

Old Park School Pupil premium strategy statement 2022 - 2023

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	Old Park School
Number of pupils in school	152
Proportion (%) of pupil premium eligible pupils	46%
Academic year/years that our current pupil premium strategy plan covers	2021 - 2024
Date this statement was published	September 2022
Last review date	4 th August 2022
Statement authorised by	Miss Jodie Colbourne
Pupil premium lead	Miss Jodie Colbourne
Governor / Trustee lead	Mr Andrew Hegedus

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£85,383
Recovery premium funding allocation this academic year	£9,643
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£20,000
Total budget for this academic year	£114, 846

Part A: Pupil premium strategy plan

Statement of intent

Old Park School caters for children and young people with a range of complex learning difficulties (PMLD/SLD) and associated conditions including Autism. All our pupils have an Education Health Care Plan (EHCP).

Our school vision places the 'Unique Learner' at the centre of the individualised provision we provide, offering several different curriculum pathways with a clear focus on preparation for adulthood.

At Old Park, all members of staff including the governing board recognise the additional barriers pupils from socially disadvantaged backgrounds can face and are committed to meeting their pastoral, social and academic needs within the school environment. We have high aspirations for all pupils including those who are disadvantaged and aim to work collaboratively with parents and carers and other multi-agencies to ensure they share these aspirations.

Our pupil premium strategy plan is reviewed and updated alongside our school development plan to ensure there is a clear focus on implementation, sustainability, and impact. We consult and utilise research evidence from a wide range of sources when considering which interventions to implement, ensuring the evidence is based on a context that is relevant to our school.

Although our strategy is focused on the needs of disadvantaged pupils, it will benefit 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.

Challenges

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

Challenge number	Detail of challenge
1	Communication and Interaction – Many pupils have communication difficulties and are non-verbal. They are supported in their receptive and expressive communication through a Total Communication approach including Makaton signing, use of symbols and photographs, AAC, objects of reference, Picture Exchange Communication (PECs), communication aids and on-body signing. Old Park has access to the NHS Speech and Language consultative service and purchases private therapy provision. 60% of pupils currently in receipt of pupil premium have a primary need of Speech Language and Communication Needs or Autistic Spectrum Conditions.
2	Cognition and Learning - All our pupils have learning difficulties ranging from severe to profound needs. Many pupils also have difficulties with engagement and application of learning. Support needed includes high staff to pupil ratio, multisensory/practical curriculum approaches, adapted equipment and resources, external agency support. Old Park School uses the Evidence for Learning software/app to gather evidence of teaching and learning. 30% of pupils currently in receipt of pupil premium are working at a pre-subject specific level.

3	Social, Emotional and Mental Health – Many pupils require direct teaching of appropriate social interaction with familiar adults and peers. This teaching is expanded to include more unfamiliar adults as young people approach adulthood. Some pupils require additional support to regulate their emotions and manage their behaviour. The school has introduced the SMILE project which aims to embed the NHS 5 areas for well-being into the school day. Staff are trained in Team Teach and de-escalation techniques are embedded into our positive behaviour support approach. Old Park purchases the services of the Dudley Educational Psychology Service and has access to advice from the Dudley special school NHS LD nurse. 33% of pupils currently in receipt of pupil premium have an Agreed Behaviour Support Plan (ABSP) in place.
4	Physical and Sensory - Many of our pupils have significant physical difficulties which may require moving and handling intervention including hoisting. In addition, several of our pupils have sensory processing difficulties which impact on their daily functioning. We have seen an increase in pupils requiring weight management during the Covid19 period. Support needed includes high staff to pupil ratio, moving and handling training, external OT support, sensory integration equipment. 27% of pupils currently in receipt of pupil premium have a Personal Handling Plan (PHP) in place. 54% of pupils currently in receipt of pupil premium have identified sensory processing needs.
5	Transition and Preparation for Adulthood – During the Covid19 pandemic there were extremely limited opportunities for transition, both into and out of school. Equally Post 19 transition opportunities, both in terms of Work-Related Learning, time spent in the community and visits to Post 19 colleges/social care providers were restricted. School acknowledges the importance of ensuring that our young people are prepared for the next stage of their life and that we are best placed to provide opportunities and support to young people so that they and their families can make informed decisions. 21% pupils currently in receipt of pupil premium are in Key Stage 4 or 5.

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	Impact Measures
EHCP outcomes are fit for purpose and inform provision for all pupils. All staff understand the process, contribute effectively, and deliver identified provision, evidencing individual progress.	<ul style="list-style-type: none"> - All school staff understand the EHCP process and contribute effectively. - EHCP outcomes are relevant, moderated and drive provision within school for individuals, on a day-to-day basis. - Progress and evidence towards outcomes in each area of need are tracked and used to inform next steps. - Pupils are consulted and can articulate and share their own views, evidenced by examples of pupil voice effectively being input into annual reviews and impacting on provision. - Challenge is given to multi agency providers and the SEN team to ensure EHCP reflect pupil need.

