



National Tutoring Plan Funding – School Led Tutoring End of Year Statement

School	The Avenue School Special Needs Academy				
Academic Year	2021 - 22	Total Catch –Up Premium	£1440	Number of pupils	18

Guidance
<p>https://www.gov.uk/government/publications/school-led-tutoring-conditions-of-grant</p> <p>The National Tutoring Programme (NTP) provides primary and secondary schools with funding to spend on targeted academic support, delivered by trained and experienced tutors and mentors. The funding can also be used to support intervention programmes, behaviour and emotional support. The overall approach to the NTP is to put schools in charge of designing and delivering a programme offer that suits the needs of their pupils.</p> <p>All schools receive a funding allocation that will allow them to offer tutoring to all their PP eligible pupils. This does not mean the programme is for PP eligible pupils only. Schools should prioritise this group, but also have the discretion to offer tutoring to other pupils, being led by individual need. They can use their tutoring funding flexibly to offer tutoring to a greater number of pupils.</p> <p>The DfE recognises that some pupils with SEND will benefit from a boost to their progress in other academic areas, such as learning capabilities, sensory development and communication.</p> <p>Non-mainstream schools will receive a minimum of £423 per PP eligible pupil.</p>

Use of Funds	
<p>The Avenue School Special Needs Academy recognises that our young people have significant barriers to learning, this has been magnified for many since the start of the global COVID-19 pandemic in March 2020. The impact of COVID-19 has been far reaching for our pupils, impacting on their whole life, beyond the school doors. We aim to use the National Tutoring Programme funding (school led tutoring route) to further support the pupils most impacted, supporting them to be well regulated, in a better place to consistently access their individualised learning and to re-connect with others following periods away from the school during lockdowns and periods of illness. Many pupils are also exhibiting increased anxiety, being impacted by the stop-start nature of school and society access, their relationships and access to direct schooling.</p>	
Identified impact of lockdowns	
Physical Development – area of core curriculum in the development of the whole child	End of year data (collected July '20) clearly demonstrated that this was the area of the core curriculum where pupils across the school had made the least progress. The community is often inaccessible to many of our pupils, this was magnified for the very large majority during lockdowns. Also, when attending school, community access was again minimised to ensure everyone was kept 'safe'. It was also noticeable that a number of young people had gained weight through days during the pandemic being more passive.
Social and Emotional Development – area of core curriculum in the development of the whole child	So much learning is based on the relationships of trust between pupils and staff. These relationships became disjointed during the stop-start nature of the pandemic. Momentum was lost in the rhythm of learning. Also, peer relationships broke down. Pupils struggled to understand relationships as parents had to become teachers also. A number of young people struggled to return to the classroom at all, to access learning after Lockdown 3
Behaviour	An increasing number of pupils regularly exhibited challenging behaviour as they were dysregulated when returning to school after periods at home during lockdowns, when expectations and routines were significantly different; some even becoming nocturnal. The lack of routine and rhythm of schooling impacted on individual's behaviour, and will possibly take many years of individualised support and intervention to re-establish.

Teaching and whole school strategies				
Area of Focus	Target	Actions	Time frame	Predicted cost
Quality first teaching	-to train teachers and assistants in using a greater number of successful Quality First Teaching (tailored for pupils with complex SEND) strategies in the classroom	-train 2 'Intensive Interaction' trainers -train a group of 40 staff in the use of PECS (Basic 2-day training, Level 1) -purchase access to ReadWriteInc, White Rose Maths, and PSHE Association online training materials and resources to support quality teaching	July 2022	PECS £8051 RWI £1640 White Rose £288 PSHE £112 Intensive Interaction £2000
Reading	-to extend the ReadWriteInc Phonics program to the most able pupils on the Yellow Pathway -to embed a culture of Reading of Pleasure (RfP) through the creation reading spaces within classrooms and wider school	-to train SLT and selected class leads in the use of Literacy and Language (RWI extension) and The Spelling Program -to expand the list of reading books on the Literacy Spine -to set up a reading corner in each classroom -to re-design the library area to become an LRC including smaller reading pods to enable pupils with significant anxiety to access the library	July 2022	As above
PSHE curriculum	-to implement an accessible, inclusive and fully compliant PSHE / RSE curriculum across the school	-to introduce a new curriculum -to purchase access to PSHE Association online materials and training	July 2022	£125

		-to purchase SoSafe resources to support the delivery of RSE education for pupils with SLD		
Expand pupils support team	-to increase the level of support available to pupils post-Covid including therapies	-to employ an additional behaviour support practitioner -to design specific support roles for specialist care and pool assistants	July 2022	No new spend
Interventions	-to develop a clear, fair easy-to-use referral system -to increase the number of available interventions to support pupils post-Covid	-to write guidance on the referral process -to set up regular clinics with the primary mental health worker -to secure access to weekly sessions at Thames Valley Adventure Playground or Camp Mohawk -to build capacity within Theraplay, horticulture, horse riding and ELSA	July 2022	£3000
Physical Development	-To introduce a weekly pathway PD session, incorporating the use -To implement the Duke of Edinburgh Bronze Award in 6 th form -to work with local sports clubs including Reading FC, Reading Rockets and karate	-to timetable inclusive PD sessions for classes in each pathway -to equip and deliver the 4 components of the D of E program -to liaise with local sports clubs to arrange school-based activities and tournaments	July 2022	£12000 Cost of DofE registering £1000

Targeted Support				
Area of Focus	Target	Actions	Time frame	Predicted cost
Re engagement with school and the curriculum	-To create opportunities through creative movement to re-establish relationships leading to transferable elements that offer best support for learning and engagement across the curriculum and school life -social development opportunities (core curriculum – Social Development) -Opportunity for developing confidence in movement and movement skills (core curriculum – physical development and emotional development)	Weekly Nocturn Dance sessions for two classes prioritised following analysis of end of year attainment data	July 22	Session cost - £ 150 Sessions – 4 Total spend £ 600
Individual pupils experiencing post lockdown trauma that require specific individualised support and therapy, impacting on behaviour and engagement in school life and learning	Individual sessions and outcomes	Art therapy	July 22 – end of year reports	Day cost £240 3 sessions and initial planning visit Total spend £840

Impact of funding spend	
Nocturn Dance sessions	Sadly, circumstances beyond the control of the school meant that sessions were not able to start until Term 6. This intervention will be extended throughout the next academic year when progress over time can be monitored and extended to a wider group of targeted pupils, reflecting positively on end of year attainment data in the core curriculum, Inc. Social and Emotional Development and Physical Development. Behaviour data will also be monitored to see the impact on engagement across the curriculum. Initial feedback and session reviews shows excellent engagement from pupils, including building positive working relationships with adults in their class, inc. new staff. Pupils are also demonstrating independence when exploring movement, moving with confidence and self expression.
Art therapy	Sessions were not able to start until Term. Individual confidential feedback and reports received by Head teacher and Lead practioner for Behaviour. Positive impact resulting in therapy sessions being continued into the next academic year.