

Pupil premium strategy statement 2021-22

School overview

Metric	Data
School name	NAS Vanguard School
Pupils in school	42
Proportion of disadvantaged pupils	45%
Projected Pupil premium allocation this academic year	£19, 285
Projected recovery premium funding	£5,510
Academic year or years covered by statement	2021 - 2022
Publish date	November 2021
Review date	July 2022
Statement authorised by	To be ratified by LGB
Pupil premium lead	Principal & School Business Manager

Disadvantaged pupil barriers to success

<ul style="list-style-type: none"> Levels of anxiety prevent full access to classroom learning. Sensory regulation needs and mental well-being under the direction of the Occupational Therapist and Educational Psychologist.
<ul style="list-style-type: none"> Development of Speech and Language which impacts understanding across every curriculum area.
<ul style="list-style-type: none"> Progress and attainment in writing lower than that of other curriculum areas and in comparison with their peers.
<ul style="list-style-type: none"> Ability to access broader curriculum experiences is limited outside of school. Some pupils find it difficult to participate in opportunities provided in school such as drama, music, enrichment trips, residential experiences and independent travel.
<ul style="list-style-type: none"> Pupils lack confidence to try new experiences, have a low self-esteem and need to increase their mental well-being and resilience.

Strategy aims for disadvantaged pupils - academic achievement

Aim	Evidence of impact	Target date
For disadvantaged students to make on track or exceeding progress in core curriculum subjects. Being able to regulate levels of anxiety to fully access classroom teaching.	75% or more	July 2022

For disadvantaged students to make on track or exceeding progress in the School's Quality of Life curriculum domains. This will include increased development in speech and language skills supporting understanding, reasoning and questioning skills.	75% or more	July 2022
For disadvantaged students to make on track or exceeding progress in reading and extended writing. Progress and attainment to be in line with their peers.	75% or more	July 2022

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

Aim	Evidence of impact	Target date
For all disadvantaged students to fully participate in Enrichment and Trips learning opportunities	100% Participation	July 2022
For all disadvantaged students to fully participate in independence-building activities e.g. climbing, ice skating, other off-site activities	100% Participation	July 2022
For all disadvantaged pupils to participate in Drama, Art and Music activities as part of the Creative Arts curriculum	100% Participation	July 2022

Teaching priorities for current academic year

Measure	Activity
Priority 1	Create opportunities for extended writing in creative ways including use a range of formats (e.g. blogs, scripts for pod casts), and raise the profile of writing across the school
Priority 2	Teachers to provide writing lessons based around scaffolding writing. CPD around resources, strategies and interventions to be used, for learning mentors as well as teachers.
Barriers to learning these priorities address	Progress and attainment in writing lower than that of other curriculum areas and in comparison with their peers.
Projected spending	£1000

Targeted academic support for current academic year

Measure	Activity
Priority 1	Provide specialist Speech and Language Therapy support in school. Autism specific strategies and individualised programmes of support for students. Training for teachers and support staff to incorporate interventions and strategies into daily lessons.
Priority 2	Provide sensory resources for the pupils to access as part of their sensory diets under the direction of the Occupational Therapist. Pupils to use the resources to self-regulate and reduce anxiety levels.
Priority 3	Supplement the specialist support of an Educational psychology assistant in school to provide: <ul style="list-style-type: none"> ▪ individualised support for pupils ▪ advice on autism strategies ▪ guidance on approaches to learning ▪ Lego therapy sessions ▪ training for teachers and support staff to continue interventions.
Priority 4	Use of the recovery premium to provide targeted interventions to address gaps in learning in core subjects, enhancing progression and embedding key skills.
Barriers to learning these priorities address	Progress and attainment in writing. Increase speech and language skills supporting understanding, reasoning and questioning skills. Reduce levels of anxiety allowing classroom learning to be accessed.
Projected spending	£12,580 (Including £5,510 recovery premium)

Wider strategies for current academic year

Measure	Activity
Priority 1	<p>To encourage the development of pupils 'resilience and self-esteem, challenging pupils' own expectations through:</p> <ul style="list-style-type: none"> ▪ Provision of half termly enrichment learning opportunities such as climbing, ice skating, swimming ▪ Giving opportunity to try new experiences outside the classroom ▪ Encouraging the development of social communication skills through working as a team in a new environment.
Priority 2	<p>To develop pupils' interests in creative arts (Music, Drama, Art) encouraging development of skills and talents through:</p> <ul style="list-style-type: none"> ▪ Providing access to theatre trips and drama workshops ▪ Access to a range of experiences in relation to the Art curriculum including: workshops from local artists, trips
Priority 3	<p>To allow pupils to engage with new experiences and gain a wider knowledge of the world around them with the aim of developing independence skills, building self-esteem, confidence and resilience:</p> <ul style="list-style-type: none"> ▪ Ensure all disadvantaged students have full access to trips and visits outside of school (including residential)
Projected spending	£11,215

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	<p>Monitor progress at different points through the year to ensure strategies, interventions and programmes of support are effective.</p> <p>Ensure staff have time to access the training on offer and incorporate strategies and resources into class teaching and intervention programmes.</p>	<p>Termly data assessments.</p> <p>Termly pupil progress meetings between teaching staff, multi-agency teams and senior leaders to monitor progress and effectiveness of strategies and interventions.</p> <p>Dedicated inset and twilight training sessions allocated for staff training by the Speech and Language therapist, Occupational therapist and Educational psychology assistant.</p>
Targeted support	<p>Students may be reluctant to engage with specialist therapist or to use strategies or resources suggested on a daily basis.</p>	<p>Ensure students are supported and encouraged by key worker and other learning mentors.</p> <p>Students to become familiar with the therapy staff in school so feel more comfortable engaging in their sessions. Key workers can accompany students.</p> <p>Families to be informed of strategies being used so support, and encouragement from home can be given.</p>
Wider strategies	<p>Students may be reluctant to participate in music opportunities, trips and visits out of school or residential/enrichment experiences.</p>	<p>Ensure students are supported and encouraged by key worker and other learning mentors.</p> <p>Families to be fully aware of experiences so support and encouragement from home can be given.</p> <p>Social stories to be produced in advance to support understanding, explain and answer any questions about the experience to reduce anxieties.</p>