

Pupil premium strategy statement – Pitcheroak School

This statement details our school's use of pupil premium for the 2024 to 2025 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	158
Proportion (%) of pupil premium eligible pupils	31%
Academic year/years that our current pupil premium strategy plan covers	2024-2025
Date this statement was published	October 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Neil Clapham, Headteacher
Pupil premium lead	Holly Townsend, Deputy Headteacher
Governor / Trustee lead	Josh McNamee, Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£62,200
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£8,816
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	£71,016

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background and special educational needs, make aspirational progress and achieve highly across the curriculum. The focus of our pupil premium strategy is to enhance the educational experiences of disadvantaged pupils to achieve this.

Our goal is to ensure our pupils can leave school as independent and ready for adulthood, as possible. We aim to ensure our pupils have clear pathways which will lead them to:

- Achieve qualifications tailored to their individual interests and academic abilities;
- Appropriate college placements and courses;
- Employability where appropriate;
- Function within and contribute to the wider communities they belong to.

Integral to our approach is high-quality teaching; ensuring that pupils have access to a bespoke and ambitious curriculum, as well as highly adapted teaching approaches and resources. Although our strategy is focused on the needs of disadvantaged pupils, non-disadvantaged pupils' attainment will also be sustained and improved alongside progress for their disadvantaged peers.

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 barriers 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 consistently implemented by all staff in school. We will strive to improve the engagement of all pupils 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	<p>Complex Learning Difficulties and Disabilities</p> <p>Many pupils at Pitcheroak school have several difficulties and disabilities that co-exist. Learning difficulties range from moderate to severe. Pupils require individualised teaching programmes with highly adapted learning outcomes and resources. Pupils need to be provided with motivating and aspirational learning opportunities which prepare them for adulthood and life beyond school. Most pupils at Pitcheroak have significant challenges with communicating and expressing their needs including being pre-verbal, having limited language and social interaction difficulties. They frequently require a total communication approach, supported using both low and high tech Alternative and Augmentative Communication resources (AAC).</p>
2	<p>Additional sensory needs</p> <p>A significant number of pupils have sensory processing differences. Those with sensory processing challenges experiences difficulties in the integration of the body's senses. These pupils can struggle with detecting, regulating, interpreting and responding to sensory input, often resulting in inattention and distraction, as well as anxiety and distress. They require experienced, well-trained staff with a knowledge of sensory processing to provide appropriately adapted and personalised interventions, from a menu of sensory activities. Carefully designed learning environments are also essential for these pupils, ensuring that classrooms and communal spaces are not over-stimulating and that calm, low-arousal areas are easily accessible when needed.</p>
3	<p>Trauma and mental health</p> <p>Pupils' emotional health and well-being is intrinsically linked to their academic performance. Pupils may experience poor mental health resulting from issues linked to their disability, social/economic experiences or from being Looked After/subject to a Child in Need or Protection Plan. Pupils who are disadvantaged are more likely to have experienced ACES which impact on their resilience, behaviour and their ability to access learning. Many pupils require support to manage their behaviour and need staff skilled in understanding the communicative intent of such behaviour. These pupils also require trusted, emotionally available adults in school, who can utilise Trauma Informed Schools principles.</p>
4	<p>Pupil and parent/carers engagement</p> <p>Disadvantaged pupils have lower attendance than the rest of the school. This will impact on rates of progress made academically, compared to their peers. Parents/carers of disadvantaged pupils are also less likely to engage with the school, further perpetuating educational disadvantage. Designing and delivering effective approaches to support parental engagement may mitigate this, by supporting parents to assist their child's learning such as the development of specific knowledge or skills. An increasing number of pupils and their families also have a language other than English as their first language. The difficulties that parent/carers experience due to having a</p>

language barrier, impacts upon their levels of engagement with school staff and subsequently the progress that pupils make.

