

Pupil premium strategy statement 2022 - 23

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Great Oaks School
Number of pupils in school	280 (325 Including Post-16)
Proportion (%) of pupil premium eligible pupils	64.2% (181)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	Reviewed and updated December 2022
Date on which it will be reviewed	November 2023
Statement authorised by	Andy Evans (Headteacher)
Pupil premium lead	Tony Parkes (Assistant Headteacher)
Governor lead	Angela Hardy

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£124,110.00
Recovery premium funding allocation this academic year	£130,824.00
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	£254,934.00

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to use pupil premium funding to continue to secure and achieve good progress and outcomes for our disadvantaged pupils based on their individual starting points. While socio-economic disadvantage is not always the primary barrier that our pupils face, we recognise that there is some variance in outcomes for our disadvantaged pupils when compared to their peers. This can include:

- Attainment levels upon joining Great Oaks
- Employability skills
- Social opportunities and “cultural capital”

At the heart of our Pupil premium strategy is developing inclusive high-quality teaching in recognition of it having the greatest impact on pupil progress. In addition to this, we invest in targeted support based on robust diagnostic assessment for students with a heavy focus on core skills. A further element to this is the high priority given to the development of communication skills in recognition of their importance in allowing students to live their best life possible.

We also recognise the importance of wider strategies which can be used to support the holistic development of the students in our care. Therefore, we offer a variety of opportunities to develop social, independence and other skills which are essential to prepare our students for adulthood- this is an integral part of our school curriculum.

While our strategy is primarily focused on the needs of the disadvantaged pupils, the approaches and strategies will also have a positive impact on the progress and outcomes of non-disadvantaged pupils. It is therefore implicit in the intended outcomes below that, outcomes for non-disadvantaged pupils will improve alongside progress for our disadvantaged pupils.

Most importantly, our strategy is driven by the individual strengths and needs of our students in order help them “to find their joy”. This enables us to support our students, offering them relevant skills, experience, and meaningful accreditation to prepare for adulthood.

Our pupil premium strategy is integral to our wider whole school approach to education recovery and our priorities for both is aligned to form a whole school approach. This includes our school-led tutoring programme which targets those pupils affected worst by the pandemic, including non-disadvantaged pupils.

We will use our total funding allocation, including the recovery premium, to ensure barriers are removed to achievement thereby improving outcomes for disadvantaged students.

Challenges

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

Challenge number	Detail of challenge
1	Our assessments and observations indicate that our disadvantaged pupils generally require more support to develop and embed core skills in Maths and English- this additional support has been shown to support their good progress.
2	Our assessments, observations and discussions with pupils show that disadvantaged pupils generally have greater challenges around communicating and expressing their needs than their peers, including non-verbal, limited language and social interaction difficulties. This also can result in additional support required recognise feelings and emotions and to self-regulate.
3	Data indicates that our disadvantaged pupils' attendance is lower than those who are not disadvantaged. <i>Disadvantaged pupil attendance 20-21 91.3% vs non-Disadvantaged 93.7%: Disadvantaged Pupil attendance 18-19 90.9% vs non-Disadvantaged 93.7% N.B due to COVID 2018-2019 figures are also included to demonstrate attendance in a year not affected by COVID-19</i>
4	Discussion with families and pupils demonstrates that our disadvantaged pupils often require additional support to develop independence and life skills which prepare them for adulthood and achieving their next step.
5	Our assessments, observations and discussions with pupils and families demonstrate that the education, wellbeing, and wider aspects of development of many of our disadvantaged pupils have been impacted by the pandemic to a greater extent than for other pupils. These findings are backed up by several national studies.
6	Through discussions with staff, pupils and families we find that disadvantaged pupils generally have fewer opportunities to develop cultural capital outside of school.
7	Through discussions as staff team and observations of students, we have recognised that we have a growing cohort of students who have SEMH developmental needs as a result of early trauma or adverse childhood experiences (ACEs)- often these are disadvantaged students- which can impact on their engagement and behaviour at school.
8	Through our observations and conversations with families and professionals, we have identified that post-pandemic families are struggling with mental health and the increase in the cost of living. These factors have negatively impacted on their capacity to provide for basic needs: food, heating, and clothing for their children

