

Pupil premium strategy statement

This statement details our school's use of pupil premium for the 2022 to 2023 academic year, 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	Pitcheroak School
Number of pupils in school	152
Proportion (%) of pupil premium eligible pupils	36%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2023
Date this statement was published	
Date on which it will be reviewed	July 2023
Statement authorised by	Sheila Holden, Headteacher
Pupil premium lead	Holly Townsend
Governor / Trustee lead	Kavita Sharma

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 58,665
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 21,914
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	£ 80,579

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to use pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged pupils. Whilst socio-economic disadvantage is not always the primary challenge our pupils face, we do see a variance in outcomes for disadvantaged pupils across the school when compared to their peers.

At the heart of our approach is high-quality teaching and ensuring that pupils have access to a broad and balanced curriculum, as well as highly personalised teaching approaches and resources. 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, for example, CPD.

Implicit in the intended outcomes detailed below, is the intention that we will provide disadvantaged pupils with support to develop their early cognition and learning skills and ability to communicate effectively. We will take a holistic approach to meeting pupil needs, recognising that other influences may affect their ability to make progress in school, for example, sensory processing difficulties. We will ensure that pupils well-being and mental health are prioritised and that trauma-informed practices are embedded within school. We will strive to improve the engagement of learners and their families.

Our strategy will be driven by the needs and strengths of each young person, based on formal and informal assessments, not assumptions or labels.

Challenges

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

Challenge number	Detail of challenge
1	Cognition and learning/ communication difficulties
2	Engagement of learners and their families
3	Trauma and mental health
4	Sensory processing
5	Independence and life-skills

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
<p>For all Pupil Premium pupils to have access to a range of personalised resources to enable them to achieve, including suitable communication aids. Resources to also be purchased to promote positive behaviour for learning and to improve a pupil's readiness to learn.</p>	<p>A wider range of personalised resources available in classrooms for Pupil Premium pupils.</p> <p>All identified Pupil Premium pupils will have an up-to-date communication passport, that outlines necessary strategies and aids which are to be used daily.</p> <p>Pupil Premium pupils to make expected progress in Early Years/KS2/KS3 and be on to track to achieve their accreditation in KS4.</p>
<p>For all staff working with Pupil Premium pupils to have CPD opportunities to ensure they have up-to-date training and develop the necessary skills to implement relevant behaviour and communication strategies in school. For specialist support services to be involved with pupils, where additional support and expertise is required.</p>	<p>Reduced negative sleuth and improved academic outcomes in relation to communication.</p>
<p>For all Pupil Premium pupils to have good attendance in school and enjoy their time in school, including after school clubs.</p> <p>For families of Pupil Premium pupils to have the opportunity to attend a range of parent workshops.</p>	<p>Improved attendance for Pupil Premium pupils and priority given to attend after school clubs.</p> <p>Good up-take of parent workshops by families of Pupil Premium pupils and enhanced collaborative working relationships between home and school.</p>
<p>For all Pupil Premium pupils to have access to a trusted, emotionally available adult in school, as well as being able to be referred internally for further support with our well-being support worker or for additional therapies i.e. music and play.</p>	<p>Trauma-informed practices will be embedded across the school. Pupils' emotional well-being is prioritised, and swift interventions provided where necessary. Priority given to Pupil Premium pupils to access specialised therapies.</p>
<p>For all Pupil Premium pupils to have their sensory needs met on a daily basis.</p>	<p>Sensory diets in place and used daily for those pupils it is appropriate for.</p> <p>Improved educational outcomes and behaviour for these pupils as their sensory needs are now being met; they are well-regulated and ready to learn.</p>

<p>For all Pupil Premium pupils to benefit from an extensive programme of enrichment activities in which they are encouraged to develop a range of skills, including; independence, self-help, social skills and communication.</p>	<p>All Pupil Premium pupils are able to access at least 3 enrichment visits, each academic year and residential opportunities for those pupils in KS3 and above.</p>
<p>For all Pupil Premium pupils to have access to high-quality on-site careers advice.</p>	<p>Pupil premium pupils have a voice in terms of their future career aspirations and planning. Pupils will be supported to understand their options and make informed choices about future destinations.</p>

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £17,940

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD e.g. PBT, PECS, Safeguarding	Highly trained staff have the necessary skills to meet the varying needs of pupils.	1-5
Enrichment activities	Enrichment activities both on and offsite enhance curriculum provision resulting in improved pupil engagement and attainment.	2, 5
Specialist Support Services	Access to specialist services where additional support and expertise is needed resulting in tailored approaches to meet the needs of learners.	1, 2