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>Challenge 1</p> <p>To ensure that the curriculum is ambitious, has clear learning pathways and can be appropriately adapted and personalised according to individual need.</p> <p>To ensure that pupils have access to a wide range of suitably personalised resources, taking in to account their individual interests. This will improve engagement with their learning, promote positive behaviour and ultimately ensure pupils are able to achieve their own aspirational targets.</p> <p>To support pupils in using a range of communication systems to aid their understanding and to develop expressive communication skills.</p> <p>To provide staff with relevant CPD opportunities.</p> <p>To ensure that individual pupils receive targeted support in core curriculum areas when not on track to meet their end of year targets.</p>	<p>Pupils to make at least expected progress in Early Years/KS2/KS3 and be on to track to achieve their accreditation in KS4/KS5.</p> <p>Teaching is fun and stimulating. Engagement within lessons is high and pupils are motivated to learn. There are a wide range of personalised resources available in classrooms.</p> <p>Pupils consistently use AAC to communicate their thoughts, feelings and wishes or demonstrate their knowledge Pupils have an improved ability to understand symbolic representations.</p> <p>All staff have up-to-date training and are highly competent in meeting the needs of learners with special educational needs.</p> <p>Phase Leads identify pupils requiring intervention through data tracking and pupil progress interviews. Necessary interventions provided by Learning Mentor and gaps in progress closed resulting in pupils making expected progress, following interventions.</p>
<p>Challenge 2</p> <p>To provide autism-friendly, low-arousal learning environments throughout the school.</p>	<p>Evaluation of audit indicates that new Learning Environment Policy is being adhered to.</p>

<p>To ensure pupils have access to appropriate resources to support sensory integration so that they develop successful self-regulation strategies.</p> <p>To provide further specialist sensory support for pupils through working alongside the school's Occupational Therapist.</p>	<p>Sensory activity boxes are personalised for individual pupils and consistently implemented across the school.</p> <p>All staff are aware and able to use the internal referral process. Priority is given to disadvantaged pupils to access specialised therapies.</p>
<p>Challenge 3</p> <p>To support pupils to feel good about themselves and be able to self-regulate by identifying their emotions and what they need.</p> <p>To ensure that all pupils have access to a trusted, emotionally available adult (EAA) in school.</p> <p>To provide further specialist well-being support for pupils through additional therapies e.g. music, play and creative arts.</p>	<p>Pupils can use the Zones of Regulation to identify how they feel. Reduction in negative behaviour incidents.</p> <p>Trauma Informed practices are embedded across the school. Pupils' emotional well-being is prioritised, and swift interventions provided where necessary.</p> <p>All staff are aware and able to use the internal referral process. Priority is given to disadvantaged pupils to access specialised therapies.</p>
<p>Challenge 4</p> <p>To further promote good school attendance and enjoyment of being in school.</p> <p>To provide an extensive programme of enrichment activities in which they pupils are encouraged to develop a range of skills, including; independence, self-help, social skills and communication.</p> <p>To improve parent engagement with the school through offering an extensive range of parent workshops.</p> <p>To ensure all parents and carers can effectively engage with school staff, regardless of whether English is their first language or not.</p>	<p>Improved attendance for disadvantaged pupils and priority given to attend after school clubs.</p> <p>Pupils access at least 3 enrichment visits per academic year including residential opportunities for those pupils in KS3 and above.</p> <p>Increased up-take of parent workshops by families of disadvantaged pupils and enhanced collaborative working relationships between home and school.</p> <p>Provision of interpreter support for parents.</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: £8,4440

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD e.g. Positive Behaviour Team, TISUK, Zones of Regulation, Attention Autism.	Highly trained staff have the necessary understanding and skills to meet the increasing complexity and wide variety of needs of pupils at Pitcheroak School.	1-3
Specialist Support Services e.g. Autism and Complex Communication Needs Team, Educational Psychology.	Access to specialist services where additional support and expertise is needed resulting in staff feeling upskilled, empowered and tailored approaches implemented to meet the needs of pupils.	1-3
Enrichment activities	An extensive range of enrichment activities onsite and offsite enhance curriculum provision, resulting in improved pupil attendance, engagement and attainment.	4

