# Pupil premium strategy statement

## This statement details our school’s use of pupil premium 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 | 170 |
| Proportion (%) of pupil premium eligible pupils | 48% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 3  December 2024-December 2027 |
| Date this statement was published | 1st December 2024 |
| Date on which it will be reviewed | 1st December 2025 |
| Statement authorised by | Matt Joyce |
| 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 | £78,190 |
| 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 | £78,190 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| Newark Orchard school wishes to prepare all our pupils for life beyond school and preparing for adulthood. Therefore, 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 in areas 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. * Access and understanding of real-life experiences that they can apply whilst accessing the curriculum.   At the heart of our approach is ensuring these pupils become as independent as possible and successful adults. We believe in 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 nurture approach for each of our pupils 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, mental health support and coaching. 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 listening to our community, information will be gathered through this and   * Formal and informal assessments to ensure they are gaining relevant skills and offered appropriate experience in preparation for adulthood. * Pupil voice in EHC reviews, surveys, school council and conversations. * Parents/carers wishes gathered in EHC reviews, parent evenings, parent drop in sessions. * The wider school community when shared. |

## 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 especially in Scientific enquiry.  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, eye gazes and visuals. Some of our disadvantaged pupils, may have not had access to language rich environments and the families do not always access specialist support to understand how best to communicate with their child.  Pupils require new vocabulary to be taught and reinforced for longer period of times and applied in a variety of context to ensure they understand and can generalise the terms. Therefore, when subject specific language is used, it is difficult for the pupils to understand and then apply to their lessons especially in scientific enquiry. |
| 2 | Emotional well being  The vast majority of our disadvantaged pupils require emotional support to be ready to learn. They need coaching, modelling and direct teaching to be able to regulate and learn strategies to maintain safety and to access their learning. They have to be taught and redirected to successful strategies for longer periods of time before they develop the skills to complete these independently. For a small proportion of these students their emotional distress can lead to exclusions and loss of learning.  The school have some pupils on reduced timetables or school refusing due to anxiety. |
| 3 | Preparing for adulthood  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. |
| 4 | Sensory regulation  A high proportion of our pupils have some form of sensory processing disorder which can impact on them accessing their learning. Also. 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. Classroom staff require supporting in identifying the sensory need(s) and how best to support the pupils to reduce them feeling overwhelmed and how to support if/when they are feeling it. |

## 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 December 2027- all disadvantaged pupils will be inline with their peers for meeting or exceeding their scientific enquire targets. | Data will show that pupils are meeting or exceeding their scientific enquiry targets inline with their peers. |
| By the end of December 2027 – staff will be confident and competent in supporting communication using a range of strategies including eye gaze, PECs, communication boards, Makaton, colourful semantics, a range of visuals. Pupils will be attempting to use their preferred method to communicate with each other using adult’s scaffolding and modelling. | Lesson observations and learning walks will see a range of communication strategies being used effectively by staff and pupils.  Staff surveys will indicate that staff are confident in using a range of communication strategies.  Pupils will use their preferred method of communication in a range of context. |
| By the end of December 2027 – pupils will model a range of strategies to help them regulate strong emotions. They will seek help when required in an appropriate manner and their will be a reduction in loss of learning. | In pupil voice activities, the pupils will be able to share strategies that help them regulate and how they seek support.  There will be a reduction in behavioural incidents that relate to emotional well being and appropriate support will be sought.  There will be a reduction of non-attendance due to anxiety. |
| By the end of December 2027, all pupils leaving Newark Orchard schools will have the skills for the next stage of their lives regardless of background or need. | Targeted pupils achieve green or amber whilst completing travel training.  All pupils have accessed work experience appropriate to their age and stage in life.  In the end of year survey, pupils and parents voiced that they feel prepared to leave Newark Orchard and the skills they have to access support when needed. |
| By the end of December 2027, staff will understand the sensory needs of the pupils in their classroom and use strategies to support the pupils to access the board and balanced curriculum. | Lesson observations and learning walks will evidence a range of strategies and pupils will not be losing learning opportunities due to sensory needs.  Clear sensory audits with successful strategies will be available and implemented with all those working with pupils.  Audits and strategies will be shared with parents/carers. |
| By the end of December 2027, pupils who are cognitively able will understand their own needs around sensory processing and have a range of strategies that support them to manage their individual needs. | Monitoring shows pupils using these strategies.  Strategies are discussed at pupil voiced activities such as EHC reviews and school council.  Pupils model using these whilst accessing the curriculum within school and out in the community. |

