**Pupil Premium 2020 -21**

**Introduction**

The pupil premium fund is a Government initiative launched in 2011 that provides extra money to schools to improve the educational outcomes and life outcomes for vulnerable pupils. Vulnerable pupils are identified in the January 2020 school census who are in receipt of free school meals or have been in the last 6 years, looked after children (LAC), children supported by an SGO (Special Guardianship Order) or children whose parent/s serve in the armed forces.

For this academic year (2019 -20) the Pupil Premium Grant (PPG) has been set at £1,345 for Primary aged pupils, £935 for Secondary aged pupils and an additional £310 per pupil if their parents are in the armed forces.

Looked After Children (LAC) and those identified as having left the local authority care as a result of adoption, a special guardianship order or a child arrangements order will receive an additional funding. The Virtual Head for Looked After Children at the residing authority will manage that money, releasing two amounts of £600 per LAC pupil annually. The rest of that is used to support all LAC pupils as a group and targeted interventions in the Local Authority. Funding is directed to priorities via the individual’s PEP.

Schools may use their data to decide how best to spend their money. The money must be spent on ‘narrowing the gap’ between pupils who have been identified as vulnerable in comparison to those who have not.

**Principles**

At The Avenue, as with many schools of our nature, we take a fully rounded approach to ‘disadvantage’ and ‘vulnerable’ needs and allocate resources and funding on an individual needs basis rather than on the basis of Pupil Premium eligibility. We access a number of funding streams and no interventions are solely sourced from the Pupil Premium funding. We constantly strive to provide equal opportunities for all regardless of background, socio economic or individual need. We understand the importance of ensuring that all day to day teaching meets the needs of each learner and the importance of giving students clear specific targets to meet.

Through our termly pupil progress meetings between Assistant Head/Pathway lead and the class teacher, we identify which pupils are underachieving and allocate resources with the aim of the appropriate impact to support engagement, maintenance, generalisation and development of skills and all-round health and well-being. Individuals and groups of pupils will receive targeted specific specialist support and holistic/integrative therapeutic support. The school has an internal referral system for any young people who are exhibiting symptoms that are impacting on their access to learning, communication, physical well-being and development, social and emotional development. Through regular meetings, interventions, assessments, behaviour data, observations of individual pupils are discussed and the appropriate changes made to ensure that each pupil has access to the appropriate interventions to support their access to the curriculum. The work with parents and carers, and other professionals is also integral to maximising opportunities and the development of a holistic programme of support. We also use our broader extensive knowledge of the pupils and their families to identify barriers to learning and attaining their personal goals and individual EHCP outcomes.

**Interventions, resources and specialist support and advice offered include:**

Well being (individual and group)

* Massage
* M technique
* Aromatouch
* Mindfulness
* Yoga
* Meditation

Theraplay

Floortime approach

Therapeutic Horticulture

Rebound Therapy

ELSA sessions

Aquatherapy and hydrotherapy

Outdoor learning sessions at Camp Mohawk

**Statement authorised by:** Symon Cooke (Head teacher)

**Review date:** September 2021

**PUPIL PREMIUM 2020-21**

In the school year 2020-21, 33 primary aged pupils and 52 Secondary aged pupils eligible for PPF. We have received £93,005 pupil premium funding.

Pupil Premium Funding will be allocated to the part-funding of salaries of a number of specialist members of staff and external professionals who deliver a variety of therapeutic interventions, training for staff to deliver interventions, equipment and resources, and access to external facilities (inc. fuel).

The grid below will give a breakdown of the strategies and their impact on learners who receive Pupil Premium Funding.

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| Pupil Premium Interventions 2020 - 21 |
| Intervention | Desired Outcomes | Success Criteria | PP pupil numbersreceiving intervention | PP funding allocated £ | Evaluation of Impact |
| Rebound therapy(Individuals) | To further develop, and maintain- individual listening skills, ability to follow simple instructions. - communication – copying routines, expressing a preference, making choices. Aerobic exercise. Relaxation/grounding to help self regulate. To have fun and develop self confidence  | Success is on an individual basis and is best measured by progress against personal goals and the communication, physical development and social and emotional development | 22  | £1,646 |  |
| Floortime(Individuals) | Relationship based therapy built on the individual’s interests. All behaviour is meaningful and purposeful. Developing basic developmental capacities; being the foundation for all future learning and development. Capacity 1 - 5 | 2 | £4,000 |  |
| Theraplay(Whole or small groups) | Structured play therapy – developing attachment, self esteem , trust in others, and joyful engagement through having fun, being interactive and physical.  | 6  | £3,675 |  |
| Hydrotherapy/Aqua therapy(Individuals) | To improve and maintain skills and general well-being, balance, spatial awareness and engagement. Specific individualised targets inc. improving movement, easing pain and expressing self through movement. Interactive activities an sessions also develop communication and social interaction skills. Sensory benefits of the water. Staff appropriately trained to deliver programs, and support and train other staff.  | 16  | £34,434 |  |
| Camp Mohawk (Groups) | Multi-functional and safe outdoor and indoor spaces to develop improved social and emotional engagement with the group and individual peer to peer relationships. This environment also offers the opportunity to develop therapeutic engagement with nature and physical development opportunities that cannot be fully explored within the school environment. Payment for access to facility. | 13  | £11, 790 |  |
| Therapeutic Horticulture(Individual and group sessions) | To develop improved physical skills, sense of responsibility, sense of achievement, hand eye co-ordination, gross motor skills, engagement in learning, social interaction, following of routines and expectations. To develop skills to self-manage and develop improved emotional resilience. Positively impact on individuals sense of health, healthy eating and well being. Sensory exploration. Specialist staff employed part time. | 22  | £14,509 |  |
| Well-being sessions – (Individual, class group and advice to professionals) | Aromatouch – nurturing touch reducing stress, building relationships and managing change through story telling, massage and individual programmes.M- technique – gentle structured touch to reduce stress, insomnia and chronic pain.Mindfulness activities, stories and games that support staying calm, focused, optimistic and kind.Massage – individualised and group Yoga – exercise body and mind. Improved breathing. Linked cross curricular.Meditation – Relax Kids program and story meditations.  Full time member of staff employed and appropriately resourced. | 85  | £16,951 |  |
| ELSA (Emotional Literacy Support) sessions(Individuals) | For 4 staff to be appropriately trained and deliver a program of emotional literacy support for individual pupils with the aim of building self esteem, communication, social skills and friendships, and emotional awareness, anger managements skills, and ultimately improved self-esteem and engagement with learning. Appropriate resources to support these weekly sessions. | (19) 9 | £6000 |  |

**Evaluation of impact of spending and interventions**

Assistant Head will feedback (July 2021) on a project to evaluate the effect of physical intervention programmes on the emotional wellbeing of our young people, monitoring and measuring the impact by recording progress along individual pupils emotional development continuum and by the use of Behaviour Watch data.

Data collated from 3 x per year pupil progress meetings between individual class teachers and their learning pathway leads (Assistant Heads) against the individual pupil assessment ladders in the core areas of social and social and emotional development, physical development and communication will also evidence the impact of each intervention for individuals and collectively. This will be supplement and supported by the individual records and evaluations of the intervention leads. Termly meetings between the SENDCo, Lead Practioner for P.A.C.E and Floortime, and Well being lead will access the referrals and impact of interventions.