

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Oak View School
Number of pupils in school	130
Proportion (%) of pupil premium eligible pupils	31%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Tina Kearney Headteacher
Pupil premium lead	TDB for 2022
Governor / Trustee lead	TDB for 2022

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£44,000
Recovery premium funding allocation this academic year	£ 13,050
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<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	£57,050

# 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, particularly in terms of:

- Emotional regulation,
- Emotional wellbeing
- Sensory dysregulation.
- Engagement
- Anxiety
- Communication
- Behaviour
- Social opportunities

At the heart of our approach is a very good understanding of our pupils in all of these areas. Each pupil has an individual learning pathway which includes a 'readiness to learn' and includes all of the above areas. Therefore, the curriculum and learning pathway is targeted support. Assessment of need is based on the assessments and judgements of the class teacher, support staff, middle leaders and senior leaders using a variety of assessments and strategies including earwig (assessment package), engagement model, emotional behaviour plans, anxiety mapping and safeguard.

Staff are trained in Trauma Perspective Practice (TPP), autism practice, SEND, Eiklan and other areas that support recognising, understanding and reporting the needs of all our pupils. These assessments ensure pupils access an individual curriculum based on their needs.

These strategies are used for all pupils in our school where funding is spent on whole-school approaches, such as high-quality teaching. Implicit in the intended outcomes detailed below, is the intention that outcomes for non-disadvantaged pupils will be improved alongside progress for their disadvantaged peers.

We will also provide disadvantaged pupils with support to develop independent life and social skills and for life after school

## Challenges

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

Challenge number	Detail of challenge
1	We recognise the difficulties and struggles of our parents, who must cope with children with severe learning disabilities that greatly impact their home lives and severely limit their social contact and impact their finances. This exasperates
2	Our observations, assessments and discussions with other professionals show that disadvantaged pupils are more likely to have difficulties with sensory dysregulation, anxiety and well-being than other pupils.
3	Our observations show that disadvantaged pupils are more likely to have difficulties with engagement.
4	Our observations, assessments and discussions with other professionals show that disadvantaged pupils are more likely to have difficulties with emotional regulation and behaviour at school and at home
5	Parental engagement is key to all of the above issues, because these areas affect (and are affected by) life outside of school. Our experiences and discussions with other professionals shows that parental engagement with disadvantaged pupils tends to be more challenging.
6	Communication is key to all of the above, and our pupils have severe difficulties with communication, especially with communicating their needs, as listed above. Disadvantaged pupils have a greater difficulty than other pupils.
<p>The school takes a holistic approach to our pupils and we full understand each of the above do not work in isolation. They are only displayed this way for the purposes of this form.</p> <p>These challenges are addressed by various strategies and initiatives and by the curriculum itself and do not all draw upon PP funding, but because they are part of the holistic strategy and will be affected indirectly by the funding, they are named here.</p>	

## 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
Disadvantaged pupils will demonstrate improvements in their sensory regulation, anxiety and well-being.	Reduced incidences of sensory dysregulation, anxiety and well-being as judged by the staff and recorded in anxiety mapping, safeguard and other tools. This will be recorded in achievements of EHC plan.

Disadvantaged pupils will demonstrate improvements with engagement.	Pupils will attend and engage with activities as judged by the staff or recorded in the engagement model.
Disadvantaged pupils will demonstrate improvements with emotional regulation and behaviour at school and at home	Reduced incidences of emotional dysregulation and behaviour incidences at school and at home as judged by the staff and incidences recorded in. Also, through achievements of EHC targets.
There will be an increased engagement demonstrated with parents and carers of disadvantaged pupils.	Teachers, FEO and leadership will see an increased engagement from families.
Communication is key to all of the above, and our pupils have severe difficulties with communication, especially with communicating their needs, as listed above. Disadvantaged pupils have a greater difficulty than other pupils.	Progress in communication as defined for each particular pupil, particularly in recognising and communicating their own needs. This will be recorded in achievements of EHC plan.

## 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.

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employ Family Engagement Officer (FEO)	<p>FEO will support families of our disadvantaged pupils, supporting the emotional needs of pupils and families.</p> <p>The FEO will:</p> <p>Develop parental engagement through regular and welcoming contact.</p> <p>Ensuring families get support with access to benefits and other areas, eg, access to food banks.</p> <p>Accessing further support in the community Referring to and liaising with external agencies, eg CLDS, EWHMS, social care, respite care providers.</p> <p>Work with teachers and senior leaders to understand the needs of the pupils in relation to external support.</p> <p>Understanding the home and family needs of our pupils.</p>	1, 2, 3, 4, 5

	<p>The link between families and home help us to understand the pupils' needs and create the correct environment for our pupils.</p> <p>All of these will:</p> <ul style="list-style-type: none"> <li>● Support pupils with their access to the community</li> <li>● Support pupils' mental health</li> <li>● Support parents' and carers' mental health (and therefore allow parents and carers to support pupils)</li> </ul> <p>By providing a central, dedicated person who is not the teacher or SLT, families can build up a trust that is essential to supporting their emotional needs.</p> <p>This information is used to support pupils in class in various ways (note: these are not financed from PP, but are closely linked to the FEO role).</p> <ul style="list-style-type: none"> <li>● the school employs specialist occupational therapists to support pupils' sensory integration needs</li> <li>● staff are trained to support</li> </ul>	
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**Total budgeted cost: £44,000**

## 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 2020 to 2021 academic year.

The period of review has coincided with the challenges due to covid, which includes greater pupil absence and disruption to pupils' families. Assessments and observations by teachers and senior leaders along with FEO feedback showed that the disruption and concern around covid and attendance were detrimental to wellbeing and mental health to varying degrees. We used pupil premium funding to help provide wellbeing support and targeted interventions where required.

During period when pupils were off schools the FEO, in coordination with teachers, made regular contact with pupils' families. This contact was monitored by the senior leaders to ensure regular contact.

It should be noted that pupils' needs will change over time, often suddenly, and be greatly influenced by external circumstances, including sudden and unpredictable detrimental changes to home and family life. In these cases, the FEO (and school) are reactive to those changes. This is a strength of the FEO role.

This is a strength of the FEO role but makes an overall assessment problematic, therefore it is recommended that FEO maintains cases studies and records of individual interventions.

### Externally provided programmes

Programme	Provider
None	

**Further information (optional)**

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