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

Budgeted cost: £ 10,750

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupil specific needs	A wide variety of specialist resources available and carefully matched to pupils needs and interests, are likely to be more motivating, increasing engagement, independence and overall academic attainment.	1-4
Small sensory equipment	Specialised resources to provide the necessary sensory input that pupil's need, means that they are better regulated and ready to learn, resulting	2

	in reduced negative behaviour incidents and improved academic attainment.	
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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 (Play Therapy, Creative Art Counselling and Music Therapy)	Disadvantaged pupils are more likely to experience poor health and increased risk of mental health problems. Pupils 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 Occupational Therapy (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 pupils with sensory processing differences, 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. OT to carry observations and advise staff on meeting pupils sensory integration needs.	2
Attendance awards	Disadvantaged pupils often start school already behind their peers who are from more affluent families. Having good school attendance is therefore essential for our disadvantaged 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.	4

Interpreting services	An increasing number of pupils have English as an Additional Language (EAL) As a percentage of the whole school 22.15% of pupils (35 pupils) have EAL. 31.43% of those (11 pupils) 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 harder. 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.	4
After school clubs (Funded through sports premium but priority given to pupil premium pupils)	The time pupils spend in after school clubs can positively influence their development. Through after-school activities pupils develop; social skills, self-confidence, independence, improve their physical fitness, increase academic performance and build relationships with a wider range of trusted adults. Participation in club activities during childhood is linked to higher academic performance and self-esteem.	1,4
Parent engagement events and workshops (Part of FSW role- no cost attributed back to pupil premium)	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.	1-4

Total budgeted cost: £70,989

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 2023 to 2024 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 TEACCH, Positive Behaviour Team and TISUK (supervision).	Staff have the appropriate training to ensure they are highly skilled and have the necessary 'toolkit' to manage pupils with a range of needs, including Autism Spectrum Condition (ASC), challenging behaviour, as well as trauma and mental health difficulties. Negative behaviour incidents have vastly decreased again this year; between September 2023 and July 2024 there were a total of 419 negative behaviour incidents for Pupil Premium pupils (527 negative incidents for the same period last year). This is compared to 1576 negative incidents for all pupils.	Continue to provide relevant CPD opportunities, to include Zones of Regulation and Attention Autism this academic year.

Intervention provided: Specialist support services

Progress to date	Impact	Further Actions
Where required, pupil premium funding has been used to access external specialist support services, including the Autism and Complex Communication Needs Team. We have been unsuccessful in accessing the Education Psychology Service this year due to capacity in the service.	Highly adapted approaches delivered to meet the needs of individual learners, using the advice of specialist services.	To explore other avenues for accessing the EPS, to ensure psychology and evidence-based practice is used to optimise the progress, learning, development and well-being of disadvantaged pupils.

Intervention provided: Enrichment activities

Progress to date	Impact	Further Actions
<p>We have continued to offer a broad enrichment programme, that supports curriculum work and develops confidence and independence skills. The Residentials and Enrichment Visits long term plan, ensures there is clear differentiation between the opportunities provided for different cohorts of young people. All disadvantaged pupils have accessed a minimum of 3 enrichment visits during the academic year. Enrichment visits and residentials have included swimming, horse-riding, golf, cinema, Morton Stanley Park, Lickey Hills Walk, Duke of Edinburgh (bronze and silver), Warner Bros Studio Tour London (Harry Potter) and Disneyland Paris (5 out of the 9 pupils who attended).</p>	<p>Behaviour of disadvantaged pupils continues to be very good and has significantly improved since last year. 364 of the 419 negative incidents can be attributed to just 10 Pupil Premium pupils. 141 Pupil Premium pupils have had 5 or less negative incidents and 131 have had 0 negative incidents.</p> <p>Having access to a variety of enrichment activities continues to have a positive impact on pupil behaviour and engagement with school.</p>	<p>Review the enrichment programme in line with the new school curriculum and pathways, ensuring that disadvantaged pupils have equal opportunity to attend these visits and residentials, as their peers.</p>

Intervention provided: Individual spend

Progress to date	Impact	Further Actions
<p>Class teachers continue to purchase highly adapted resources for disadvantaged pupils, aimed to close any gaps in learning and address barriers to learning that exist. 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.</p>	<p>Disadvantaged pupils partially achieved or achieved 86% of their IEP targets during the academic year.</p>	<p>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.</p>