9	Our analysis of data for Pathway 1 students has identified that disadvantaged students for whom English is an additional language and did not achieve as well as their peers. Within this group, lots of students displayed complex behaviours linked to their sensory needs.
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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
To ensure disadvantaged pupils continue to make good progress from their starting points, achieving the most relevant and meaningful accreditation	<ul style="list-style-type: none"> • Pupils making good or better progress through GO levels • Meaningful accreditation achieved which allows learners to access the next step of their educational journey • Individual IEP targets achieved
To ensure pupils can use a range of communication systems to aid their understanding and develop their expressive language skills	<ul style="list-style-type: none"> • Achievement of EHCP outcomes and IEP targets related to communication and interaction
To improve attendance of disadvantaged pupils so that is at least 93% and in line with non-disadvantaged peers	<ul style="list-style-type: none"> • Attendance audit shows that Individual pupil attendance improves over time • Whole School Attendance target of 93% achieved • Disadvantaged pupil attendance improves in line with individual targets
To ensure disadvantaged pupils develop a range of life skills which prepare them for adulthood	<ul style="list-style-type: none"> • Achieving outcomes in EHCP • Achieving IEP Targets • Pupil and parent voice indicates pupils feel prepared for adulthood
To support students to develop their understanding of emotions and behaviour and develop their ability to self-regulate	<ul style="list-style-type: none"> • Achieving outcomes in EHCP • Achieving IEP Targets • Reduction in behaviour incidents where students have become dysregulated

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: £ 130,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Recruit and retain Maths Teaching and Learning Responsibility Post to focus on improving the quality of teaching and learning in Maths across the school. This includes the introduction of White Rose Maths as a progression framework within the school.</p> <p>This includes CPD for staff to implement White Rose Maths in the school as well as the Maths TLR working with local Maths Hub to develop evidence-based approaches to teaching mathematics.</p>	<p>White Rose Maths Scheme is a good vehicle for meeting the recommendations from the EEF report including using manipulatives and representations.</p> <p>KS2_KS3 Maths Guidance 2017.pdf (d2tic4wvo1iusb.cloudfront.net)</p> <p>School wide approaches to progression in calculation and providing time for teachers to develop subject knowledge and approaches to teaching are seen as best practice.</p> <p>Research review series: mathematics - GOV.UK (www.gov.uk)</p>	1,5
<p>Recruitment and retention of English Teaching and Learning Responsibility post to focus on improving the quality of teaching and learning across the school.</p> <p>This includes CPD, monitoring and coaching to ensure a consistent and evidence-based approach to the teaching of English with a particular focus on reading including phonics and reading comprehension.</p>	<p>Teaching of Phonics which is systematic and explicit has a positive impact on reading particularly for disadvantaged pupils.</p> <p>Phonics EEF (educationendowmentfoundation.org.uk)</p> <p>There is a wealth of evidence to support the explicit teaching of reading comprehension strategies, this has been demonstrated to be particularly beneficial for lower attaining pupils.</p> <p>Reading Comprehension Strategies EEF</p>	1,5
<p>Use of standardised diagnostic assessments to identify individual pupil need for both teaching and learning and academic intervention. This will support staff to use individualised instruction.</p>	<p>Diagnostic assessment is an important part of Education Recovery.</p> <p>Diagnostic Assessment EEF</p> <p>Individualised instruction can be an effective approach to increasing pupil attainment.</p> <p>Individualised Instruction EEF</p>	1,5

<p>Recruitment of a Cover Teacher to provide additional release time for identified staff to facilitate professional development including, mentoring, coaching, curriculum development, and in-house training.</p>	<p>Evidence demonstrates that what happens in the classroom makes the biggest difference: improving teaching quality generally leads to greater improvements at lower cost than structural changes. There is particularly good evidence around the potential impact of teacher professional development. Evidence is resounding in that, <i>'The quality of teaching is not fixed: teachers can be improved via effective professional development.'</i></p> <p>EEF Effective Professional Development Guidance Report</p> <p>Sutton Trust- What Makes Great Teaching</p>	<p>1,2,5,7</p>
<p>Work across the school to upskill and train staff in understanding the impact of early development trauma and adverse childhood experiences has on student's development and behaviour.</p> <p>This includes:</p> <p>1 x Staff member undertaking Diploma in Trauma and Mental Health Informed Schools and Communities (Practitioner Status)</p> <p>1 x Staff member undertaking Trauma Responsive Education Course with Louise Bomber</p>	<p><i>It is estimated that as many as two-thirds of children undergo at least one significant traumatic experience including those relating to maltreatment, neglect, poverty or witnessing violence, with the proportion varying between schools and between geographical areas</i> (Perfect et al., 2016)</p> <p>An understanding of attachment and trauma and how this impacts students in schools has been shown to have a myriad of positive impacts on students in terms of outcomes, engagement and reducing exclusions.</p> <p>Impact of attachment and Trauma awareness on schools</p> <p>Developing an understanding of <i>'how underlying needs can drive behaviour'</i> was a key recommendation of the Government's review into use of school exclusions.</p> <p>Timpson Review of School Exclusions</p>	<p>5,7,8</p>
<p>CPD- Understanding the Theory and Practice of Nurture Groups Training for staff member who is</p>	<p>Nurture Groups use 10 out of the 14 evidence-based components cited by</p>	<p>2,3,4,5,7</p>

