

# Pupil premium strategy statement

## School overview

Metric	Data
School name	Sybil Elgar School
Pupils in school	62
Proportion of disadvantaged pupils	
Pupil premium allocation this academic year	£ 7,358.82
Academic year or years covered by statement	Between April 2025- March 2026
Publish date	16.5.2025
Review date	March 2026
Statement authorised by	Chloe Phillips
Pupil premium lead	Thea Smit
Governor lead	Helen Roberts

## Disadvantaged pupil barriers to success

At Sybil Elgar School we recognise that the barriers to learning are more complex, varied and numerous for children and young people with Autism and learning disabilities. Pupils have a range of non-academic barriers to success which require specialist support and resources to be broken down. For example, within our cohort of pupils, there are a wide range of physical, cognitive, social and emotional skills and abilities. No two pupils have the same strengths and challenges. In order to meet this wide range of needs we provide specialist teaching, therapies and resources. Pupil Premium is used to support these needs in a variety of ways.

To support attendance and engagement, schools must provide innovating and creative curriculum. Having a wide range of motivating resources and aids to facilitate this curriculum promotes successful achievement of learning targets.

Pupil premium also supports long-term goals in relation to development of wellbeing, independence and employability skills.

The pupils at Sybil Elgar School have complex needs in relation to their emotional and sensory regulation. They require a range of support system and resources to help them be calm, safe and ready to access pathways to learning.

The pupils at Sybil Elgar School benefit from access to enhanced outdoor learning opportunities. This supports both their wellbeing and practical learning skills. As a city school, many pupils live in homes without direct access to outdoor spaces. This emphasises the importance of the pupils having access to a robust outdoor curriculum at school. The Sybil Elgar School has an outdoor garden space as well as a number of playgrounds which the pupils access each day.

There is a current emphasis on developing play and social skills for all students across ages. The Early Years curriculum area which focuses on a range of play skills including symbolic and pretend play. This supports development of social interaction and communication skills, as well as problem-solving skills. In our secondary department positive age-appropriate role-play is integrated into lessons to enhance skills across domains.

### Strategy aims for disadvantaged pupils – academic achievement

Aim	Evidence of impact	Target date
Pupils to benefit from a wider range of bespoke resources to promote improved regulation skills	Most PP pupils achieving their agreed IEP targets focused on wellbeing and regulation	July 2025
Pupils to benefit from enhanced variety of specialist educational resources to facilitate engagement in developmentally-appropriate and meaningfully learning across domains and key stages	Most PP pupils achieving their agreed IEP targets linked to subjects including Literacy and Numeracy. (Targets set in a Transdisciplinary manner including EYFS Framework and other assessment frameworks currently being used)	July 2025
Pupils to benefit from enhanced variety of outdoor learning and leisure resources	Increased range of outdoor learning and leisure resources available onsite	July 2025

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

Aim	Evidence of impact	Target date
Improve PP pupils functional life-long learning skills towards adulthood (independence and employability) including outdoor learning and community-based curriculum activities	<p>100% of pp students gained recognised ASDAN qualifications through targeted teaching.</p> <p>A small number of students successfully gained BTEC Cookery Level 1</p> <p>Increased opportunities to engage in community-based activities to facilitate social engagement and learning</p>	July 2025
Improve access to outdoor learning and leisure – including promoting sustainability and understanding of the natural world	<p>Improved academic achievements in science/ Understanding the World</p> <p>Tangible improvements to school garden</p> <p>Tangible improvements to school playgrounds</p> <p>Participation in external events and competitions (SuperBloom, Kew Gardens projects etc)</p>	July 2025
Improve range of resources (indoors and outdoors) to promote play skills and social engagement	<p>Improved achievement of personalised targets linked to play and social skills</p> <p>Increased social engagement between peers at school</p>	July 2025

## Teaching priorities for current academic year

Measure	Activity
Priority 1	Enhancing range of practical hands-on resources available to facilitate learning for all pupils with complex needs.
Priority 2	Further development of outdoor learning opportunities for students across key stages. This includes development of animal care facilities including chickens and fish.
Barriers to learning these priorities address	<p>Need for wider range of practical and robust resources to meet needs of pupils with complex needs.</p> <p>Resources for our students must be robust and thoroughly tested for safety and thus need to be purchased from specialist suppliers mostly – this increases cost</p> <p>Outdoor resources will inherently deteriorate over time in the weather and thus those that cannot be removed / stored inside need to be replaced regularly – increasing cost</p>
Projected spending	£4, 358.82

## Wider strategies for current academic year

Measure	Activity
Priority 1	Enhancing range of practical resources to promote regulation across the day
Priority 2	Further development of play and leisure opportunities for students across key stages.
Barriers to learning these priorities address	<p>Need for wider range of resources to promote regulation onsite. These need to be replaced whenever showing signs of wear and tear</p> <p>Currently there is only a limited amount of fixed play equipment in primary playgrounds which means there is an increased need for moveable play and leisure resources</p>
Projected spending	£3,000

## Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is allowed for staff professional development including developing skills to promote leisure and play skills, as well as outdoor learning	Use of INSET training and training sessions delivered by senior team onsite as well as external providers
Targeted support	Ensuring enough time for school Literacy/Numeracy leads and Transdisciplinary Team to support individual students	Allocated and pre-scheduled arranged training sessions to cascade information
Wider strategies	Enough time to plan and reflect on implementing key aspects and long-term goals of the NAS Quality of Life curriculum and assessment	Regular planning and monitoring meetings with key leads within the school team Online assessment portal currently launched – evidence for learning.

## Review: last year's aims and outcomes

Aim	Outcome
To improve regulation skills, behaviour and wellbeing of PP pupils	Ongoing improvement in emotional wellbeing and regulation – and related reduction in a range of behaviours of concern
Enhanced access to a wider range of technology to facilitate development of language and communication skills	All classrooms now have access to one iPad for students; teachers iPads for evidence for learning assessment Increased number of classrooms have access to a communication-specific iPad An increase in the use of student laptops facilitating increased engagement in typing and other technology skills
Enhanced access to a wider range of technology to facilitate improved access to learning	Opportunities for use of technology has increased – students now have greater access to specialist keyboards, specialist mice, Interactive whiteboards, iPads and Virtual Reality Equipment