Intervention provided: Small sensory equipment

Progress to date	Impact	Further Actions
<p>We have readily available in school a range of sensory resources for use by our disadvantaged pupils, 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 pupils to reach their full potential, they are likely to have a range of needs that have to be met. For pupils with sensory differences, without exposure to the right sensory input, they can struggle to reach their full potential.</p>	<p>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.</p>	<p>Carry out an annual audit of all sensory equipment in school in order to provide staff with an inventory of resources available in school.</p> <p>Continue to provide small sensory equipment. More specialist equipment can be purchased using the pupil's individual spend if required.</p>

Intervention provided: Additional therapies

Progress to date	Impact	Further Actions
<p>Additional therapies have been provided for individual pupils, including music therapy, play therapy and creative arts counselling. 1:1 therapy has been accessed by targeted individuals who have been referred internally with a clear rationale and desired outcome for the referral. Disadvantaged pupils are prioritised for these therapy sessions.</p>	<p>80% of pupils that received music therapy were eligible for Pupil Premium.</p> <p>89% of pupils that received play therapy or creative arts counselling were eligible for Pupil Premium.</p> <p>External therapists provide termly reports, as well as meeting with the Deputy Headteacher to discuss progress and next steps for individual pupils in their therapy sessions.</p>	<p>Continue to provide access to additional therapies through the internal referral system. The Deputy 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 Deputy Headteacher to work closely with the therapists to review and prioritise referrals received and jointly decide which therapy would be most beneficial.</p>

Intervention provided: Additional OT support

Progress to date	Impact	Further Actions
<p>We have had an OT onsite one day every two weeks, throughout the academic year. 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 Deputy Headteacher to prioritise referrals, although disadvantaged 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. OT support in school to increase to one day per week during the academic year 2024-2025.</p>	<p>A total of 28 pupils have benefited from additional OT input this year, whether this be direct, indirect or whole-class work. 25% of these were disadvantaged pupils.</p>	<p>Increase the number of disadvantaged pupils receiving additional OT input.</p>

Intervention provided: Attendance

Progress to date	Impact	Further Actions
<p>The school now has a designated attendance officer who monitors attendance on a weekly basis and reports back to the rest of the Senior Leadership Team. Attendance data is also shared with staff through weekly leadership meeting notes and with parents through termly newsletters. Pupil attendance has further been promoted through the introduction of attendance certificates in key stage assemblies.</p>	<p>Attendance of disadvantaged pupils remains broadly in line with the whole school; 06.09.23-19.07.24= 89.76% (90.05% last year). Whole school attendance 06.09.23-19.07.24= 91.09% (91.34% last year).</p>	<p>Close the gap in attendance for disadvantaged pupils compared to the rest of the school. Continue to provide rewards and incentives for pupil attendance, for example, End of Year awards.</p>

Intervention provided: Interpreting services

Progress to date	Impact	Further Actions
As a percentage of the whole school 9.74% of pupils (15 pupils) had English as an Additional Language (EAL) during the 2023-2024 academic year. 26.67% of those were eligible for pupil premium. Interpreting services have been used wherever language is a barrier.	Using interpreting services means parents are better informed about their child's education and they are likely to have better engagement with the school.	Continue to provide interpreting services to ensure effective communication with parents.

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 coaching and dance. If clubs are over-subscribed priority is given to disadvantaged pupils.	18% of the whole school have been allocated a space on one or more after school club and of those pupils 30% were disadvantaged pupils.	Work alongside the PE department to provide a greater range of after school clubs. Continue to prioritise places for eligible pupils.

Intervention provided: Parent engagement events workshops

Progress to date	Impact	Further Actions
A number of parent workshops have been provided including; OT- sensory processing; exploring food, SaLT, Signalong, puberty, sleep, positive behaviour, phonics, welfare and benefits	Parents can access specialist support and advice to help manage their children's needs at home and in the local community. Parents feel supported and better equipped. A total of 32 parents (21% of school) 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 parent participants of disadvantaged pupils.