

Pupil premium strategy statement

School overview

Metric	Data
School name	Sybil Elgar School
Pupils in school	59
Proportion of disadvantaged pupils	
Pupil premium allocation this academic year	£ 12,000
Academic year or years covered by statement	Between April 2024- March 2025
Publish date	16.5.2024
Review date	March 2025
Statement authorised by	Chloe Phillips
Pupil premium lead	Thea Smit
Governor lead	Helen Roberts

Disadvantaged pupil barriers to success

At Sybil Elgar School we recognise that the barriers to learning are more complex, varied and numerous for children and young people with Autism and learning disabilities. Pupils have a range of non-academic barriers to success which require specialist support and resources to be broken down. For example, within our cohort of pupils, there are a wide range of physical, cognitive, social and emotional skills and abilities. No two pupils have the same strengths and challenges. In order to meet this wide range of needs we provide specialist teaching, therapies and resources. Pupil Premium is used to support these needs in a variety of ways.

To support attendance and engagement, schools must provide innovating and creative curriculum. Having a wide range of motivating resources and aids to facilitate this curriculum promotes successful achievement of learning targets.

Pupil premium also supports long-term goals in relation to development of wellbeing, independence and employability skills.

The pupils at Sybil Elgar School have complex needs in relation to their emotional and sensory regulation. They require a range of support system and resources to help them be calm, safe and ready to access pathways to learning.

The pupils at Sybil Elgar School have highly complex needs in relation to their understanding and communication skills. Across the age- range 4-16 years a significant proportion of the cohort access learning on a practical, sensory level. They require access to a wide range of AAC (adaptive and augmentative communication) including objects of reference and iPad applications. This also links to Literacy and Numeracy skills

The pupils at Sybil Elgar School benefit greatly from access to accessible technology. This facilitates not only communication but learning across a variety of subjects (Literacy, Numeracy, Science etc). Due to their significant motor challenges there is an increased need for adaptive aids and technology.

There is a current emphasis on developing play and social skills for all students across ages. The Early Years curriculum area which focuses on a range of play skills including symbolic and pretend play. This supports development of social interaction and communication skills, as well as problem-solving skills. In our secondary department positive age-appropriate role-play is integrated into lessons to enhance skills across domains.

The pupils at Sybil Elgar School benefit from access to enhanced outdoor learning opportunities. This supports both their wellbeing and practical learning skills. As a city school, many pupils live in homes without direct access to outdoor spaces. This emphasises the importance of the pupils having access to a robust outdoor curriculum at school. The Sybil Elgar School has an outdoor garden space as well as a number of playgrounds which the pupils access each day.

Strategy aims for disadvantaged pupils - academic achievement

Aim	Evidence of impact	Target date
Pupils to benefit from a wider range of bespoke resources to promote improved regulation skills	Most PP pupils achieving their agreed IEP targets focused on wellbeing and regulation	July 2024
Pupils to benefit from enhanced variety of specialist educational resources to facilitate engagement in developmentally-appropriate and meaningfully learning across domains and key stages	Most PP pupils achieving their agreed IEP targets linked to subjects including Literacy and Numeracy. (Targets set in a Transdisciplinary manner including EYFS Framework and other assessment frameworks currently being used)	July 2024
Improve communication and Literacy skills of PP pupils to facilitate regulation, wellbeing and academic learning	Most PP pupils achieving their personal communication targets	July 2024
Enhanced access to a wider range of technology to facilitate improved access to learning	Improved achievement of personalised targets across a range of areas including Literacy/ numeracy Increased range of technology available onsite	July 2024

Strategy aims for disadvantaged pupils – wider outcomes (e.g. independence)

Aim	Evidence of impact	Target date
To improve communication skills of students in order to enhance pupil voice and develop problem-solving skills – in turn supporting regulation and mental wellbeing	<p>Increased ability to express using a range of AAC tools</p> <p>Fewer behaviour incidents recorded for these students</p> <p>Improved achievement of personalised targets</p>	July 2024
Improve PP pupils functional life-long learning skills towards adulthood (independence and employability) including outdoor learning and community-based curriculum activities	<p>100% of pp students gained recognised ASDAN qualifications through targeted teaching.</p> <p>A small number of students successfully gained BTEC Cookery Level 1</p> <p>Increased opportunities to engage in community-based activities to facilitate social engagement and learning</p>	July 2024
Improve opportunities to engage in community-linked projects – supporting development of social skills and creativity	<p>Increased access to offsite visits</p> <p>Input from specialist external teachers to improve quality of learning</p>	July 2024
Improve access to outdoor learning and leisure – including promoting sustainability and understanding of the natural world	<p>Improved academic achievements in science/ Understanding the World</p> <p>Tangible improvements to school garden</p> <p>Participation in external events and competitions (SuperBloom, Kew Gardens projects etc)</p>	July 2024
Improve range of resources (indoors and outdoors) to promote play skills and social engagement	<p>Improved achievement of personalised targets linked to play and social skills</p> <p>Increased social engagement between peers at school</p>	July 2024

Teaching priorities for current academic year

Measure	Activity
Priority 1	Enhancing range of practical resources available to facilitate learning and communication for all pupils with complex needs.
Priority 2	Further development of outdoor learning opportunities for students across key stages. This includes development of animal care facilities including chickens and fish.
Priority 3	Further enhancing access to technology to facilitate communication and development of Literacy Skills (including pre-writing and typing skills). This will also improve online learning and parent training/support and information sharing.
Barriers to learning these priorities address	Need for wider range of practical resources to meet needs of pupils with complex needs
Projected spending	£7,000

Wider strategies for current academic year

Measure	Activity
Priority 1	Enhancing range of hands-on learning activities across a range of subjects/ domains
Priority 2	Enhancing range of technology (iPads, apps) and AAC equipment available on-site to facilitate further development of communication skills
Priority 3	Further enhancing opportunities for community-based learning
Barriers to learning these priorities address	Need for wider range of technology (including apps) onsite. Need for wider range of practical and sensory-motor resources Setting up new online portal evidence for learning; uploading photos and videos of progress over time.
Projected spending	£5,000

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is allowed for staff professional development including developing required IT skills	Use of INSET training and online training sessions delivered by senior team onsite as well as external providers (CSE; Equals CPD training for staff)
Targeted support	Ensuring enough time for school Literacy/Numeracy leads and Transdisciplinary Team to support individual students	Allocated and pre-scheduled arranged training sessions to cascade information
Wider strategies	Enough time to plan and reflect on implementing key aspects and long-term goals of the new NAS Quality of Life curriculum and assessment	Regular planning and monitoring meetings with key leads within the school team New online assessment portal currently launched – evidence for learning.

Review: last year's aims and outcomes

Aim	Outcome
To improve regulation skills, behaviour and wellbeing of PP pupils	Ongoing improvement in emotional wellbeing and regulation – and related reduction in a range of behaviours of concern
Enhanced access to a wider range of technology to facilitate development of language and communication skills	All classrooms now have access to one iPad for students; teachers iPads for evidence for learning assessment Increased number of classrooms have access to a communication-specific iPad An increase in the use of student laptops facilitating increased engagement in typing and other technology skills Virtual Reality project successfully launched including an increased range of games/ applications purchased. The project has focused on innovative use of the technology to motivate engagement for students to support their regulation and development of motor skills.
Support for extra-curricular activities including accessing the wider community (including overnight excursions to Malvern and external curriculum projects including Superbloom and Kew gardens)	Opportunities for community-based learning have gradually been increasing. We continue to plan for a wider range of these activities.