

Pupil premium strategy statement

School overview

Metric	Data
School name	Sybil Elgar School
Pupils in school	60
Proportion of disadvantaged pupils	
Pupil premium allocation this academic year	£7,500
Academic year or years covered by statement	March 2020-April 2021
Publish date	30.04.2021
Review date	1.04.2022
Statement authorised by	
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. 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

The pupils at Sybil Elgar School have complex needs in relation to their regulation and emotional wellbeing – which directly impacts their learning. There is a need to support this using a range of therapeutic and specialist teaching approaches.

Need for enhanced access to a wider range of technology to facilitate learning.

Strategy aims for disadvantaged pupils - academic achievement

Aim	Evidence of impact	Target date
Pupils across key stages make at least expected progress in literacy and numeracy (including: pre-reading and pre-writing skills; considering complex motor needs)	Most PP pupils achieving their agreed personal targets in Literacy and Numeracy. (Targets set in a Transdisciplinary manner including EYFS Framework and other assessment frameworks currently being used)	July 2022

Improve language and communication skills of PP pupils to facilitate academic learning	Most PP pupils achieving their personal communication targets	July 2022
Improve PP pupils functional life-long learning skills (including ASDAN)	100% of pp students gained recognised ASDAN qualifications through targeted teaching.	July 2022

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

Aim	Evidence of impact	Target date
To improve regulation skills, behaviour and wellbeing of PP pupils	Fewer behaviour incidents recorded for these students Improved achievement of personalised targets Robust and supportive regulation and behavioural intervention plans to be in place for these students.	July 2022
Enhanced access to a wider range of technology to facilitate development of language and communication skills	Increased range of technology available onsite Improved achievement of personalised targets in relation to communication, social interaction and Literacy	July 2022
Support for extra-curricular activities including accessing the wider community (including overnight excursions to Malvern)	All relevant pupils develop social, independence and self-occupancy skills that will stay with them for life Pupils supported to express their views using appropriate methods according to their skills	July 2022

Teaching priorities for current academic year

Measure	Activity
Priority 1	Transdisciplinary interventions to support Literacy and numeracy across key stages for all disadvantaged pupils
Priority 2	Enhancing range of technology available on-site. This will also further facilitate pupil's communication and language skills. This will also improve online learning and parent training/support and information sharing.
Priority 3	Enhancing range of practical resources available to facilitate learning for all pupils with complex needs.
Barriers to learning these priorities address	Need for wider range of technology onsite. This has been impacted recently by COVID-19 and Brexit. Need for wider range of practical and sensory-motor resources to meet needs of pupils with complex needs
Projected spending	£5,000

Wider strategies for current academic year

Measure	Activity
Priority 1	An enhanced range of practical and sensory-motor resources to develop regulation and functional independence skills
Priority 2	Enhancing range of technology available on-site to facilitate development of language and communication skills
Priority 3	Enhancing range of practical resources available to facilitate learning for all pupils with complex needs. This will also include opportunities to access the wider community (including public transport) to generalise these skills to real-world situations and settings.
Barriers to learning these priorities address	Need for wider range of technology onsite. This has been impacted recently by COVID-19 and Brexit. Need for wider range of practical and sensory-motor resources
Projected spending	£2,500

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow 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/ Aspire2Be)
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	Regular planning and monitoring meetings with key leads within the school team

Review: last year's aims and outcomes

Aim	Outcome
Improve basic Literacy standards across key stages	Steady improvement in disadvantaged pupil progress from 2019-2020, including development of robust home-learning programmes due to the COVID-19 Pandemic and related National lockdowns.
Improve independent living skills of KS4 pupils (ASDAN)	School was restricted in ability to implement and assess impact of ASDAN Transition Challenge due to safety measures in place directly linked to the COVID-19 Pandemic and related National lockdowns.
Improve regulation and learning in onsite outdoor spaces	Improvements observed in pupil's ability to regulate and engage in meaningful curriculum activities in outdoor spaces onsite throughout the COVID-19 Pandemic