

# Pupil premium strategy statement

This statement details our school's use of pupil premium for the 2023 to 2024 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	155
Proportion (%) of pupil premium eligible pupils ( <b>not including post-16</b> )	40%
Academic year/years that our current pupil premium strategy plan covers	2023-2024
Date this statement was published	October 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Sheila Holden, Headteacher
Pupil premium lead	Holly Townsend
Governor / Trustee lead	Dan Lloyd

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£63,090
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£9,816
<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	£72,906

# 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>Pupil Premium pupils to have access to a wide range of personalised resources, including suitable communication aids, to support a readiness to learn, promote positive behaviour for learning and which enable them to achieve their targets.</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>All staff working with Pupil Premium pupils to participate in CPD opportunities which ensure they have up-to-date training and are highly competent in meeting the needs of learners with special educational needs. Specialist support services to also be involved with pupils, where additional support and expertise is required.</p>	<p>Reduced negative sleuth and improved academic outcomes, particularly in relation to communication.</p>
<p>Pupil Premium pupils to have good attendance in school and enjoy their time in school, including at after school clubs.</p>	<p>Improved attendance for Pupil Premium pupils and priority given to attend after school clubs.</p>
<p>Families of Pupil Premium pupils to have good engagement with the school and to be given opportunities to attend a range of parent workshops.</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>Pupil Premium pupils to have access to trusted, emotionally available adults in school who are able to utilise Trauma Informed Schools principles.</p> <p>Pupil Premium pupils will have opportunity to be referred internally for further support with the well-being support worker or for additional therapies i.e. music, play and creative arts.</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>The independence of Pupil Premium pupils be promoted to ensure they have good self-help skills and have their sensory needs met in school on a daily basis.</p>	<p>OT assessments carried out and recommendations implemented by staff as appropriate. Sensory menus in place and a range of sensory activities used daily for those pupils it is appropriate for.</p>

	Improved educational outcomes and behaviour for these pupils as they are more independent and sensory needs are now being consistently understood and met; they are well-regulated and ready to learn.
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.	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.
Pupil Premium pupils to have access to high-quality on-site careers advice.	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.

## 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: £13,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD e.g. PBT, TEACCH.	Highly trained staff have the necessary skills to meet the varying needs of pupils.	1-5
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
Enrichment activities	Enrichment activities both on and offsite enhance curriculum provision resulting in improved pupil engagement and attainment.	2, 5

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

Budgeted cost: £ 13,600

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 better outcomes overall.	1-5
Small sensory equipment	Specific resources to promote exposure to the sensory input that pupil's need, means that they are better regulated and there is effective learning.	2, 4

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

Budgeted cost: £ 45,895

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional therapies	Living in a poor or low-income household has been linked to poor health and increased risk of mental health problems. Children whose parents receive welfare benefits are statistically more likely to experience mental health issues. Staff will be able to recognise and provide appropriate support where mental health issues arise and identify pupils in need of additional specialist therapy.	3
Additional OT support	As a school we recognise that in order for pupils to reach their full potential, they may have a range of 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. It is also vital that despite their special educational needs, we promote functional independence of pupils in their daily like skills.	4, 5
Attendance awards	Children from low-income families often start school already behind their peers who come from more affluent families. Having good school attendance is therefore essential for pupil premium pupils. The school's attendance officer monitors attendance on a weekly basis and shares reports with the SLT. Attendance will be promoted through incentives and rewards for pupils, resulting in improved attendance in school.	2
Interpreting services	As a percentage of the whole school 9.74% of pupils (15 pupils) have	2

	<p>English as an Additional Language (EAL). 26.67% of those are eligible for pupil premium. Having good communication between home and school is essential for promoting positive educational outcomes for pupils. Where parents have EAL communication can be trickier. Using interpreting services means parents will be better informed about their child's education and they are likely to have better engagement with the school.</p>	
<p>After school clubs  (Funded through sports premium but priority given to pupil premium pupils)</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>	2, 3, 5
<p>Parent engagement events and workshops  (Part of FSW role- no cost attributed back to pupil premium)</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>	1-5

**Total budgeted cost: £72,495**

## 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 2022 to 2023 financial year.

#### Intervention provided: CPD

Progress to date	Impact	Further Actions
We have used pupil premium to fund a range of CPD opportunities for staff this academic year including with the Positive Behaviour Team and TISUK (supervision).	Staff have the appropriate training to ensure they are skilled and have the necessary 'tool-kit' to manage pupils with a range of needs, including behaviour and trauma/metal health. As a result, negative behaviour incidents have significantly decreased this year, including the use of positive physical intervention.	Continue to provide relevant CPD opportunities including those from this year and also whole school TEACCH training.

#### 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 Residentials and Enrichment Visits long term plan, ensure there is clear differentiation between the opportunities provided for different cohorts of young people. All Pupil Premium pupils have accessed a minimum of 1 enrichment visit and in most cases 2 or 3. Enrichment visits have included horse-riding, golf, Sea Life Centre, Webbs of Wychbold, Atwell Farm Park, bowling, cinema, Boundless	Behaviour of Pupil Premium pupils continues to be very good and has improved since last year. Notably, 41 of our Pupil Premium pupils have had 5 or less negative incidents with 21 having none at all.  Pupil Premium attendance continues to improve 05.09.22-12.06.23= 90.05% (86.08% last year). Whole school attendance 05.09.22-12.06.23= 91.34% (90.57% last year).  It is fair to say that having access to a variety of enrichment activities is also	Continue to provide a broad enrichment programme, that supports curriculum work and develops confidence and independence skills, ensuring Pupil Premium pupils have equal opportunity to attend these visits and residentials, as their peers.