## 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: £20,500

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Training for teaching and support staff on colourful semantics. | [Oral language interventions | EEF](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions) | 1 |
| Training for teaching and support staff on how to use communication strategies to support process in Scientific enquiry. This then followed by coaching and team teaching to ensure planning reflects the challenge of limited life experiences. | [Oral language interventions | EEF](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions) | 1 |
| In house training on a relational school approach to support behaviour or non-attendance due to anxiety or other strong emotions. | Great model for teaching  [5ee9f507021911ae35ac6c4d\_EBE\_GTT\_EVIDENCE REVIEW\_DIGITAL.pdf](https://assets.website-files.com/5ee28729f7b4a5fa99bef2b3/5ee9f507021911ae35ac6c4d_EBE_GTT_EVIDENCE%20REVIEW_DIGITAL.pdf?utm_referrer=https%3A%2F%2Fwww.greatteaching.com%2F) | 2 |
| SLT for behaviour for learning and attendance to receive training on reparation and repairing after a behavioural incident. | [EEF-Effective-PD-Mechanisms-Poster.pdf](https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-PD-Mechanisms-Poster.pdf?v=1635355217) | 2 |
| Coaching Post 16 and Key stage 4 as they increase their capacity to integrate travel training into their wider curriculum. | [EEF-Effective-Professional-Development-Guidance-Report.pdf](https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf?v=1635355217) – page 22 on modelling techniques  [EEF-Effective-PD-Mechanisms-Poster.pdf](https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-PD-Mechanisms-Poster.pdf?v=1635355217) | 3 |
| Sensory intervention lead to gain a wide range of training to skill up their knowledge and support. | [EEF-Effective-PD-Mechanisms-Poster.pdf](https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-PD-Mechanisms-Poster.pdf?v=1635355217) | 4 |
| Training and coaching for teachers on sensory processing, impact it has on students and how best to support. | [EEF-Effective-PD-Mechanisms-Poster.pdf](https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-PD-Mechanisms-Poster.pdf?v=1635355217) | 4 |

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

Budgeted cost: £59,000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Pupils receiving 1:1 support on strategies relating to strong emotions and support when feeling these. | [One to one tuition | EEF](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition)  [Oral language interventions | EEF](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions)  [Social and emotional learning | EEF](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning) | 1, 2, 3 |
| Pupils receiving 1:1 ELSA or draw and talk to support their understanding of recognising, naming and responding to emotions. | [One to one tuition | EEF](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition)  [Oral language interventions | EEF](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions)  [Social and emotional learning | EEF](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning) | 1, 2, 3 |
| 1:1 and small group travel training from specialist TA. | [One to one tuition | EEF](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition) | 1, 3 |
| 1:1 sensory intervention in the sensory room or immersion room to help build everyone’s understanding of individual sensory needs and how best to support. | [One to one tuition | EEF](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition) | 1, 4 |

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

Budgeted cost: £

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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# 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 2023 to 2024 academic year.