<p>A comprehensive framework of curriculum opportunities is offered that are relevant to individuals' stage of development and designed with clear intent, implementation and impact measures that clearly reflect the school's vision and values.</p>	<ul style="list-style-type: none"> - Pupils are engaged and motivated by a stimulating curriculum which is relevant to individuals' stage of development and underpinned by a range of SMSC opportunities. - Pupils have a range of opportunities to learn outside of the classroom, allowing for application of skills and preparation for transition/adult life - The curriculum is well sequenced and subject leaders can clearly articulate how their subject develops through each curriculum pathway and within each termly theme/project. - Resources (including the school environment) are fit for purpose, appropriate to the current cohort. - Staff have increased opportunities to discuss, review and implement a range of pedagogical approaches relevant to pupil's needs. - All staff can contribute to evaluation and future planning of curriculum foci. - Progress to individual pupil skills/outcomes (linked to EHCP) is maximised.
<p>A Total Communication environment is embedded across school ensuring that all opportunities for the development of <i>communication</i>, early phonics and reading.</p>	<ul style="list-style-type: none"> - The English phonics/reading curriculum is appropriate, balanced and fit for purpose. - All staff understand the correlation between development in communication skills and how this can support early reading and phonics - Opportunities for vocabulary development and early reading skills across the curriculum are planned and resourced by all staff to maximise pupil opportunities, including when delivering outside of the classroom. - All pupils make consistently strong progress in communication, reading and phonics in line with their age and stage of development.
<p>Positive emotional well-being and mental health for pupils is promoted throughout school, encouraging self-regulation and <i>positive</i> behaviour management through a consistent school approach.</p>	<ul style="list-style-type: none"> - School values and rights are embedded and understood across the school. - A comprehensive support and training package for all staff in relation to behaviour support, emotional well-being and mental health is delivered as an integral part of CPD at Old Park School. - The school environment is used proactively to encourage emotional regulation and promote independence. - Pupils are supported effectively to reduce challenging behaviour and engage fully in opportunities for learning and personal development. - Advice and support from multi-agency professionals are used effectively to plan for

	<p>individual approaches to managing challenging behaviour.</p> <ul style="list-style-type: none"> - Pupils and parents are active participants in developing behaviour support plans, ensuring consistency between home and school.
<p>All pupils have access to a comprehensive careers strategy which is underpinned and monitored using the Gatsby Benchmarks.</p>	<ul style="list-style-type: none"> - Pupils are well prepared for the transition into adult life after Old Park School - Pupils are well supported in making informed decisions about their own future, with adults ensuring that pupil views are respected - Pupils are provided with well-rounded, appropriate experiences in relation to the world of work including the development of key skills and personal characteristics such as social skills, communication, independence, and resilience - A personalised careers curriculum is embedded based upon individual strengths and skills, with external agencies expertise, advice and guidance utilised
<p>Parents and families work in partnership with school leading to improved outcomes in all aspects of school life.</p>	<ul style="list-style-type: none"> - Holistic approach across the school to supporting pupils and their families, ensures consistency, trust, and positive relationships. - School welcomes and values the role of families as a pupil's prime educator, working collaboratively to meet outcomes and plan for the next stage. <p>Learning experiences for pupils are enhanced by ensuring families are involved, well informed and have the knowledge and skills to reinforce and embed learning out of school.</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: £22,151

Activity	Rationale/Evidence that supports this approach	Challenge number(s) addressed
<p>Additional weekly Speech and Language therapist intervention purchased through Soundswell; to include staff and parent/carer training, consultation and advice connected to whole school strategy development and class-based intervention.</p> <p>During this academic year this intervention will focus on:</p> <p>Embedding OoR and TaSSEs across school, relaunch of Intensive Interaction</p> <p>Introduction of Speaking and Listening framework</p> <p>CPD/Staff Development of 'The Language of Play'</p> <p>Therapist intervention plus training £20,000</p> <p>40 days or: a combination of regular days and training options</p>	<p>All our pupils require additional support within the area of communication and interaction. There is an ongoing need to provide specialist training and support for staff and the wider community. Links to the English, reading and phonics curriculum need further development, particularly where pupils are working within the pre-subject specific curriculum. The implementation of a developmental speaking and listening framework will support teachers in setting appropriate outcomes and intervention strategies.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>https://ican.org.uk/</p>	<p>1,2,3</p>