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

Budgeted cost: £ 13,150

Activity	Evidence that supports this approach	Challenge number(s) addressed
Individual pupils spend	Specific resources tailored to individual pupil needs and interest are likely to be more motivating to them and, as such, promote effective learning.	1-5
Small sensory equipment	Specific resources to promote exposure to the sensory input that pupil's need, means that pupils are better regulated and there is effective learning.	2, 4

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

Budgeted cost: £ 48,650

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>After school clubs</p> <p>(Priority given to pupil premium pupils- zero cost as subsidy received from WCF)</p>	<p>The time children spend in after school clubs influences their development. Through after-school activities, children can develop social skills, improve their academic performance, and establish strong relationships with trusted adults. Participation in club activities during childhood is linked to higher academic performance and self-esteem.</p>	<p>2, 3, 5</p>
<p>Education welfare package</p>	<p>Specialist attendance support, including face to face conversations with families to address any barriers to attending school, resulting in improved support and overall attendance in school.</p>	<p>2</p>
<p>Parent engagement events and workshops</p> <p>(Cost usually absorbed through flexible roles within school's structure)</p>	<p>Collaborative and supportive relationships between school and parents nurtured, meaning a more consistent approach between home and school, resulting in improved behaviour and academic achievement. Parents have the opportunity to speak to other parents, resulting in further support and advice, and an increased sense of belonging to a community.</p>	<p>1, 2, 5</p>
<p>Additional therapies</p>	<p>Pupil premium pupils are statistically more likely to suffer with mental health issues. Staff will be able to recognise and intervene where mental health issues arise, and appropriate support is given.</p>	<p>3</p>
<p>Additional OT support</p>	<p>As a school we recognise that in order for pupils to reach their full potential, they may have a range of</p>	<p>4</p>

	needs that have to be met. For children with a sensory impairment, without exposure to the sensory input they need, they can struggle with demonstrating appropriate behaviour, remaining alert, as well as keeping themselves organised and in control.	
Careers guidance	Bespoke, on-site careers advice available to all pupil premium pupil from Year 8 and beyond in order to support them to have a voice about future career aspirations, as part of the Preparing for Adult agenda.	5

Total budgeted cost: £79,740

Part B: Review of outcomes in the previous year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 financial year.

Intervention provided: Individual spend

Progress to date	Impact	Further Actions
Class teachers continue to be encouraged to purchase appropriate resources for individuals to close any gaps in learning and address any barriers to learning. A wide variety of resources have been purchased to promote positive behaviour and a readiness to learn, as well as the achievement of IEP targets.	Between April 2021 and April 2022 there was a total of 497 negative behaviour incidents for PP pupils. This is compared to 2711 negative incidents for all pupils. 18% of negative incidents recorded were for PP pupils. There continues to be a reduction in incidents for PP pupils, indicating that the purchase of personalised resources is having a positive impact on pupil behaviour and engagement.	To continue to spend a percentage of each pupils PP to purchase personalised resources to support IEP target development and to ensure sensory needs are consistently met in school. All purchases to be authorised by the Assistant Headteacher.

Intervention provided: Enrichment activities

Progress to date	Impact	Further Actions
This year, we have been able to resume a broad enrichment programme, that supports curriculum work and develops confidence and independence skills. The Residential and Enrichment Visits long term plan, ensure there is clear differentiation between the opportunities provided for different cohorts of young people. All PP pupils have accessed a minimum of 1 enrichment visit and in most cases 2 or 3. Enrichment visits have included; golf, bowling, horse-riding, Atwell Farm	Behaviour of PP pupils continues to be very good and has improved since last year. Notably, 52 of our PP pupils have had 5 or less negative incidents with 36 having none at all. Attendance data is difficult to compare to last year due to COVID and the imposed national lockdowns, however, attendance has improved; PP Attendance 01.04.21 - 31.03.22 = 86.08% (70.84% last year). Non-PP Attendance 01.04.21 - 31.03.22 = 90.57% (75.93% last year).	Continue to provide a broad enrichment programme, that supports curriculum work and develops confidence and independence skills, ensuring PP pupils have equal opportunity to attend these visits, as their peers.

Park, Safari Park and All Things Wild, among others.	It is fair to say that having access to a variety of enrichment activities is also having a positive impact of pupil behaviour and engagement.	
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Intervention provided: After school clubs (costs absorbed by Midland Mencap)

Progress to date	Impact	Further Actions
Since March 2022, we have been able to resume after school clubs, taking into account pupil voice to ensure the clubs delivered meet the needs and interests of our pupils. If clubs are over-subscribed priority is given to PP pupils.	29% of pupils that attended an after-school club during the spring 2 term were PP.	Continue to offer a wide range of after school clubs, with teaching assistants delivering these and using staff specialist subjects or areas of interest. Continue to take into consideration the clubs that pupils would like to see being offered and prioritise PP pupils for these clubs.