Outdoors and Duke of Edinburgh (bronze and silver).	having a positive impact of pupil behaviour and engagement.	
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**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 and 12-monthly targets and progress towards EHCP outcomes.	Between September 2022 and June 2023 there was a total of 527 negative behaviour incidents for Pupil Premium pupils. This is compared to 1334 negative incidents for all pupils. 461 of the 527 negative incidents can be attributed to just 10 Pupil Premium pupils. 41 Pupil Premium pupils have had 5 or less negative incidents and 21 have had 0 negative incidents. This indicates 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 Pupil Premium to purchase personalised resources to support target and outcome development and to ensure sensory needs are consistently met in school. All purchases to be authorised by the Assistant Headteacher.

**Intervention provided:** Small sensory equipment

Progress to date	Impact	Further Actions
We have available for use by our Pupil Premium pupils a range of sensory resources, including ear defenders, chew buddies, fidget toys, gym balls, wedge cushions, massage brushes, stretch suits, compression tops, weighted products etc. As a school we recognise that in order for children to reach their full potential, they are likely to have a range of needs that have to be met. For children with a sensory impairment, without exposure to the right sensory input they need, they	When the appropriate sensory input is provided pupils are well regulated and demonstrate good behaviour. They can remain alert and attend in lessons, as well as keep themselves organised and in control.	Carry out an audit of all sensory equipment in school in order to provide staff with an inventory of resources available in school. Continue to provide small sensory equipment. More specialist equipment can be purchased using the pupil's individual spend if required.

can struggle to reach their full potential.		
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**Intervention provided:** After school clubs (funded through sports premium)

Progress to date	Impact	Further Actions
We have been able to offer 2 after school clubs throughout this academic year, including football and dance. If clubs are over-subscribed priority is given to pupil premium pupils.	This year we have been able to increase the percentage of Pupil Premium pupils attending after school clubs. 20% of the whole school have been allocated a space on one or more after school club and of those pupils 40% were Pupil Premium.	Work alongside the PE department to provide a greater range of after school clubs. Continue to prioritise places for eligible pupils.

**Intervention provided:** Parent workshops

Progress to date	Impact	Further Actions
A number of parent workshops have been provided including Communication, Signalong, Communication in Print, Toileting, Behaviour Management, Forest School Exploring Food, Puberty and Transition,	A total of 32 parents (21% of school) have attended 1 or more parent workshop throughout the year. Of those parents that attended 25% were parents of eligible pupils.	Continue to offer a broad range of parent workshops, aiming to increase the percentage of Pupil Premium parent participants.

**Intervention provided:** Additional therapies

Progress to date	Impact	Further Actions
Additional therapies have been provided for individual pupils, including music (autumn term only) and play therapy. The play therapist is now also able to offer creative arts counselling. Therapy sessions have been accessed by targeted individuals who have been referred internally with a clear rationale and desired outcome for the referral. Eligible pupils are prioritised for these therapy sessions. Pupils have also had	67% of pupils that received music therapy were eligible for Pupil Premium. 90% of pupils that received play therapy were eligible for Pupil Premium. External 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.	Continue to provide access to additional therapies through the 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

<p>access to our 'well-being councillor' for additional support in school when required.</p>	<p>100% of teachers who taught pupils receiving play therapy/creative arts counselling, indicated they felt pupils had made positive improvements in relation to the initial concerns and reasons for referral. Unfortunately, due to illness, the school has not had a music therapist working with us during the spring and summer terms. It is therefore difficult to evaluate the impact of music therapy this year.</p>	<p>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:** Additional OT support

<b>Progress to date</b>	<b>Impact</b>	<b>Further Actions</b>
<p>We have had an OT onsite one-half day per week during the autumn and spring term and one full day per week every other week during the summer term. OT additional support has been provided for targeted individuals who have been referred internally with a clear rationale and desired outcome for the referral. The OT works alongside the Assistant Headteacher to prioritise referrals, although eligible pupils are primarily prioritised for additional input. Reasons for referral have included sensory integration, fine motor skill development, support with life-skills, improving hand-eye co-ordination, posture and positioning. The OT has provided weekly top tips which have been disseminated to all staff and also attended/led several parent workshops.</p>	<p>A total of 14 pupils from Early Years to Key Stage 4 have benefited from additional OT input this year, whether this be direct or indirect work. 43% of these pupils were Pupil Premium. The OT has worked with more than half of eligible class groups. Of those teachers who have worked with the OT, 100% agreed that this input was beneficial.</p>	<p>Continue to provide weekly top tips and ensure attendance by OT at parent workshops. Increase the percentage of Pupil Premium pupils receiving additional OT input. Look to increase OT support in school to one full day during the academic year 2024-2025 (unavailable for 2023-2024).</p>

**Intervention provided:** Education Welfare Package

Progress to date	Impact	Further Actions
<p>The school now has a designated attendance officer who monitors attendance on a weekly basis and reports this back to SLT. Pupil attendance has been promoted through the introduction of attendance certificates in key stage assemblies.</p>	<p>Attendance has improved compared to last year and the gap between Pupil Premium and non-Pupil Premium attendance has significantly decreased this year:</p> <p>Pupil Premium attendance 05.09.22-12.06.23= 90.05% (86.08% last year).</p> <p>Whole school attendance 05.09.22-12.06.23= 91.34% (90.57% last year).</p>	<p>Introduce rewards and incentives for pupil attendance, for example, End of Year awards.</p>