



## **Pupil Premium Strategy Statement 2022-25**

# Pupil premium strategy statement

This statement details our school's use of pupil premium 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	345
Proportion (%) of pupil premium eligible pupils	35%
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	November 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	£130,875
Recovery premium funding allocation this academic year	N/A
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£130,875</b>

# 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)	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 Arbor, 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 Arbor)	Decrease in Arbor behaviour reports for PP pupils
Increased attendance rates and improved parental understanding of needs  (Attendance compared on Arbor, 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: £61,875

Activity	Evidence that supports this approach	Challenge number(s) addressed
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	<p>Hands on learning is simply learning by doing.</p> <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><a href="#">Why Hands-On Learning is so Important for Your Child - Empowered Parents</a></p>	1

**Targeted academic support (for example, tutoring, one-to-one support structured interventions)** Budgeted cost: £48,000

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><a href="#">Art Therapy in Schools - The Creative Arena</a></p> <p><a href="#">Home - Play Therapy UK</a></p>	1, 2
Make Sense Theatre	<p>Interactive sensory sessions allow our most complex learners as well as our youngest learners to fully engage in a multi-sensory environment, develop understanding of cause and effect, communication and understanding of emotions.</p> <p>Make sense theatre will also be providing a drama /PHSE work shop for our KS4 learners to improve their wellbeing and social skills.</p>	1, 2
Laptops/ IPADS for individual pupils Specific apps	<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>Apps to promote communication have been identified as being required to support communication for our pupils to show their understanding.</p> <p><a href="#">Using Digital Technology to Improve Learning   EEF (educationendowmentfoundation.org.uk)</a></p>	1, 3

**Wider strategies (for example, related to attendance, behaviour, wellbeing)** Budgeted cost: **£21,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhancing the sensory regulation equipment available for PP learners with enhanced sensory needs, including autism.	<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><a href="#">SEN support: A rapid evidence assessment (publishing.service.gov.uk)</a></p>	3
Developing the role of our Therapy Dog alongside Canine Assisted learning	<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><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>	2, 3
After School club	<p>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.</p>	2, 4
Rock band sessions	<p>Music has been shown to improve the emotional wellbeing and mental health of pupils.</p> <p><a href="#">Why music is great for your mental health - Mind</a></p>	2, 3, 4

**Total budgeted cost: £130,875**

## 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 2022 to 2023 academic year.

Our internal assessments during 2022/23 indicated that disadvantaged pupils academic and wider development outcomes were in-line with non-disadvantaged pupils. Particularly successful interventions that promoted pupil progress were:

- Sensory resources to provide learners in our specialist ASD classes with equipment for their individual sensory diets and whole class sensory circuits sessions. This equipment ensured that pupils were more likely to enter into a learning ready state as their sensory needs were met prior to them engaging with learning activities.
- 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. This began during the previous academic year and more resources and training meant that the zones of regulation was able to become embedded in the majority of classes. This has positively impacted on behaviour for learning.
- Play therapy. We have an inhouse trained member of staff who not only continues to develop her skills and training within the play therapy remit but now impacts a larger number of pupils as her experience and training has increased. The sessions have prompted a better understanding of pupils needs and emotions both at school and home, thereby reducing barriers to learning for our pupils and in some cases improving home situations for our learners.

The NTP and Education Recovery Premium allowed as to widen the impact of this intervention. Only a very small number of our pupil can access a traditional tuition method and this did continue for those pupils. However as the conditions for the grant changed we were able to become more inventive with our approach and provide high quality emotional literacy, drama based exploration of feelings and hands on interactive learning. The impact was evident through attainment data, attendance and student feedback.

Unfortunately due to unavailability of therapists we were unable to engage with Art Therapy sessions to the extent we had planned to. This has been resolved for the year



2023-24 and we are keen to see the previous positive impact of this intervention for our pupils.

In addition to the Art Therapy and other proven strategies, for the academic year 2023-24 there is a plan to train an ELSA practitioner and also widen the impact of the make sense theatre group. This will allow us to have impact in all Key Stages and areas of need.

## Externally provided programmes

Programme	Provider
N/A	