Intervention provided: Education Welfare Package

Progress to date	Impact	Further Actions
Senior Leadership Team (SLT) continue to meet on a termly basis to discuss pupil attendance, with a focus on identifying pupils of concern and agreeing actions to be taken. When necessary, support from the Education Welfare Officer (EWO) is requested.	Attendance has improved compared to last year and the gap between PP and non-PP attendance has marginally decreased; PP Attendance 01.04.21 - 31.03.22 = 86.08% (70.84% last year). Non-PP Attendance 01.04.21 - 31.03.22 = 90.57% (75.93% last year).	SLT to continue to discuss attendance issues on a termly basis and agree actions/ support needed, seeking further advice from the EWO as needed.

Intervention provided: Additional therapies

Progress to date	Impact	Further Actions
Additional therapies have been provided for individual pupils, including music and	78% of pupils that received music therapy were PP, 92% of pupils that received	Continue to provide access to additional therapies through the

<p>play therapy. Therapy sessions have been accessed by targeted individuals who have been referred internally with a clear rationale and desired outcome for the referral. PP pupils are prioritised for these therapy sessions. Pupils have also had access to our 'well-being councillor' for additional support in school when required.</p>	<p>play therapy were PP. All therapists provide termly reports, as well as meeting with the Assistant Headteacher to discuss progress and next steps for individual pupils in their therapy sessions.</p> <p>100% of teachers who taught pupils receiving play therapy, indicated they felt pupils had made positive improvements in relation to the initial concerns and reasons for referral. 75% of teachers who taught pupils receiving music therapy, also indicated that they felt pupils had made positive improvements.</p>	<p>internal referral system. The Assistant Headteacher to continue to work alongside the therapists to evaluate pupil progress on a termly basis, seeking and sharing teacher feedback as part of this process. The Assistant Headteacher to work closely with the therapists to review and prioritise referrals received and jointly decide which therapy will be most beneficial.</p>
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Intervention provided: CPD- Trauma and Mental Health

Progress to date	Impact	Further Actions
<p>All school staff were offered the opportunity to receive Trauma and Mental Health Training, provided by TISUK.</p>	<p>80% of teachers that attended the training, agreed that the training was relevant to them and that the course objectives had been met. The training has supported the implementation of trauma informed practices across the school.</p>	<p>SLT to continue to model trauma informed practices and provide further CPD opportunities to embed this. The school's behaviour policy should be updated in line with this.</p>

Intervention provided: Small sensory equipment

Progress to date	Impact	Further Actions
<p>We offer a range of sensory resources, including; ear defenders, chew buddies, fidget toys, gym balls and wedge cushions. As a school we recognise that in order for children to reach their full potential, they may have a range of needs that have to be met. For children with a</p>	<p>When the appropriate sensory input is provided, pupils demonstrate appropriate behaviour, can remain alert, as well as keep themselves organised and in control.</p>	<p>Continue to provide small sensory equipment. More specialist equipment can be purchased using the pupil's individual spend if required.</p>

sensory impairment, without exposure to the right sensory input they need, they can struggle to reach that full potential.		
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Recovery premium strategy outcomes

This details the impact that our recovery premium activity had on pupils in the 2021 to 2022 financial year.

Intervention provided: Dance workshops

Progress to date	Impact	Further Actions
16 classes of 17 have been able to participate in dance workshops with a qualified dance teacher. Sessions have been tailored to enhance current topic work, as well as cognitive and physical ability.	Of those staff surveyed, 75% agreed that the workshops have improved the physical and mental health of pupils. One teacher commented that 'this was an excellent opportunity and experience for pupils to develop their theoretical and practical knowledge of dance'.	Continue to provide pupils with a broad experience of sporting activities in order to increase the engagement of pupils in regular physical activity, thus improving both their physical and mental health.

Intervention provided: CPD- AT3 to complete Level 6 Diploma in Careers Guidance

Progress to date	Impact	Further Actions
MG has now signed up to and has started the course.	On completion of the course, all pupils aged 13 and upwards will have access to high quality careers advice from a known adult within school.	MG to complete all the necessary work to achieve the qualification.

Intervention provided: CPD- teacher to complete TEACCH training

Progress to date	Impact	Further Actions
Unable to find appropriate TEACCH course.	-	Continue to seek relevant CPD opportunities for staff to enhance teaching and provision.