

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.



Oscott Manor School
Kindly. Respectful. Safe.

School overview

Detail	Data
School name	Oscott Manor School
Number of pupils in school	140
Proportion (%) of pupil premium eligible pupils	65 (46% of total on roll)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 year cycle
Date this statement was published	November 2021
Date on which it will be reviewed	October 2022
Statement authorised by	Governing board of Oscott Manor
Pupil premium lead	DHT
Governor / Trustee lead	Shane Walsh

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£42000
Recovery premium funding allocation this academic year	£
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£38515
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	£ 80515

Part A: Pupil premium strategy plan

Statement of intent

At Oscott Manor, we are committed to raising pupil achievement across the planned curriculum and supporting the wider developmental learning needs of our pupils which include their engagement with learning, self-help skills, communication strategies, social interaction and independence. We invest the pupil premium income received each year in providing additional support, staff training and resources based both on observed need but also evidence from best practice and research. This will enable and equip our staff team to meet our pupils diverse learning and developmental support needs.

Our aims are for all pupils in receipt of pupil premium funding to make expected progress and to support the character development of pupil premium pupils allowing them to achieve academically and have personal success.

Challenges

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

Challenge number	Detail of challenge
1	<p>Adverse childhood experiences contributing to emotional dysregulation and impacting on speech, language and communication deficits.</p> <p>Communication – the need to develop an improved speech, language and communication programme within school, by creating a communication rich environment accessible by all pupils. Supporting staff to develop quality practice in communication, resources, technology and staff training development CPD/training in specific communication approaches.</p>
2	<p>Curriculum – a need to develop the literacy skills (reading) of the PP cohort, alongside the wider school community and to consolidate their skills, by putting them into practice across the curriculum.</p>
3	<p>Engagement –pupils who have complex needs or social emotional mental health issues, which impact on attendance, behaviour and learning. Interventions to support learning and/or social and emotional needs have inconsistent levels of impact.</p>
4	<p>External Barriers: Poor resilience and emotional well-being contribute to low aspirations. Pupils have limited experiences beyond their home life and immediate community, with factors of COVID restrictions, implications and consequence on mental health and well-being.</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
<p>Reading:</p> <p>To ensure all pupils are given the opportunity to consolidate basic skills. To ensure pupils receive targeted high-quality intervention to bridge the gap.</p> <p>To embed and sustain a reading culture that ensures all pupils read regularly and develop a love of reading for pleasure. Pupils read regularly and have access to high</p>	<p>All PP pupils make expected progress from last academic year. Progress within SALFORD reading age as appropriate, phonics assessment progression in other cases</p> <p>Pupils will have regular/weekly opportunities to rehearse, practice and consolidate key skills in phonics, reading, spelling and handwriting.</p>


<p>quality books for personal and guided reading and parents have appropriate support and guidance to do the same within the home.</p>	<p>Support staff and class teachers support learning effectively – addressing misconceptions.</p> <p>Additional intervention sessions will take place – based on gaps in learning and with reference to SALFORD Reading Assessment and Phonics assessment. Interventions will be monitored by DHT and Learning Leaders and impact of each intervention will be measured by our Reading Champion.</p> <p>New texts/books to be bought for the library regularly throughout the year through pupil voice recommendations.</p> <p>Whole class guided reading scheme to be purchased and shared with staff.</p> <p>PP pupils will be able to order an additional text – aside from the book vending machine – prior to every term holiday – to enjoy and share at home</p>
<p>Learning interventions have a measurable impact on a specific skill or ability in a given subject, improving access to class-based learning.</p> <p>Interventions designed to support social and emotional needs result in increased well-being, self-regulation, positive behaviour choices and readiness to learn.</p> <p>Improved learning behaviours lead to greater resilience, concentration and pride in achievements. Together these result in higher aspirations.</p>	<p>Self-esteem & well-being improves for all children, especially PP pupils.</p> <p>Positive learning behaviours are taught explicitly, pupils can discuss them and consequently focus/attention improves. Implementation of Attention Autism</p> <p>All pupils make expected progress.</p> <p>Pupil progress meetings and assessment data are used effectively to identify pupil in need of interventions, prioritising PP pupils.</p> <p>Interventions result in a measurable improvement in attainment/access to lessons.</p> <p>The gap in attainment between PP and non-PP pupils narrows.</p> <p>PP pupils have high aspirations and able to discuss their goals.</p>
<p>To develop cultural capital. PP pupils benefit from the wider enrichment opportunities offered by school.</p> <p>PP pupils and wider community offered opportunities to engage with local sources of support and cultural enrichment and to understand their place within the community within the context our shared values</p>	<p>PP pupils to access cultural enrichment opportunities outside of the school community to include theatre, sports and music and dance</p> <p>100% of PP pupils participate in school trips or events and participate in school reading events</p> <p>PSHE themes promoting cultural capital within our school community monitored by Learning Leaders.</p> <p>100% of PP pupils accessing weekly PSHE sessions.</p> <p>PP pupils as appropriate and by supported choice access weekly music/instrument lessons</p>
<p>To improve speech, language and communication skills.</p> <p>To have a communication rich school environment, which is accessible by all.</p>	<p>PP pupils can communicate their wants, needs, wishes and feelings, using an appropriate format.</p> <p>The school environment provides rich communication opportunities.</p> <p>High % of PP pupils achieve individual personal progress targets (AET) Established/ Generalised.</p> <p>SaLT assessment and interventions to support individual and whole class delivery of communication and wider communication skills for life</p> <p>% of PP pupils access targeted interventions by SaLT in line with communication passports.</p>
<p>Increase parental engagement</p>	<p>Increased participation of PP parents with whole school parents' evening and community events.</p> <p>% of PP parents attending parent evenings is robustly tracked and consistently grows.</p> <p>100% of PP parents connected to class via Class DOJO to support and celebrate learning</p>