<p>setting up and running a nurture group for Pathway 3 Students.</p> <p>Costs to furnish and resource Nurture group space appropriately</p>	<p>the EEF which improve the attainment of disadvantaged students.</p> <p>The EEF Toolkit and Nurture Groups</p>	
<p>Communication Champions CPD- A programme of training delivered by a Speech and Language Therapist, allowing staff to gain in depth skills to support communication, model best practice across the school and support colleagues.</p>	<p>The Communication Trust worked with the Better Communication Research Programme to develop the What Works database of evidenced interventions to support children's speech, language, and communication.</p> <p>What works database (ican.org.uk)</p> <p>This has been endorsed by the Royal College of Speech and Language Therapists.</p>	2,4
<p>CPD for staff to develop the use of Zones of Regulation at Great Oaks. This Includes:</p> <ul style="list-style-type: none"> ➤ Whole School training delivered by Speaking Space ➤ Training for key staff who can lead the implementation of Zones of Regulation across the school ➤ Release time for trained staff to monitor and support implementation 	<p>The Zones of Regulation is a metacognitive framework for regulation and treatment approach that is based on immense evidence in the fields of autism, attention deficit disorders (ADD/HD), and social-emotional theories. It integrates best practices around Trauma Informed Care and mental health supports and aligns with the CASEL SEL core competencies.</p> <p>There is a plethora of evidence which highlights the impact of Zones of Regulation in developing Social and Emotional Skills.</p> <p>Overview of evidence base & research for Zones of Regulation</p>	2,7
<p>Additional funding for the CPD budget to the support to provide access to courses and conferences as available which links to PP priorities and targets.</p>	<p>EEF Effective Professional Development Guidance Report</p>	Encompasses 1-9

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

Budgeted cost: £ 50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
One to One and small tutoring in English and	One to one tutoring is an effective approach at improving pupil outcomes.	1,5

<p>Maths for vulnerable pupils at risk of underachieving or to provide additional stretch and challenge by a qualified teacher and special support assistants who have received additional training.</p> <p>1:1 tutoring programmes are overseen by Maths and English TLR holders and AHT Curriculum and Assessment.</p>	<p>One to One Tutoring EEF</p>	
<p>Speech and Language Interventions delivered by trained Support Assistant and overseen by Communication TLR holder in conjunction with Speech and Language Therapist.</p>	<p>The Communication Trust worked with the Better Communication Research Programme to develop the What Works database of evidenced interventions to support children’s speech, language and communication.</p> <p>What works database (ican.org.uk)</p> <p>This has been endorsed by the Royal College of Speech and Language Therapists.</p>	2
<p>Purchase and maintain educational subscriptions to online resources and programmes which support student progress engagement.</p> <p><i>E.g. IXL, Clicker, Nessy, Sumdog</i></p>		1,5

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

Budgeted cost: £ 80,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Employment of an Additional Welfare Officer (September 2022) to add capacity into work supporting students and families.</p>	<p><i>“Responsive interventions in which a member of staff or team use multiple interventions and target approaches specifically to the needs of individual pupils was also found to be effective” in supporting improved attendance.</i></p>	3

<p>Welfare Officer Post will focus on improving attendance and supporting families and student who to remove barriers to good attendance. This includes leading on whole school attendance strategies in conjunction with the AHT</p>	<p>EEF Attendance Interventions Rapid Evidence assessment</p> <p>The DfE guidance has been by informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Working together to improve school attendance</p>	
<p>Recruitment of 2 x Behaviour and Pastoral Support Officer roles (September 2022) to work across the school to provide targeted intervention to support and improve behaviour for individual students.</p>	<p>Improving behaviour in schools is instrumental in ensuing good outcomes for students.</p> <p>Behaviour support officers are used to model and support with classroom management strategies as well as providing targeted approaches to meet the needs of individuals. Both are shown to be an effective approach in</p> <p>EEF Improving Behaviour in Schools Report</p>	2,5,7
<p>Development and purchase of resources furniture and equipment to support the sensory needs of students.</p> <p>This includes:</p> <ul style="list-style-type: none"> ➤ Creating additional multisensory spaces within the school ➤ Resources to meet individual student needs ➤ Sensory OT Assessments ➤ Redevelopment of the Sensory room 	<p>Multi-sensory learning environments have been found to have a positive impact on behaviour, attention and improve conditions for learning.</p> <p>The use of Multi-Sensory Environments with autistic children</p> <p>There is a body of research which demonstrates that processing sensory information is linked to self-regulation and students need experiences in this to support development in this area.</p>	2,5,7,9 9
<p>Additional time bought in for the Educational Psychologist to undertake Casework for identified disadvantaged students to support the process of identifying needs and implementation of strategies to support them</p>	<p>Educational Psychologists involvement aligns with the principles of the EEF guide to the Pupil Premium, supporting the diagnosis of individual student needs and in using evidence-based approaches to support progress.</p>	1,2,5,7

