# Pupil premium strategy statement

## This statement details our school’s use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

## It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year’s spending of pupil premium had within our school.

## School overview

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| Detail | Data |
| School name | Newark Orchard School |
| Number of pupils in school | 140 |
| Proportion (%) of pupil premium eligible pupils | 39% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 3 |
| Date this statement was published | 13th December 2021 |
| Date on which it will be reviewed | 4th July 2022 |
| Statement authorised by | Margot Tyers |
| Pupil premium lead | Leanne Hurdle |
| Governor / Trustee lead | Laura Redfern |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £47655 |
| Recovery premium funding allocation this academic year | £15950 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| **Total budget for this academic year**  If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £63,605 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| Our aim is to use our Pupil premium funding to help us achieve positive outcomes for our disadvantaged pupils. Along with the complex needs for some of our pupils, social- economic disadvantage can be a factor in the variance of outcomes. We see this variance in particular terms of   * Being able to communicate effectively including their understanding of the curriculum. * Skills to remain safe whilst out in the community, both physically and online. * Understanding and regulating strategies when managing strong emotions and/or sensory needs.   At the heart of our approach is ensuring these pupils become as independent as possible and successful adults. We believe high-quality teaching focusing on targeted support using a robust assessment system appropriate to their learning style and ensuring they have access to a broad and balanced curriculum.  An individualised approach for each of our students ensure opportunities for work experience, careers advice and personalised support to understand their options when leaving Newark Orchard School.  Although our strategy is focused on the needs of disadvantaged pupils, it will benefit all pupils in our school where funding is spent on whole-school approaches, such as high-quality teaching. Implicit in the intended outcomes detailed below, is the intention that outcomes for non-disadvantaged pupils will be improved alongside progress for their disadvantaged peers.  Our strategy will be driven by individual needs and formal and informal assessments to ensure they are gaining relevant skills and offered appropriate experience in preparation for adulthood. |

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

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| Challenge number | Detail of challenge |
| 1 | Communication  Many of these students enter school well below age expected levels particularly in communication. They require highly specialist strategies to meet their complex needs such as PECs, communication boards, Makaton and visuals. Due to their disadvantaged backgrounds, they have not had access to language rich environments and the families cannot access specialist support to understand how best to communicate with their child. |
| 2 | Emotional well being  The vast majority of our disadvantaged pupils require emotional support to access their daily learning. They need coaching, modelling and direct teaching to be able to regulate and learn strategies to maintain safety and be ready to learn. For a small proportion of these students their emotional distress can lead to exclusions and loss of learning. |
| 3 | Preparing for adulthood  Due to the complex needs of our students combined with social disadvantage they require lots of support to become independently safely whilst moving into adulthood. They are transported into school and therefore miss opportunities for road awareness and planning routes. Within their communities they are very vulnerable and isolated, therefore require support understanding their own barriers and how to safeguard themselves. There are many missed opportunities to access their communities and to develop hobbies and social skills for adulthood. |
| 4 | Sensory regulation  Due to the lack of experience outside of the home, these disadvantaged pupils have not developed strategies to regulate their senses when out in the community. Therefore, they become overwhelmed and distressed. These pupils require support in understanding which sense or over or under whelmed and how to appropriately regulate them. It is very difficult for families to access support to understand their child’s sensory needs and how to support regulation. |
| 5 | On line safety  This group experiences a range of disadvantages whilst keeping themselves safe, including the use of social media. The combination of a lack of social skills, social experiences and for some positive role models means the students are not fully equipped to keep themselves safe, including peer on peer abuse. |
| 6 | Accessing Science Enquiry Activities.  Due to the pandemic and home learning, it was difficult for this cohort to manage their scientific enquiry lessons at home. Therefore, there has been a significant drop in attainment of this subject. |

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

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| Intended outcome | Success criteria |
| By the end of our strategy plan we have all staff and some parents confident in using the range of communication aids and use them efficiently to support students under their care. | All staff know how to use PECs, communication boards, basic Makaton, visual structures to aid communication.  Outcomes achieved in their EHC plans |
| Students are ready to learn during lessons.  They have the skills and strategies to manage strong emotions working alongside key adults in and out of school. | Outcomes achieved in EHC plans.  Teachers and TA observations of reduced emotional outbursts due to emotional distress  Improved attendance of our anxious learners. |
| The pupils have greater independence accessing the community and obtain relevant independent travel training qualification. | The vast majority of students obtain a travel training qualification before they leave the school.  All our curriculum pathways implement the travel training scheme to build on this independence.  Staff are confident on the travel training scheme and how best to use it to support our students. |
| Students have access to a range of sensory regulation activities and for those for whom it is appropriate, can regulate independently. | Through classroom observations students are regularly using appropriate sensory regulation activities with minimal disruption.  As they are ready to learn they make good or better progress across the curriculum. |
| Students through their cognitive ability understand how to stay safe on line and know what to do when things go wrong. | Classroom observations of reduced social media incidents and students displaying emotional dysregulation.  Reduction in parents and outside agencies reporting misuse of social media and an increase of these pupils using appropriate strategies. |
| All students make expected progress or better in science in line with their peers. | School data demonstrates our disadvantaged pupils are making progress in line with the whole school data. |