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.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £35,377

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><u>Recruitment: Reading Champion Teaching Assistant:</u> 5 days p/w</p> <p>Increasing capacity in terms of literacy and the development of phonics and reading schemes. Use of SALFORD reading test as baseline tool.</p> <p>Salary: £21,340 (80%) Cost of INSET training (Phonics): £192 PP x 6 = £1,152 Resources, including texts/books: £7000</p>	<p>Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support. Most of the research on small group tuition has been conducted on reading and there is a greater impact, on average (+ 4 months). EEF Guide to PP (July 2021)</p> <p>The EEF Teaching and Learning Toolkit finds that phonics approaches to teaching reading have, on average, a positive impact on pupil outcomes.</p> <p>Internal Evidence: 52% of PP pupils were working below their end of year target last academic year.</p>	<p>2: Curriculum 3: Engagement</p>
<p><u>CPD - Attention Autism:</u></p> <p>Implement teaching strategy across the school to promote communicating about activities and inspire learning.</p> <p>Intervention focus: Getting the pupils' attention, keeping it, sharing it and using it, building understanding and confidence in getting the message.</p> <p>Training £295 Resources £205</p>	<p>Southampton Inclusion Buckingham (2012) stated 'it was found that the Attention Autism approach had a positive impact on the development of joint attention skills for all pupils, although at different levels.'</p>	<p>1: Communication 2: Curriculum 3: Engagement</p>
<p><u>CPD - PSHE Association:</u> To access support from PSHE association to implement key themes and prioritise wellbeing for all.</p> <p>Membership £50</p>	<p>Maslow's Hierarchy Maslow's Hierarchy of Needs indicates that people require the needs lower on the hierarchy to satisfied before they can focus on the needs higher up and achieve their potential.</p>  <p>The diagram is a pyramid divided into five horizontal layers, each with a color and a label. From bottom to top: 1. Red layer: 'Physiological needs' (food, water, warmth, rest). 2. Yellow layer: 'Safety needs' (security, stability). 3. Green layer: 'Belongingness & love needs' (intimacy, relationships, friends). 4. Blue layer: 'Esteem needs' (prestige, feeling of accomplishment). 5. Purple layer: 'Self-actualisation' (realising one's full potential, including creative activities). To the right of the pyramid, a bracket groups the bottom three layers (Physiological, Safety, and Belongingness & love) as 'Basic needs'. Another bracket groups the top two layers (Esteem and Self-actualisation) as 'Psychological needs'. A final bracket on the far right groups all five layers as 'Self-fulfillment needs'.</p>	<p>1: Communication 2: Curriculum 4: External Barriers</p>

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

Budgeted cost: £4,550

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><u>Speech and Language Therapist</u> Support: 1 day p/w</p> <p>To provide communication passports for individuals, and class-based support to create communication opportunities.</p> <p>Support where need identified by class teacher or parent.</p> <p>1 academic year (13 days)</p> <p>1 pay p/w cost: £4,550</p>	<p>Pupils eligible for FSM are twice as likely to not meet the expected standard for Communication and Language Learning (CLL) goals than pupils' not eligible for FSM.</p> <p>The Voice21 Oracy Project states, "On entry to school, disadvantaged children's spoken language development is significantly lower than their more advantaged peers. This gap widens to a 5 year difference by age 14. On leaving school, children with poor verbal communication skills are less likely to find employment and more likely to suffer from mental health difficulties."</p>	<p>1: Communication 2: Curriculum 3: Engagement 4: External Barriers</p>

