



Pupil Premium Strategy 2021-22

1. Summary information					
School	Abbot's Lea School			Type of SEN	ASD/LD
Academic Year	2021-22	Total PP budget	£160,415	Date of most recent PP Review	October 2021
Total number of pupils	265	Number of pupils eligible for PP	156	Date for next internal review of this strategy	June 2022

2. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers	
A.	Poor attendance at school
B.	Non-engagement in lessons
C.	High levels of anxiety



D.	Covdi-19 related interruption in learning on site
External barriers	
E.	Deprivation

3. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Attendance target of 97%	80% of students have attendance at 97% or higher 90% of students have attendance at 95% or higher 95% of students have attendance at 90% or higher
B.	Engagement in lessons to be at 97%	100% of students to be in the 'green' zone during the school day and ready to learn.
C.	Anxiety levels in school are low enough as to not prevent students from learning	100% students supported with therapeutic learning support (link to My Plans and Progress Data)
D.	Families requiring support identified and supported through EHAT	100 % of families known to the school and support in place



4. Planned expenditure

Academic year

2021-22

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action/approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
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Develop holistic curriculum in Primary Department and Secondary Department	Thematic Planning Life Skills Curriculum Employability Curriculum Staff CPD Commissioning of specialist services to support curriculum development	To develop a robust ASD Model (Academic, Specialist Support and Developing Life Skills) To ensure breadth and depth of learning (Mastery – 3I's Reports - Intent, Implementation and Impact) Festival of Learning (if covid-19 restrictions allow) Curriculum Enrichment Days My Plans SCERTS	Quality Assurance of: Teaching and Learning Curriculum Review Assessment and Feedback Moderation Learning Walks SIP Visits NAS Visits Governors Link Visits	DH KSLs Teachers HLTA	December 2021 March 2022 June 2022
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Develop safeguarding curriculum across the school	Life Skills Curriculum Science Curriculum Computing Curriculum PSHE Staff CPD	Evidence from Lessons School Council Meetings Curriculum Enrichment Days (Online Safety) Assemblies External Agencies, e.g. NSPCC To ensure breadth and depth of learning (Mastery – 3I's Reports - Intent, Implementation and Impact) Therapeutic Interventions	Quality Assurance of: Teaching and Learning Curriculum Review Assessment and Feedback Moderation Learning Walks School Council Minutes SIP Visits Governors Visits	DH KSL All Staff	December 2021 March 2022 June 2022
Total budgeted cost					£30,960

ii. Targeted support

Desired outcome	Chosen action/approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
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Improve students' attendance at school to 97%	<p>Whole school approach including proactive and reactive strategy Targeted Family Adviser support</p> <p>Consistent implementation of Attendance Policy</p>	Students with attendance below 90% (Persistent Absence) and students with attendance just above 90% (at risk of Persistent Absence) will be targeted for support.	<p>Weekly attendance meetings and review of progress</p> <p>Scrutiny of CPOMS</p> <p>Scrutiny of attendance data</p> <p>Attendance to be discussed at Safeguarding and Key Stage meetings</p>	HC&S	Termly (6 times per year)
Engage all families in the education of their children and the life of the school	<p>RAG rating of parental engagement across the school</p> <p>Targeted Family Adviser support</p>	<p>To use RAG rating as an evidence base to engage families in school activities, e.g. Coffee Mornings, Festival of Learning, Meet the Team, etc.</p> <p>Covid-19 restrictions may disrupt some activities</p>	3I Reports (audit and review) of impact of activities.	Family Adviser	Termly (6 times per year)
Total budgeted cost					£35,000
iii. Other approaches (including links to personal, social and emotional wellbeing)					



Desired outcome	Chosen action/approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Develop local distributed leadership through HLTA roles	Design and delivery of the Life Skills Curriculum. Employability Curriculum (links to Life Skills Curr) Staff CPD	To develop a robust ASD Model (Academic, Specialist Support and Developing Life Skills) To ensure breadth and depth of learning (Mastery – 3I's Reports - Intent, Implementation and Impact) To add to and reinforce Safeguarding in the Curriculum. Festival of Learning (if Covid-19 restrictions allow) Curriculum Enrichment Days My Plans SCERTS Accredited Learning	Quality Assurance of: Teaching and Learning Curriculum Review Assessment and Feedback Moderation Learning Walks SIP Visits NAS Visits Governors Link Visits	DH KSL HLTA	December 2021 March 2022 June 2022
Therapeutic Interventions to match the students' needs as evidenced in EHCPs	EHCP audit to identify gaps in provision to meet those needs in house. Staff CPD	EHCP is the statutory document identifying needs across all areas of life. Unmet needs (sensory, mental health communication etc) lead to poor academic progress and increased mental health problems	Quality assurance via student, family and school staff voice	HC&S MDT	Termly Full review May 2022

Total budgeted cost					£94,455
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