<p>Work with TPC to design, furnish and set-up a bespoke “Trauma- Informed Classroom, Therapeutic Classroom” at our Bugle House Provision</p>	<p>Therapeutic classrooms align with a whole school approach to support the mental-wellbeing of students.</p> <p>This is a relatively new movement in the UK. Further information can be found below:</p> <p>Therapeutic Classrooms - TPC Therapy Ltd</p> <p>Therapeutic classrooms: ‘The couch area is definitely their favourite’ (headteacher-update.com)</p>	<p>5.7.8</p>
<p>Emotional Literacy support assistants delivering ELSA across the school.</p> <p>Further training planned for members of staff to increase and strengthen this intervention</p>	<p>ELSA was designed to build the capacity of schools to support the emotional needs of their pupils from within their own resources. This is achieved by training teaching assistants to develop and deliver individualised support programmes to meet the emotional needs of children and teenagers in their care. It recognises that children learn better and are happier in school if their emotional needs are also addressed. This intervention is now widely implemented by educational psychologists across Britain.</p> <p>There are a range of evaluation reports highlighting the effectiveness of the ELSA approach and training</p> <p>ELSA Evaluation reports</p>	<p>5,7</p>
<p>1:1 vocational support sessions to engage and support young people with their social and emotional skills. This is delivered by a trained ELSA as well as being based on relational approaches.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life, in relation to physical and mental health, school readiness and academic achievement, crime, employment and income.</p> <p>Social and emotional skills are protective factors for mental health. They equip children with the tools and resources to address mental health challenges that interfere with life, learning and well-being.</p> <p>Improving Social and Emotional Learning in Schools</p>	<p>5</p>
<p>Personalised timetables for key pupils including</p>	<p>The ability of a child to connect to school during adolescence has been shown to</p>	<p>3,4,5,6</p>

<p>activities to promote attendance and engagement and meet the needs of students with identified social, emotional and mental health needs.</p> <p>Personalised timetables are based on relational approaches with a key adult to encourage school connectedness and improve belonging in school.</p>	<p>be a key protective factor and one that lowers the likelihood of health-risk behaviour, while also enhancing positive educational outcomes.</p> <p>Belonging in school research</p>	
<p>Great Oaks Guarantee – A programme of 13 experiences and activities that students have the opportunity to undertake while at Great Oaks School. These activities support our students to develop cultural capital, as well as social, communication and interaction skills. At Great Oaks School, the personal development of our students has an essential role.</p>	<p>Extra-curricular activities and opportunities to develop cultural capital are important to young people and result in a range of positive outcomes.</p> <p>Social Mobility Commission- An unequal playing field.</p>	4,6
<p>After School Club- A range of activities on offer to support the personal development and social skills of students. The club will also support the development of cultural capital and life skills for students.</p>	<p>Teachers, parents and children identified a range of positive outcomes from participation in after school clubs, including increases in confidence, self-esteem and fitness, as well as providing opportunities for new experiences, socialising and enjoyment.</p> <p>Value of after-school clubs for disadvantaged children</p>	4,6
<p>Providing students with Breakfast and a range of healthy snacks throughout the day</p>		8

Total budgeted cost: £ 260,000

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 the academic year 2021/2022, the Pupil premium and recovery funding was used effectively to support the engagement, progress, outcomes, and achievements of disadvantaged students. Progress against our intended outcomes are discussed below:

To ensure disadvantaged pupils continue to make good progress from their starting points, achieving the most relevant and meaningful accreditation

In Pathway 2 and 3, disadvantaged students achieved well in the academic year 2021/2022. 98% made expected or above progress for English and 85% made expected or above progress for Maths. Diagnostic assessment and additional targeted intervention work were instrumental in ensuring this good progress. Coaching and planning support from the Maths and English TLR holders also contributed to the expected progress of students.