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| Pupil Premium  The school continues to work hard to support our pupils from a range of backgrounds. We have a published Pupil Premium strategy plan on the school website, which details the activities, interventions and budget breakdown for these activities. Below is the review of the impact and areas of development within the strategy plan.  Outcomes 1 and 2 were met, good progress towards outcome 4, 5 and some progress to outcome 3. Limited progress towards outcome 6.  Communication  The primary department continues to increase in numbers and the cohort is demonstrating more complex pupils with the need for specialist communication support or intervention. The staff are demonstrating high confidence in using different communication methods and ensuring they are providing appropriate means and opportunities to communicate. Their parent drop-in sessions have a strong focus on how to use appropriate communication aids and the team offer to make resources for those at home. This year this team are continuing to develop this including communication aids being offered outside the classroom.  Good progress has been made across the school which can be demonstrated in feedback from parents/carers in EHCP reviews, parent evenings, speaking to pupils and the end of year data.  For the next plan there will continue to be a focus on communication including colourful semantics and language required in Science.  Emotional Well Being  As the schools continues to individualise our support for the pupils when responding to emotional needs, we have developed staff understanding of a relational approach using emotional coaching and the introduction of the PACE model to help respond in the moment. Pupils have voiced in their EHCP reviews and Student Council meetings that they feel supported with respect whilst managing strong emotions. We have increased our resources to support the pupils to early intervene when they are feeling strong emotions and being independent in recognising when they require the support.  The school continued to offer 1:1 support for pupils who were feeling overwhelmed or strong emotions. These interventions ranged from our specialist TA offering a listening service and then tailoring their intervention time to their needs, 1:1 support from trusted adults to look at resources such as 1-5 scale and the hidden chimp book. There are also opportunities to talk to trusted adults at the end of the day to reflect on the day and what has worked. The school has also increased to two members of staff trained in ELSA. They run individual interventions daily and meet with class teams to share strategies and resources. We have two members of staff trained in draw and talk.  All these interventions have allowed pupils to be ready to learn in the classroom and minimised disruptions within the school settings.  For the next strategy plan, all these interventions and time with trusted adults need to continue, responding to pupils needs. We will investigate how we can support parents and carers to understand the strong emotions and how best to respond.  Preparing for adulthood  The offer of independent travel training is highly popular with all stake holders. The pupils thrive from the responsibility given to them and develop in confidence whilst accessing the community. The pupils visit a range of places by planning routes and use these skills to access work experience. There has also been an increase in participation in the classroom from pupils accessing this scheme ~~has~~ and they have grown in confidence. This provision will continue to be offered with a focus on this particular cohort.  Post 16 and Key Stage 4 have used the training and coaching to interweave the independent travel training into their life skills and project-based curriculum. This has led to an increase in skills and independence.  We are responding to pupil voice in EHCP reviews, meetings and parents /carers voice as there is a strong demand for pupils to access this intervention.  For the next strategy plan, this will continue, with more coaching and development of the curriculum to ensure opportunities for students to obtain the red level and this occurs before they access the individualised program. This will increase the number of students being able to access the higher levels in the intervention.  Sensory regulation  The increase in school numbers and this cohort has increased the need for this provision. Our specialist TA offers 1:1, small groups and sensory swim sessions throughout the week. This provision allows the pupils to become more regulated and helps train other staff in successful interventions. Sensory regulation coaching is supported by the behaviour for learning lead and Deputy heads. The soft play room and immersion room are successful spaces for sensory integration activities. The vast majority of classes have access to trampettes, peanut balls and small sensory toys to aid learning.  For the next strategy plan there will be a strong focus on a whole school approach of assessing the needs of the pupils and how to respond to these needs. This will be approached by agreeing a graduated response with appropriate paperwork, upskilling teachers and whole school training. The school will also work alongside the private sensory OT, which a small number of our students have access to.  On line safety  Our older school cohort 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.  The older peer group at school have demonstrated that they have a good knowledge of keeping themselves safe from outside dangers. They experience high quality RSHE lessons and then individual support if concerns arise. The strong relationships with the vast majority of our parents/carers, helps keep open communication. However, the pupils do not demonstrate the same level of skills with each other online. The school will also focus on developing support with social media communications between peers and how to manage social conflicts outside of school. The relevant departments already received training on peer on peer abuse and online behaviours from the local authority specialist teams. The RSHE/SMSC working party have set up links with the local authority team on this area to further develop skills in supporting our pupils in this area.  There has been a strong decline in pupils experience negative consequences online and them reflecting with trusted adults how they have kept themselves safe. It is embedded into our RSHE curriculum and staff demonstrate a high level of skill and confidence to continually support in this area.  Scientific Enquiry  There was limited progress made in this intended outcome. The lack lived experiences of out disadvantaged pupils was identified as a challenge in science lessons. In monitoring planning, prior experiences were assumed and so going forward this will need to be considered. |