress. Support at home and understanding of needs has also been observed to be a negative impact on pupil progress.
5	Our assessments, observations and discussions with pupils and families demonstrate that the education, wellbeing and wider aspects of development of many of our disadvantaged pupils have been impacted by the pandemic to a greater extent than for other pupils.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
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
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

Behavioural issues are addressed (Behavioural report comparisons using SIMS)	Decrease in SIMS behaviour reports for PP pupils
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.
Increased attendance rates and/or evidence of progress via VLE and gaps in learning are closed.	Attendance improves. There is a robust home learning plan in place for those pupils unable to access onsite education. Pupils supported by planned tuition show increase in attainment.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£136,204**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support for further embedding the STEM approach. Providing support for teaching methods, strategies and improving outcomes for learners.	STEM education integrates concepts that are usually taught as separate subjects in different classes and emphasizes the application of knowledge to real-life situations. A lesson or unit in a STEM class is typically based around finding a solution to a real-world problem and tends to emphasize project-based learning. This allows pupils with a range of needs to take part in a joint project and make connections between subjects promoting good progress in the key subject areas. Science EEF (educationendowmentfoundation.org.uk)	1
Additional STA support	Additional support from STA's will ensure that pupil targets can be focused on and address via additional support in class	1
Topic resource boxes	Hands on learning is simply learning by doing.	1

	<p>The process of learning this way takes place through action. The brain is stimulated in multiple areas through practical learning experiences.</p> <p>Through hands-on activities, children are encouraged to learn through exploration. Hands-on learning develops thinking skills.</p> <p>Why Hands-On Learning is so Important for Your Child - Empowered Parents</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions) Budgeted cost: **£45,880**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Art and play Therapy	<p>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.</p> <p>Art Therapy in Schools - The Creative Arena</p> <p>Home - Play Therapy UK</p>	1, 2
Make Sense Theatre	<p>Interactive sensory sessions allow our most complex learners to fully engage in a multi-sensory environment, develop understanding of cause and effect, communication and understanding of emotions.</p>	1, 2
Laptops/ IPADS for individual pupils	<p>A number of pupils have been identified who require laptops/ Ipads to support recording their progress or as a reward for good behaviour</p> <p>Using Digital Technology to Improve Learning EEF (educationendowmentfoundation.org.uk)</p>	1, 3

<p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>5</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing) Budgeted cost: **£41,840**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Enhancing the sensory regulation equipment available for PP learners with enhanced sensory needs, including autism.</p>	<p>We have observed that sensory equipment and resources such as mattresses, lap pads, tunnels, weighted jackets and additional proprioceptor equipment can be effective at providing support for our pupils with sensory needs.</p> <p>SEN support: A rapid evidence assessment (publishing.service.gov.uk)</p>	<p>3</p>
<p>Developing the role of our Therapy Dog alongside Canine Assisted learning</p>	<p>The EEF state that social and emotional learning approaches can each add on average four additional months' progress over the course of a year.</p> <p>https://www.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>2, 3</p>

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.	2, 4
Rock band sessions	<p>Music has been shown to improve the emotional wellbeing and mental health of pupils.</p> <p>Why music is great for your mental health - Mind</p>	2, 3, 4

Total budgeted cost: £223,924

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Our internal assessments during 2021/22 indicated that disadvantaged pupils academic and wider development outcomes were in-line with non-disadvantaged pupils. Particularly successful interventions that promoted pupil progress were:

- Attention bucket resources to increase attention, engagement and participation in our learners.
- Therapy dog intervention. Many of our pupils have made a positive bond with Pepper our School Dog. 'Walk and Talk' sessions have been especially successfully, allowing pupils to opening up about their worries and emotions resulting in improved mental health.
- Developmental of Emotional Regulation Strategies. There has been whole school training on emotional regulation and investment into resources. This has positively impacted on behaviour for learning and will be further embedded across the school during the academic year 2022-23.

The NTP and Education Recovery Premium allowed as to trial online tuition for a small number of our pupils. Due to our cohort of pupils and their needs we found the impact of these sessions was minimal with impact only being noted with a very small percentage of our learners. Therefore we focused on school based readiness for learning, emotional wellbeing and enrichment of therapeutic provision. The impact was evident through attainment data, attendance and student feedback.

Externally provided programmes

Programme	Provider
N/A	