

## 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

Detail	Data
School name	Newark Orchard School
Number of pupils in school	142
Proportion (%) of pupil premium eligible pupils	44%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	3
Date this statement was published	13 <sup>th</sup> December 2021
Date on which it will be reviewed	10 <sup>th</sup> October 2022
Statement authorised by	Margot Tyers
Pupil premium lead	Leanne Hurdle
Governor / Trustee lead	Laura Redfern

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£46,700 updated in April £48248.76
Recovery premium funding allocation this academic year	£15,659
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£62,359

# Part A: Pupil premium strategy plan

## Statement of intent

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.

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	<p>Emotional well being</p> <p>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.</p>
3	<p>Preparing for adulthood</p> <p>Due to the complex needs of our students combined with social disadvantage they require lots of support to become independent whilst safely 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.</p>
4	<p>Sensory regulation</p> <p>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 is 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.</p>
5	<p>On line safety</p> <p>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.</p>
6	<p>Accessing Scientific Enquiry Activities.</p> <p>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.</p>

## 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.

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: £5, 359

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Training for teachers on using language structure systems such as colourful semantics.</p>	<p>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</p> <p><a href="http://ican.org.uk">What works database (ican.org.uk)</a></p> <p><a href="http://warwick.ac.uk">bcrp_2nd_interim_report.pdf (warwick.ac.uk)</a></p> <p>Also working alongside the Nottinghamshire NHS Speech and Language department who endorse this method of supporting some of our disadvantaged pupils.</p>	<p>1, 2</p>
<p>Whole School emotional coaching training day.</p> <p>Targeted CPD for Teaching assistance on emotional regulation.</p>	<p>Allowing our students to be ready to learn we need to support them understanding their emotions and how to regulate them.</p> <p><a href="http://emotioncoachinguk.com">Emotion Coaching - Research Update (emotioncoachinguk.com)</a></p> <p><a href="http://Bath Spa University">Emotion coaching – Bath Spa University</a></p>	<p>2</p>
<p>Working Party to assess the impact of the RSE and Health education curriculum and new assessment system is supporting our disadvantaged students. The working party to continue to include senior teachers.</p>	<p>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.</p> <p><a href="http://www.gov.uk">Delivery and teaching strategies - GOV.UK (www.gov.uk)</a></p>	<p>2, 5</p>
<p>Specific training on the dangers online and how</p>	<p>Both CEOP and NSPCC recommend specific training for professional to best understand the dangers, how to prevent</p>	<p>2, 5</p>

<p>best to support our students.</p> <p>This training will also include Harmful Sexual Behaviour and Peer on Peer abuse.</p>	<p>and how to support students who maybe experiencing this.</p> <p><a href="#">Guidance, policy and research (thinkuknow.co.uk)</a></p> <p><a href="#">Protecting children from harmful sexual behaviour   NSPCC Learning</a></p> <p><a href="#">Online Safety for Children - Tips &amp; Guides   NSPCC</a></p>	
<p>CPD training on sensory strategies and awareness on Inservice days.</p> <p>CPD by external providers for Behaviour for Learning Level 5 TA</p>		4
<p>Inhouse training for teachers and level 5 teaching assistant on the Independent travel training scheme.</p>	<p>High quality training for staff means that they can integrate these vital skills in other areas of the curriculum.</p> <p><a href="#">Department for Education (publishing.service.gov.uk)</a></p>	3

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

Budgeted cost: £27,000-£28548.78

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional staffing to be communication partners when introducing PECs or communication boards.</p> <p>Structured interventions on turn taking conversations</p>	<p>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</p> <p><a href="#">What works database (ican.org.uk)</a></p> <p><a href="#">bcrp_2nd_interim_report.pdf (warwick.ac.uk)</a></p>	1

	Also working alongside the Nottinghamshire Speech and Language department who endorse this method of supporting some of our disadvantaged pupils.	
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. <a href="https://emotioncoachinguk.com">Emotion Coaching - Research Update (emotioncoachinguk.com)</a>  <a href="#">Emotion coaching – Bath Spa University</a>	1, 2
Engaging with the National Tutoring Programme to provide a blend of tuition, 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: <a href="https://educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	1, 6

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

Budgeted cost: £30,000

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 intervention 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	1, 4

	investigations on their needs and tailored programmes to help meet the needs. It also gives students motivation to communicate.	
<p>Training for staff on the independent travel training scheme.</p> <p>One member of staff released for 4 days a week to do 1:1 and 2:1 travel training sessions for the students.</p>	<p>Independent Travel Training is likely to enhance student's social and employment opportunities.</p> <p><a href="http://publishing.service.gov.uk">Department for Education (publishing.service.gov.uk)</a></p>	3

**Total budgeted cost: £**



## 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 2021 to 2022 academic year.

In comparison to our whole school data and internal assessments, our disadvantaged pupils have made better progress in comparison to the whole school outcomes in communication. The upskilling of staff and additional support whilst directly teaching these pupils has had the biggest impact. It has allowed staff to reflect additional times we can increase the opportunities and motivations to communicate. We have increased more symbols and communication boards around the school and will focus on this in the next two years. There are individual cases in our cohort of students who are looked after where they have not met their targets after which can be explained on an individual basis rather than being a direct impact of our teaching and learning in communication.

Our specialist teaching assistant on independent travel training continued his work this year with the success of 4 students obtaining green level, indicating that they are safe to independently travel within the community and 6 students obtaining their amber award. All of these students were part of the pupil premium cohort. To increase the number of students working towards or obtaining the green award, we are going to continue this provision and develop teaching staff confidence and skills in supporting students obtaining their red award and working towards their amber during their time in class.

The cohort of our Primary department continues to focus on preparing these pupils to be ready to learn by meeting their sensory needs and offering a high sensory based curriculum. The pupils continue to make progress in the Engagement and Primary curriculum demonstrated in our data. There has been an increase in sensory interventions and programs being offered with staff being able to understand how to meet individual needs. This has been monitored in lesson observations and learning walks. This is an area that will be continued to be developed as part of the plan.

The majority of our disadvantaged pupils maintain a high degree of safety online. The continued upskilling of staff and direct teaching to this older cohort continues to help our pupils. There is still a small number of disadvantaged students that require higher interventions given within school and from external providers. The work with the Educational psychologist and CAMHs have helped prevent some further incidents. We have expanded our support to include the Local Authority Tackling Emerging Threats team to help our students remain safe. This area continues to be a strong focus and area of

development for these pupils and more training is being held in the second year of our plan.

92% of our disadvantaged students have meet or exceed their scientific enquiry targets. The direct support to teachers and inhouse CPD training has had a positive impact on this outcome. In discussions between the Science Coordinator and class teachers, it is felt that continued moderation opportunities and discussions on how to teach key skills will need to continue to ensure our disadvantaged pupils maintain this progression.

## Externally provided programmes

Programme	Provider

## Service pupil premium funding (optional)

Measure	Details

**Further information (optional)**

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