

# 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	£13,574.47
Academic year or years covered by statement	Between March 2022- April 2023
Publish date	23.5.2022
Review date	April 2023
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.

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

The pupils at Sybil Elgar School have complex needs in relation to their communication skills. They require a wide range of adaptive and augmentative communication strategies and resources. Enhanced access to equipment facilitates development of skills across a range of abilities. This also links to Literacy and Numeracy skills

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.

## Strategy aims for disadvantaged pupils - academic achievement

<b>Aim</b>	<b>Evidence of impact</b>	<b>Target date</b>
Pupils to benefit from a wider range of bespoke resources to facilitate engagement in developmentally-appropriate and meaningfully learning across domains and key stages	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 2023
Improve communication and Literacy skills of PP pupils to facilitate academic learning	Most PP pupils achieving their personal communication targets	July 2023
Enhanced access to a wider range of technology to facilitate development of Literacy and numeracy skills	Improved achievement of personalised targets  Increased range of technology available onsite	July 2023

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

<b>Aim</b>	<b>Evidence of impact</b>	<b>Target date</b>
To improve communication skills of students in order to enhance pupil voice and develop problem-solving skills – in turn supporting regulation and mental wellbeing	Increased ability to express using a range of AAC tools  Fewer behaviour incidents recorded for these students  Improved achievement of personalised targets	July 2023
Improve PP pupils functional life-long learning skills towards adulthood (independence and employability) including outdoor learning and community-based curriculum activities	100% of pp students gained recognised ASDAN qualifications through targeted teaching.  A small number of students successfully gained BTEC Cookery Level 1  Increased opportunities to learn work skills in school	July 2023

	<p>garden (including GroundWorks)</p> <p>Increased opportunities to engage in community-based activities to facilitate social engagement and learning</p>	
To improve remote learning as needed via use of technology through MS TEAMS for Education	Students engaged in remote learning as appropriate to continue with their studies with minimal disruption	July 2023

### Teaching priorities for current academic year

Measure	Activity
Priority 1	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.
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	Enhancing range of practical resources available to facilitate learning and communication for all pupils with complex needs.
Barriers to learning these priorities address	<p>Need for wider range of technology onsite. This has been impacted recently by Brexit.</p> <p>Need for wider range of practical resources to meet needs of pupils with complex needs</p>
Projected spending	£8,000

## Wider strategies for current academic year

Measure	Activity
Priority 1	Enhancing range hands-on learning activities across a range of subjects/ domains
Priority 2	Enhancing range of technology (iPads, iPods, 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. This has been impacted recently by Brexit. Need for wider range of practical and sensory-motor resources
Projected spending	£5,000

## 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
To improve regulation skills, behaviour and wellbeing of PP pupils	Steady 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 Initial trial of student laptop was successful and facilitated increased

Aim	Outcome
	engagement in typing and other technology skills
Support for extra-curricular activities including accessing the wider community (including overnight excursions to Malvern)	Opportunities for community-based learning have gradually been increasing over recent months as UK Government has lifted various restrictions. We continue to plan for a wider range of these activities.