



National Tutoring Funding Plan – School Led Tutoring

School	The Avenue School Special Needs Academy				
Academic Year	2023 - 24	Total Catch –Up Premium Allocation	£ 11,985 Planned spend: £18,380	Number of pupil hours	374

Guidance
<p>https://www.gov.uk/government/publications/school-led-tutoring-conditions-of-grant</p> <p>The National Tutoring Programme (NTP) provides 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. 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. At The Avenue we recognise that all pupils are 'disadvantaged' relating to their SEND, we therefore allocate funds proportionately depending on specific elements of need, as outlined below, highlighting the particular areas of focus.</p> <p>For the 2023 to 2024 academic year, funding allocations are calculated based on the number of PPG eligible pupils each school has. Non-mainstream schools receive a minimum of £176.25 per PPG 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 the pandemic 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 pupils most impacted, supporting them to be well regulated, in a better place to consistently access their individualised learning and to further 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, a breadth of trauma and challenging building relationships, essential to best accessing learning. Individuals are also exhibiting self-esteem, mental health and identity issues.</p>	
Identified impact of lockdowns and ongoing observations	
Increasingly complex school population	The school is now admitting young people who were born during the pandemic, or in the stages of early development during lockdown periods.
Physical Development – area of core curriculum in the development of the whole child	As leaders we have recognised that a broad range of Physical development opportunities supports our pupils in developing active lives, now and into the future. We aim to offer increased physical development opportunities to support access to the curriculum, timetabled every day. Physical activity offers obvious health benefits, regulation opportunities, social integration, varied communication and leadership challenges, opportunities to gain success through expressing and challenging oneself. This funding is partly being channelled into increased creative movement opportunities through drama sessions.
Social and Emotional Development – area of core curriculum in the development of the whole child	It is well publicised the challenges that an increasing number of young people are facing with their social and emotional development and mental health. With an increasingly complex group of young people attending the school, the need for a more prominent and focused social and emotional development strategy to support access to learning has increased. A broad and varied strategy supports pupils with their mental health, behaviour, anxiety, self-esteem, sense of success, lifelong well-being, social awareness, self-awareness and self-management, making responsible decisions, relationship skills, empathy, self-control, and self-motivation, is required. All aspects support individuals access individualised learning.
Behaviour	An increasing number of pupils regularly exhibited challenging behaviour, periods of dysregulation, anxiety and mental health issues. Whilst the school population has expanded by, on average, 10% per year over the last year, behaviour data collected shows a 16% increase in recorded incidents over the last academic year (2022-23). The number of suspensions in an academic year has doubled.

Teaching and whole school strategies				
Area of Focus	Target	Actions	Time frame	Predicted cost
Quality first teaching	-to continue 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 staff (Train the Trainer) in 'Intensive Interaction' strategies -purchase access to ReadWriteInc (inc. development days), White Rose Maths, and PSHE Association online training materials and resources to support quality teaching and training opportunities	July 2024	RWI £1,320 White Rose £345 PSHE £244
Reading	-to further extend the ReadWriteInc Phonics program across the school -to further embed a culture of Reading of Pleasure (RfP) -updates resources for changing population of learners in new library	-to further train staff in the use of Literacy and Language (RWI extension) and The Spelling Program -to further establish the list of reading books on the Literacy Spine -to set up a reading corner in each new classroom -to re-design the library area, beyond the planning stage to become an LRC including smaller reading pods to enable pupils with significant anxiety to access the library	July 2024	Reading resources £ 5,282 Library books£3, 000
PSHE curriculum	-to embed an accessible, inclusive and fully compliant PSHE / RSE curriculum across the school	-to further establish a new curriculum -to further access to PSHE Association online materials and training	July 2024	£1,416

		<ul style="list-style-type: none"> -to further embed SoSafe resources to support the delivery of RSE education for pupils with SLD -on-going resources inc. practical hands on sensory items 		
Further expand pupil support team	<ul style="list-style-type: none"> -to further increase the level of support available to pupils post-Covid including therapies and interventions due to expanding population and increasing complex pupils being admitted 	<ul style="list-style-type: none"> -to expand and further design and embed specific support roles and support plans for specialist care, medical and pool assistants 	July 2024	£23,181
Physical Development	<ul style="list-style-type: none"> -To further embed a weekly pathway PD session -To continue to implement the Duke of Edinburgh Bronze Award in 6th form -to work with local sports clubs inc. Reading FC, Reading Rockets, local gym, climbing centre, Berkshire cricket and Reading Rugby Club, accessing their expertise to support staff in their development and confidence in a specialist and core subject area - to ensure daily physical development opportunities 	<ul style="list-style-type: none"> -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, and specialist training for staff 	July 2024	£3,640 Cost of DofE registering and resources £1555

	for each pupil. Resources required. - to increase lunchtime clubs and after school physical development offer			
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Targeted Support				
Area of Focus	Target	Actions	Time frame	Predicted cost
Pupils increasing regulated to best access all aspects of school and an individualised curriculum	-To create opportunities through creative movement to further 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) - development of individual confidence, motivation, self-esteem, and communication -Opportunity for developing confidence in movement and movement skills (core curriculum – physical development and emotional development)	Weekly Make Sense Theatre group sessions for two classes per term, prioritised following analysis of end of year attainment data	July 2024	Session cost - £ 120 Sessions – 89 Total spend £ 10,680

	<ul style="list-style-type: none"> - developing confidence and self-expression through creative movement - building towards a presentation at a local carnival during the summer term 2024 -further outcomes specific to individuals and group needs -development of increased self esteem, tolerance and resilience 			
Arts Therapy sessions - Individual pupils experiencing trauma and struggling to engage in learning that require specific individualised support and therapy, impacting on behaviour and engagement in school life and learning	Individual sessions and outcomes			<p>Session cost - £220</p> <p>Sessions – 35</p> <p>Total Spend £ 7,700</p>

Impact of funding spend	
Make Sense drama sessions	<p>Generally engagement has been high and pupils have made good progress towards their individualised lesson learning outcomes and their medium term PLPs (Pupil Learning Plans).</p> <p>Individual pupils are attending MakeSense out of school clubs, developing their social skills, confidence, ability to express themselves, and group of friends. One participant has gone on to play an integral role in a large scale theatre performance, demonstrating increased confidence, improved communication and a breadth of drama based skills, exceeding all expectations.</p> <p>Unfortunately, external circumstances meant that there was not an opportunity to transfer their learning and skills, and escalate the level of challenge at a local carnival.</p>

	<p>The sessions have such significant impact that we are expanding the offer this year to meet the outcomes for a greater number of our population, offering them opportunities to express themselves through creative movement, develop and generalise communication skills in a different environment, build relationships built on trust, opportunities to feel success, and hopefully an opportunity to build upon their interests into some lifelong leisure opportunities.</p> <p>The MakeSense session have also had a far reaching impact across the school, energising the school and encouraging further arts based curriculum and leisure opportunities across the school and learning pathway timetables.</p>
Arts Therapy sessions	<p>Sessions ran consistently throughout the academic year. Individual confidential feedback and reports received by the Head teacher and Lead Practitioner for Behaviour. Positive impact resulting in therapy sessions being continued into the next academic year.</p>