

Pupil premium strategy statement

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	Oak View School
Number of pupils in school	132
Proportion (%) of pupil premium eligible pupils	40.1%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/2023 to 2024/2025
Date this statement was published	September 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Tina Kearney Headteacher
Pupil premium lead	Claire Moore AHT 2022/23
Governor / Trustee lead	Linda Compton 2022/23

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£44,000 = 21/22 £62,124 = 22/23
Recovery premium funding allocation this academic year	£ 13,050= 21/22 £ 22,214= 22/23
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	£57,050= 2021/22 £84,338 = 2022/23

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>	1, 2, 3, 4, 5

	<p>Understanding the home and family needs of our pupils.</p> <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">● Support pupils with their access to the community● Support pupils' mental health● Support parents' and carers' mental health (and therefore allow parents and carers to support pupils) <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">● the school employs specialist occupational therapists to support pupils' sensory integration needs● staff are trained to support	
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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 2022 academic year.

FEO has supported families and those recognised as our disadvantaged pupils, by supporting the emotional needs of pupils and families.

The FEO has: Identified and referred families to the MHST parental support programme.

The FEO Worked with transport providers to signpost families to receive entitlement to school transport.

Developed parental engagement through regular and welcoming contact.

Ensured families get support with access to benefits and other areas, eg, access to food banks.

Accessed further support in the community

Referring to and liaising with external agencies, eg CLDS, MHST, EWHMS, social care, respite care providers.

Worked with teachers and senior leaders to understand the needs of the pupils in relation to external support.

MHST leads parental support training working with families on a 6 week program.

Jump Start specialist occupational therapists have worked with pupils across the school providing identified universal support by offering individualised programmes of support. Pupils are able to develop daily life skills to enable them to learn and be in an alert and ready to learn state.

OT have worked with Teachers, LSAs and pupils' families to feel confident in delivering strategies that enable pupils to be in an alert and ready to learn state by following the SI programmes.

Externally provided programmes

Programme	Provider
None	

Further information (optional)

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