Students in KS4 achieved appropriate accreditation and all Year 11 students progressed to an appropriate college placement.

In terms of the progress of our pathway 1 students, 41 students were assessed using ImpACTS (17% of years 7-11). Students with SLD make steadier progress which can be disrupted for a variety of reasons. With this in mind, pathway 1 are set ipsative targets where expected progress is calculated on prior achievement. The percentage progress targets below are used.

< 2% - a concerning rate that would indicate learner is not progressing

< 6% - consolidation of existing learning

5-10% - expected rate of ipsative progress for SLD learners

7-10% - emergence of a new skill / this also reflects progress from baseline to first ipsative for new P16 learners

> 10% - new skills in more than one Key Skill area

> 20% - key developmental milestone/ golden moment achieved

> 40% - usually achieved post a baseline score of a new learner

Pathway	below	consolidation	expected	new skills	milestone
PW1	<2%	2-5%	5-10%	10-20%	>20%

Cohort	below	consolidation	expected	new skills	milestone
All (41)	3%	16%	41%	19%	22%
Disadvantaged	9%	27%	45%	18%	9%
Girls	0%	40%	40%	0%	20%

Boys	4%	11%	41%	22%	22%
EAL	8%	23%	39%	15%	8%

Given that Pathway 1 is a smaller cohort with students with a range of complex individual needs, trends are not as significant as with larger cohorts and individual students can impact data considerably.

With that being said, disadvantaged and EAL students. However, disadvantaged and EAL students using ImPACTS are clearly making less progress against their targets with 9% and 8% being below compared to 3% for the PW1 cohort. Similarly, only 9% and 8% hit a new milestone compared to 22% for the PW1 cohort.

Further analysis has shown that a significant number of these students were both EAL and disadvantaged. A high proportion of these students also displaying complex behaviours which challenge which have been a barrier to their learning.

Disadvantaged EAL students are a target cohort for 2022-23. This will include interventions around supporting families through our welfare officers, as well as coaching and support to improve teaching and learning.

To ensure pupils can use a range of communication systems to aid their understanding and develop their expressive language skills

The school has a strong focus on developing students' ability to communicate in the most appropriate way. In our recent Ofsted inspection (November 2021), it was recognised that ***"Promoting communication is at the core of everything the school does. Skilled staff consistently use a wide range of effective strategies to promote communication across all areas of the school."***

Funding was used effectively to provide high quality CPD for staff to deepen their understanding of communication systems and strategies and support students' developments in this area. Release time for trained communication champions to support the implementation and evaluation of strategies and support has been effective.

IEP targets which are closely linked with EHCP targets (including communication and interaction targets) also demonstrate how the activities funded as part of the pupil premium strategy contribute to the achievement and good progress of students in this area.

	Autumn 2021			Spring 2022			Summer 2022		
	Met	Partially met	Not met	Met	Partially met	Not met	Met	Partially met	Not met
Year 7	49%	48%	3%	58%	41%	1%	66%	33%	2%
Year 8	68%	31%	2%	57%	38%	5%	63%	31%	6%
Year 9	69%	29%	1%	73%	26%	0%	68%	31%	1%
Year 10	77%	20%	3%	86%	12%	1%	79%	19%	1%
Year 11	71%	25%	4%	75%	21%	4%	86%	12%	2%
PW1	60%	35%	5%				68%	28%	4%

To improve attendance of disadvantaged pupils so that is at least 93% and in line with non-disadvantaged peers

Like other schools, the ongoing impact of the COVID-19 pandemic continued to impact on student attendance in the academic year 21/2. However, with a continued whole school focus on attendance and range of strategies in place to support student attendance and engagement, our attendance remained above average compared nationally to disadvantaged students. Our attendance for disadvantaged students was 91.1% vs 91.5% for non-disadvantaged. The gap is relatively small, however raising attendance for disadvantaged students continues to be a priority and we are directing greater spending towards it this academic year.

To ensure disadvantaged pupils develop a range of life skills which prepare them for adulthood

In our recent Ofsted Visit, (November 2021) OFSTED recognised the good work undertaken in this area ***“They are fully prepared for their adult lives. If appropriate, staff enable them to gain meaningful accreditations. Pupils proudly told us how these allow them to go onto college and work. To help pupils make informed choices about future placements, they take part in engaging and suitable activities.”***

Ongoing staff CPD, and the pastoral support on offer in the school contributes to the success in preparing students for adulthood.

All our Year 11 leavers secured appropriate college placements, and many undertook successful work experience placements which supported the development of independence skills.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider