

Pupil premium strategy statement – Oscott Manor School

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	Oscott Manor School
Proportion (%) of pupil premium eligible pupils	89/175 = 51%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	
Date this statement was published	March 2023 update
Date on which it will be reviewed	October 2023
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	£????? Awaiting figures from finance to confirm – need to recheck
Recovery premium funding allocation this academic year	£
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) *Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.	£????? Awaiting figures from finance to confirm – need to recheck
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£57,286

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	Adverse childhood experiences contributing to emotional dysregulation and impacting on speech, language and communication deficits. 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.
2	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.
3	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.
4	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.

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><i>Reading</i></p> <p><i>To ensure all pupils are given the opportunity to consolidate basic skills. To ensure pupils receive targeted high-quality intervention to bridge the gap.</i></p> <p><i>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 quality books for personal and guided reading and parents have appropriate support and guidance to do the same within the home.</i></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 Pupils will have regular/weekly opportunities to rehearse, practice and consolidate key skills in phonics, reading, spelling and handwriting.</p> <p>Support staff and class teachers support learning effectively – addressing misconceptions. 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. New texts/books to be bought for the library regularly throughout the year through pupil voice recommendations. Whole class guided reading scheme to be purchased and shared with staff. PP pupils will be able to order an additional text – aside from the book vending machine – prior to every</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>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>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 Offer and fund as appropriate support for parents</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: £30,077

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Recruitment: Reading Champion Teaching Assistant: 5 days p/w 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: £18,082 (50%) literacy and reading coordinator</p> <p>Resources, including texts/books: £9000</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. Internal Evidence: 52% of PP pupils were working below their end of year target</p>	<p>2: Curriculum 3: Engagement</p>
<p><i>Little Wandle Phonics online resources and subscription and early reading resources</i></p>	<p>DFE – The reading framework: teaching the foundations of literacy.</p>	<p>1: Communication 2: Curriculum</p>

<ul style="list-style-type: none"> • To give students a wide range of resources which are age and level appropriate books that will support and challenge students in their reading. • To motivate and give students ownership of their reading. • To develop and consolidate student's phonics knowledge and reading ability. • Provide staff with training to enable effective implementation <p>Resources £500</p>	<p>EEF – Phonics July 2021 Improving Literacy in Secondary Schools' EEF guidance report. "A focus on disciplinary literacy will include all pupils in learning, but will be particularly helpful to those from disadvantaged backgrounds. It will support inclusion in learning.</p>	<p>3: Engagement</p>
<p>Pupil Premium Staff Training Design opportunities for staff to attend meaningful, productive and effective training to support PP students to be motivated and make progress in both their academic ability and personal development.</p> <p><i>PDA training for educators</i> Training for staff on teaching and communication strategies for PDA pupils to promote inclusion and communication</p> <p>Training £1000</p>	<p>EEF Guide to PP – 2022. "The evidence tells us that high quality teaching is the most important factor when it comes to improving attainment outcomes, particularly for disadvantaged pupils." EEF</p> <p>Maslow's Hierarchy Maslow's Hierarchy of Needs indicates that people require the needs lower on the hierarchy to be satisfied before they can focus on the needs higher up and achieve their potential.</p>	<p>1: Communication 2: Curriculum 3: Engagement</p>
<p>Implement the use of Evidence for Learning to better show progress towards EHCP outcomes and the Engagement model.</p> <p>Cost: £1495.00</p>	<p>Evidence for learning has been introduced successfully in a large number of SEND schools across the country. Using this we are aiming to:</p> <ul style="list-style-type: none"> - Demonstrate impact and show clearly what learners can do with regards to their EHCP outcomes. - Show progress of children in the 5 areas of the engagement in line with the new DfE requirements as well as individual children's EHCP outcomes. - Report and analyse assessment and evidence. 	<p>2: Curriculum 3: Engagement</p>

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

Budgeted cost: £ 14,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Speech and Language Therapist Support: 1 day p/w To provide communication passports for individuals, and class-based support to create communication opportunities. Support where need identified by class teacher or parent. 1 academic year (13 days) cost: £5,000</p>	<p>Pupils eligible for FSM are twice as likely to not meet the expected standard for Communication and Language Learning (CLL) goals as pupils' not eligible for FSM. 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>
<p>Psychology Intervention</p> <ul style="list-style-type: none"> To assess students and deliver personalised interventions. To support teaching/ support staff with strategies and their understanding of how to identify and support students psychology intervention. <p>Cost: £4,700</p>	<p>"Wider strategies address nonacademic barriers to success at school that have a significant influence on attainment." EEF Manitoba Society for OT May 2019. Select Committee on Education and Skills – Memorandum submitted by NAPOT Nov 2005</p>	
<p>OT Intervention</p> <ul style="list-style-type: none"> To assess students and deliver personalised interventions. To support teaching/ support staff with strategies and their understanding of how to identify and support students requiring OT intervention. Resources to support intervention and strategies. <p>Cost: £5,000</p>	<p>"Wider strategies address nonacademic barriers to success at school that have a significant influence on attainment." EEF "Social and emotional skills support effective learning and are linked to positive outcomes later in life." EEF Evidence Brief. EEF toolkit indicates 'Social and Emotional Learning' can generate +4 months</p>	

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

Budgeted cost: **£12,169**

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: £1,134</p>	<p>Improving pupils' attendance, as these are often vital in boosting attainment.</p> <p>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>"The pupils with the highest attainment at the end of...KS4 have higher rates of attendance over the key stage compared to those with the lowest attainment." Working together to improve school attendance DoE guidance May 2022. Rapid Evidence Review - Attendance Interventions EEF March 22</p>	<p>2: Curriculum 3: Engagement 4: External Barriers</p>
<p>Provide enrichment activities to develop cultural capital.</p> <p>Subsidised trips: School trips and residential subsidised to ensure access for all pupils.</p> <p>Cost: £1,500</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 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>2: Curriculum 3: Engagement 4: External Barriers</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.</p> <p>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 4: External Barriers</p>

<p>Pupil Premium Equipment and Resources</p> <ul style="list-style-type: none"> • To purchase and create resources to support students' communication skills and literacy. • To travel train students to become more confident and independent travellers. • Resources for learning and communication • School uniform. • Mentors intervention resources. • Makaton resources and training. • SALT resources. <p>Cost of equipment and resources: £2,000</p>	<p>"Wider strategies address nonacademic barriers to success at school that have a significant influence on attainment." EEF Manitoba Society for OT May 2019. Select Committee on Education and Skills – Memorandum submitted by NAPOT Nov 2005</p>	<p>1: Communication 2: Curriculum 3: Engagement 4: External Barriers</p>
<p>Family support</p> <p>Support for families in need to targeting disadvantaged families to allow pupils to access: school with transport willing support for family needs.</p> <p>Translation services</p> <p>Cost for resources: £200</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 part. Sutton Trust (2017) state it is disadvantaged groups that have most to gain from taking part in such activities</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>4: External Barriers</p>

Total budgeted cost: £56,946

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outline outcomes for disadvantaged pupils in the 2021 to 2022 academic year and explain how their performance has been assessed.

Secondary schools should include 2022 key stage 4 performance data, and any other pupil evaluations carried out in the 2021 to 2022 academic year.

Primary schools do not need to publish their 2022 key stage 2 results as DfE is not publishing that data. Refer to any other pupil evaluations carried out during the 2021 to 2022 academic year. For example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

We strongly discourage comparing your school's 2022 performance data with data from previous years. The impact of COVID-19 makes it difficult to interpret why the results are as they are. In addition, for secondary schools, changes were made to GCSE and A level exams in 2022, including grading that reflected a midway point between grading in 2021 and 2019.

You can compare your school's disadvantaged pupils' performance data to local and national averages, with caution.

If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.

<i>Intent</i>	<i>Implementation</i>	<i>Impact</i>
<i>Support the development of reading and comprehension to provide improved access to curriculum and engagement in learning</i>	<p><i>Continued investment in training and baseline assessment using Salford Reading Test and Phonics Assessment (as appropriate) completed.</i></p> <p><i>Training for staff in phonic and new phonic training put in place for Little Wandle.</i></p> <p><i>Baseline for newly arrived pupils and reassessment for continued to be assessed.</i></p>	<p><i>All teachers have a clear 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.</i></p> <p><i>Use 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</i></p>