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

Budgeted cost: TBC – current confirmed £23,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Raise profile of attendance with parents and the wider community through the use of home-school agreements, parents' evenings, school newsletters, or other communications.</p> <p>Part funding of raising achievement assistant: £5,335 (20%)</p> <p>Target support for non-attenders through home school tuition to bridge the gap between home and school.</p> <p>Cost of home school tuition: £2,600</p>	<p>Improving pupils' attendance, as these are often vital in boosting attainment. EEF (2021)</p> <p>If children are not present in school, they are unable to gain any educational, social or emotional benefit that setting may offer. The overall absence rate for pupils eligible for FSM was 7.6% compared to 4.3% for non FSM pupils. DfE Pupil Absence 2016-17</p>	<p>2: Curriculum 3: Engagement 4: External Barriers</p>
<p>Opportunities are made for children to have greater awareness potential future career choices.</p> <p>Careers promotes a range of future employment opportunities and results in raised aspirations.</p> <p>Cost of organising careers fair and providing resources: £300</p>	<p>Nabil Khattab (2015) suggests that pupils with low expectations of themselves, and low aspirations, will achieve less in their educational lives.</p>	<p>3: Engagement 4: External Barriers</p>
<p>Provide enrichment activities to develop cultural capital.</p>	<p>Pupils from disadvantaged backgrounds less likely to take up activities than their better off peers (46% compared to 66%), with just half of those receiving free school meals (FSM) taking</p>	<p>2: Curriculum 3: Engagement 4: External Barriers</p>

<p>Subsidised trips: School trips and residential subsidised to ensure access for all pupils.</p> <p>Cost: £1,000</p> <p>Music Lessons: Pupils have opportunity to learn an instrument for a year.</p> <p>Cost for equipment: £1,000</p>	<p>part. Sutton Trust (2017) state it is disadvantaged groups that have most to gain from taking part in such activities.</p> <p>Consideration of provision ahead of school holidays of negotiated discount/access to Birmingham museums; national trust or similar or public transport to ensure families in need of support to provide these opportunities have the ability to do so</p>	
<p>Provide enrichment activities to develop cultural capital.</p> <p>Reflecting additional capacity building at the school as well as the proposed relocation of KS5 pupils and additional infrastructure to support enhanced employability and work experience</p> <p>Cost for transport: £30,000</p>	<p>Appropriate and safe transportation to enable pupils to access trips, residential and curriculum enhancing activities</p> <p>(is this better placed within the enrichment section above?)</p>	
<p>Workshops for parents to increase consistency of approach and promote parental engagement</p> <p>TEEN LIFE: Targeted for disadvantaged families</p> <p>Cost for resources and rooming: £2,000</p>	<p>Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes. Evidence from the EEF's Teaching and Learning Toolkit suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year. (2018)</p>	<p>3: Engagement</p> <p>4: External Barriers</p>

Total budgeted cost: £72,127

PP budget :2021/22: £80, 515

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

Intent	Implementation	Impact
Support the development of reading and comprehension to provide improved access to curriculum and engagement in learning	<p>Significant investment in training and baseline assessment using Salford Reading Test and Phonics Assessment (as appropriate) completed. Given significant periods of COVID virtual opening and the restrictions imposed by 'bubbles' summative data was not captured and thus significance of impact of strategies including reading development, staff CPD in reading and comprehension and investment in appropriate materials is not conclusive.</p> <p>Baseline for newly arrived pupils and reassessment for existing pupils was carried out Sept/Oct 2021 with re-testing in March 2021</p>	<p>All teachers now have a clear picture of a baseline RA for pupils for whom this is an appropriate measure; pupils largely in P3 and P4 have a similar profile based on phonics assessment.</p> <p>Understanding of pupil's RA or phonics development have enabled interventions, delivered by class teams with the support of the reading champion, to be developed according to need – precision teaching, spelling and guided reading interventions are the specific strategies used within class.</p> <p>Ability to further hone interventions and class support for readers who demonstrate little progress or have plateaued using precision teaching, Catch Up Literacy and Numeracy.</p>
Reduce fixed term exclusions	While it is the case that significant periods of virtual opening will have impacted on the recorded instances, a total of 10 FTEs were recorded in the year 2020/21. Of these 6 were attached to one pupil for similar reasons shortly after admission to	The pupil with a significant number of exclusions, related to a difficult transition into school following a period out of school was provided with intensive support through his class team, using the Zones of regulation programme, and this – as well as

	school. This compares to 21 instances in 2018/19 and 18 in year 2019/2020	the burgeoning relationships with class team and co-working with parents meant that there were no further exclusions for pupil from March 2021. following six instances between September 2020 and March 2021.
Improve speech, language and communication skills	<p>All pupils benefitted from a weekly timetabled Social Communication lesson delivered by speech, language and communications coordinator.</p> <p>Pupils once again were affected by virtual opening however this was mitigated as far as possible by the development of and engagement with the school's YouTube channel and home learning offer.</p> <p>This provided media and textual resources supporting learning plans in addition to specific communication aids for parents including PECS, Makaton and instructional videos to support phonics development</p>	<p>Impact of communication work can be best seen through development of communication skills via SOLAR assessment and through the impact these have on FTE.</p> <p>87% of pupils were able to, through purchase and deployment by the school of both appropriate laptops and devices but also in some instances resources to access the internet, fully avail themselves of the home learning offer during COVID virtual opening.</p>

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
IXL	IXL Ltd

Further information (optional)

During the lockdown and periods of virtual opening, devices were provided for all pupils who were learning remotely, 41.3% of whom were PP

Meal vouchers and food hampers were provided for many families and parents were also signposted to other support networks where necessary.