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £10,750

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Whole school training on how to use PECs and communication boards.  Training for teachers on using language structure systems such as colourful semantics. | The communication Trust who worked with Better Communication Research Programme developed the What Works database and other research papers which support the use of these visual support means and providing purposeful communication opportunities  [What works database (ican.org.uk)](https://ican.org.uk/i-cans-talking-point/professionals/tct-resources/what-works-database/)  [bcrp\_2nd\_interim\_report.pdf (warwick.ac.uk)](https://warwick.ac.uk/fac/soc/cedar/better/reportspublications/bcrp_2nd_interim_report.pdf)  Also working alongside the Nottinghamshire NHS Speech and Language department who endorse this method of supporting some of our disadvantaged pupils. | 1, 2 |
| Emotional coaching for behaviour for learning lead. | Allowing our students to be ready to learn we need to support them understanding their emotions and how to regulate them.  [Emotion Coaching - Research Update (emotioncoachinguk.com)](https://www.emotioncoachinguk.com/research-update)  [Emotion coaching – Bath Spa University](https://www.bathspa.ac.uk/projects/emotion-coaching/) | 2 |
| Creation of working group including Team Leaders who all have curriculum responsibilities that underpin the RSE and Health education curriculum to ensure our curriculum supports our disadvantaged students | Evidence shows that this area of the curriculum should be led by senior members of staff and should be presented as a whole school approach.  [Delivery and teaching strategies - GOV.UK (www.gov.uk)](https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/delivery-and-teaching-strategies) | 2, 5 |
| Specific training on the dangers online and how best to support our students. | Both CEOP and NSPCC recommend specific training for professional to best understand the dangers, how to prevent and how to support students who maybe experiencing this.  [Guidance, policy and research (thinkuknow.co.uk)](https://www.thinkuknow.co.uk/professionals/guidance/)  [Protecting children from harmful sexual behaviour | NSPCC Learning](https://learning.nspcc.org.uk/child-abuse-and-neglect/harmful-sexual-behaviour)  [Online Safety for Children - Tips & Guides | NSPCC](https://www.nspcc.org.uk/keeping-children-safe/online-safety/) | 2, 5 |

**Targeted academic support (for example, tutoring, one-to-one support structured interventions)**

Budgeted cost: £ 25, 625

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Additional staffing to be communication partners when introducing PECs or communication boards.  Structured interventions on turn taking conversations | The communication Trust who worked with Better Communication Research Programme developed the What Works database and other research papers which support the use of these visual support means and providing purposeful communication opportunities  [What works database (ican.org.uk)](https://ican.org.uk/i-cans-talking-point/professionals/tct-resources/what-works-database/)  [bcrp\_2nd\_interim\_report.pdf (warwick.ac.uk)](https://warwick.ac.uk/fac/soc/cedar/better/reportspublications/bcrp_2nd_interim_report.pdf)  Also working alongside the Nottinghamshire Speech and Language department who endorse this method of supporting some of our disadvantaged pupils. | 1 |
| 4 days a week - One to one support to discuss strong emotions and investigate how to support them. | Allowing our students to be ready to learn we need to support them understanding their emotions and how to regulate them.  [Emotion Coaching - Research Update (emotioncoachinguk.com)](https://www.emotioncoachinguk.com/research-update)  [Emotion coaching – Bath Spa University](https://www.bathspa.ac.uk/projects/emotion-coaching/) | 1, 2 |
| Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for students whose education has been most impacted by the pandemic. A significant amount of pupils who receive tutoring will be disadvantaged. | Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:  [One to one tuition | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition)  And in small groups:  [Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/) | 1, 6 |

**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £27, 241

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Deputies and behaviour for learning lead to meet with Educational Psychologist and link CAMHs worker to support emotional regulations | We have observed that having regular meetings with Nottinghamshire education service and CAMHs has meant we have a coordinated approach and correct services are requested for our students. The majority of students discussed at these meetings are disadvantaged. | 2 |
| Release a member of staff 4 days a week to do 1:1 sensory interventions work | Through school observations and training we have discovered many of our students require sensory regulation before being ready to learn. This 1:1 time allows investigations on their needs and tailored programmes to help meet the needs. It also gives students motivation to communicate. | 1, 4 |
| Training for staff on the independent travel training scheme.  One member of staff released for 4 days a week to do 1:1 and 2:1 travel training sessions for the students. | Independent Travel Training is likely to enhance student’s social and employment opportunities.  [Department for Education (publishing.service.gov.uk)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/575323/Home_to_school_travel_and_transport_guidance.pdf) | 3 |

**Total budgeted cost: £63, 616**

# Part B: Review of outcomes in the previous academic year

## Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

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| In comparison to our whole school data, our internal assessments during 2020/2021 show our disadvantaged pupils academic and wider development outcomes were above in mathematics and SMSC. They were below in English and Scientific enquiry.  Our assessment for the reasons for this is the impact of Covid – 19. This led to disruptive teaching and limiting access to a board and balanced curriculum. The strong need for routine and structures our students require meant when returning to school, they required long transition times and additional support before the pupils were ready to learn.  We maximised opportunities of home learning with online small group lessons and differentiated work being set. However, it was challenging to provide individualised support and maintain successful relationships. For the younger cohort, we supported parents understanding how to meet their sensory needs and follow communication systems but these was made even more complex with the access to correct resources.  We increased our emotional and wellbeing support whilst out of school and when returning to school. Many of our students demonstrated significant detrimental effects the lockdown had on them including how to socialise, manage the demands of a school day and using what strategies they had developed before Covid – 19. For the majority of these students, the uncertainty caused an increase of anxiety for our students and staff had to adapt their approaches and outcomes of interventions to rebuild trust and help them understand the pandemic. We also witnessed an increase of inappropriate use of social media, with parents asking for help to manage this. We began to work on whole school approaches in and out of the classroom to support these students and their families.  As across the whole country the impact of these challenges was greatest with our disadvantaged pupils. The school quickly changed the interventions and support required. We have been recognised by the Department of Education for our successful attendance rates during this academic year and a major part of this is due to the range of interventions we put in place. |

## Externally provided programmes

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| Programme | Provider |
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## Service pupil premium funding (optional)

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| Measure | Details |
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# Further information (optional)

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