	<p>Access to qualifications at appropriate level and training of staff to teach and administer qualifications</p>	<p>are the specific strategies used within class.</p> <p>Embedding of reading in class time for appropriate levels and targeted class support for readers who demonstrate little progress or have plateaued using precision teaching, Catch Up Literacy and Numeracy. This includes guided reading and pupil specific reading texts for appropriate levels and progression.</p> <p>More pupils accessing and achieving qualifications at GCSE, Level 1 BTEC, Entry level Certificate and AQA Unit Awards.</p>
<p>Interventions Learning, wellbeing, behaviours</p>	<p>Inclusion interventions for pupils with outside services of OT, Speech and language and Educational psychology. Additional of clinical psychology for pupils needs. Including training for staff from outside providers and internally to support interventions.</p> <p>Training for staff on inclusion needed of pupil and specific programs, including attention autism.</p> <p>Program of PSHE and targeted support for identified pupils and inclusion of identified areas of support for pupils.</p> <p>Restart of trips, after covid restrictions, to wider community for learning and cultural capital,</p>	<p>Reduction in pupils with numerous FTE with intervention from required service and intensive support through his class teams, using the Zones of regulation programme.</p> <p>Increase use in specific engagement activities for P3 and P4 groups with attention autism and learning focus from this.</p> <p>100% of pupils have access to PSHE learning at appropriate levels.</p> <p>Increase in trips to wider community linked to learning and cultural enrichment opportunities. 100% of PP pupil having access and able to participate including swimming</p>

	<i>and individual and group supports and intervention needs.</i>	<i>for KS3 pupils and college and work place trip for KS4 and KS5 pupils</i>
<i>Improve speech, language and communication skills</i>	<p><i>All pupils have weekly timetabled Social Communication lesson delivered by speech, language and communications coordinator.</i></p> <p><i>Implantation of PECs and Makaton for pupils with limited or no speech to communicate and whole staff training to support.</i></p> <p><i>Continuation of engagement with the school's YouTube channel with school assemblies and pupils engagement with them in classes and Unicef working groups.</i></p> <p><i>Continued access to media and textual resources supporting specific communication aids for parents including PECS, Makaton and instructional videos to support phonics development on YouTube channel and use of ClassDojo</i></p>	<p><i>Impact of communication work can be best seen through development of communication skills via SOLAR assessment and through the impact these have on FTE.</i></p> <p><i>All parents connected on ClassDojo and support resources and translation accessible by all.</i></p> <p><i>Introduction of mixed virtual and in-person parents evening and higher access with all PP parental able to attend in method that allow them to assess including translation services used for families with EAL to support parents evenings, interventions and access to services and communication.</i></p>

Speech and Language Therapist

Targeted supported for class teachers to ensure that appropriate strategies were in place in order to meet the individual communication needs of the children in that class. Focused approach use for pupils requiring higher level of support with referral and assessment by the Speech and Language Therapist. Strategies were then formulated and put into place including contact with parents include voice for the family around pupil and to enable support to be put in place at home as well. The Speech and Language Therapist worked in classes to ensure appropriate activities were in place to support children's social interaction development. Ideas were suggested and resources given to support in this area.

Attention autism training

The Speech and Language team was involved with the outside training of staff in the understanding of communication difficulties for children with Autism as well as helping to ensure attention autism practice was in place across the school consistently for the suitable classes. This involved creating training videos as well as carrying out staff training sessions. The Speech and Language team worked in class with both individual pupils and groups of pupils to ensure sessions were run accordingly and to model the leading of these sessions for all staff.

Occupational Therapy

The Occupational Therapy Team worked across the school with children to ensure that appropriate strategies were in place to meet children's individual sensory needs, through class assessments and individual referrals of pupils by staff. Over the course of the year our Occupational Therapist also held training with staff to ensure the theory behind the strategies was understood by all staff in class and upskill them in best practice and signs for referral. Over the course of the year there has been a variety of different equipment bought for pupils to use in class to help them to regulate and engage in their learning. This equipment included but was not limited to appropriate seating with motion and support, pencil toppers, chewellery and ear defenders for sensory needs to balls for the crash and bang pit for those children who require a safe space to allow physical movement and expression.

Parent support

During last academic year we purchased specific equipment for children such as Chewellery, uniform, sports equipment, and period underwear. We have followed advice from the occupational therapists and speech and language therapists to provide vital outreach to families in their homes. We have also provided individual support packages for families around behaviour and sensory processing difficulties. As the Pastoral team has continued to grow, we have been able to reach more families than ever before with training, supporting interventions and referrals to outside agencies.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Phonics programme and training	Little Wandle

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.