<p>Development, introduction and implementation of progress analysis software linked to individual ipsative progress £2,151 Insights for Learning</p>	<p>Over 60% of our school population are working at a pre-subject specific level. School has introduced a number of progress indicators for this cohort including the use of the engagement model, small step personal provision plan (PPP) outcomes linked to the EHCP areas of need and the Willow Dene curriculum frameworks. These are in addition to the subject specific scales which are used in reading, writing and maths.</p> <p>The development, introduction and implementation of the Insights for Learning software will enable leaders of teaching and learning at every level to track individual pupil progress across these indicators in a strategic way, ensuring that provision clearly matches need and that expectations remain high.</p> <p>Evidence for Learning – Capture and assess engagement and learning</p>	<p>1,2,3,4</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £15,700

Activity	Rationale/Evidence that supports this approach	Challenge number(s) addressed
<p>Implementation of the Little Wandle Letters and Sounds programme; to include: Small group phonic intervention Updated reading for pleasure material per class group £3200 Reading scheme £500 Development of library resources £1000 CPD £1000</p>	<p>Old Park has previously followed the Letters and Sounds teaching sequence and most recently invested in updating parts of our reading scheme. Implementing the Little Wandle approved SSP will allow us to build upon our current approach to early reading and phonics, whilst ensuring all staff have the competence and confidence to do this effectively for identified pupils. Investment in appropriate reading material and experiences for our pre-subject specific learners will ensure that all pupils have a quality foundation to build upon.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	<p>1,3,5</p>
<p>Introduction and implementation of Numicon approach to include:</p>	<p>All pupils at Old Park access a developmentally appropriate Maths curriculum. This ranges from a multisensory, experiential approach for pupils</p>	<p>2</p>

Identified staff training Numicon resources and delivery guidance £7500	working at pathway 1 to pupils accessing National Curriculum strands. http://www.veryspecialmaths.co.uk/downloads/curriculum-for-early-mathematical-learning.pdf	
Development and implementation of a greater variety of community based/work related learning/post19 opportunities for our young people in Key Stage 4 and 5. Attendance at weekly local college course for KS5 pupils for whom college is a viable post 19 destination £2500, based on x5 pupils £13 per session	The 14-19 curriculum is currently being redesigned to ensure a greater focus and emphasis on Preparation for Adult life. Opportunities to develop community participation and work-related learning had been limited to due to Covid19 restrictions. During 2021-22 school was able to reintroduce greater opportunities for young people to access the community. These included WEX at The Emily Jordan Foundation and access to The Duncan Edwards Leisure Centre.	1,2,3,5

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

Budgeted cost: £40,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Development of approaches to support emotional regulation and positive mental health with a focus on; Development of emotional regulation curriculum £13,650 based on OT input one day per week £2500 sensory diet equipment Purchase and implementation of the Well Being Award for Schools, to include capacity for the working party to successfully complete actions. School lead support plus package £2,950	Schools have an important role to play in identifying and supports pupils who have issues with their mental health and well-being. The DfE states that, 'A school's approach to mental health and behaviour should be part of a consistent whole school approach to mental health and wellbeing. This should involve providing a structured school environment with clear expectations of behaviour, well communicated social norms and routines, which are reinforced with highly consistent consequence systems. This should be paired with an individualised graduated response when the behavioural issues might be a result of educational, mental health, other needs or vulnerabilities.' Social and emotional learning EEF (educationendowmentfoundation.org.uk) https://www.gov.uk/government/publications/keeping-children-safe-in-education--2 https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2	1,2,3,4,5





Release cover £1,500 plus associated DHT capacity		
<p>Enhancing the sensory regulation equipment available for pupils with enhanced sensory needs, including Autism.</p> <p>Contribution to playground equipment £20,000 (cf £13,000)</p>	<p>A number of pupils in school have sensory diets prescribed by our Occupational Therapist. These include use of weighted blankets, brushing programme, accessing therapy balls and trampettes. It is acknowledged that access to equipment that develops physical ability, whilst also supporting sensory regulation and processing is crucial to supporting well-being, behaviour and healthy lifestyles.</p> <p>GAP text Spring 2021 backup.indd (bild.org.uk)</p>	3,4





Total budgeted cost: £78,451



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 to 2022 academic year.

Chosen action/approach	Evaluation and Impact
<p>Additional Speech and Language Therapist (SaLT) Focus - Multi-Sensory Referencing including on-body signing MORE communication principles – Routines, wider school environment Therapist intervention plus training £20,000 Eye Gaze technology plus training £7,500 Resources, additional signage £5,000</p>	<div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;">  Soundswell Impact Report December 2021.pdf </div> <div style="text-align: center;">  Soundswell Impact Report March 2022.pdf </div> <div style="text-align: center;">  Soundswell Impact report June 2022.pdf </div> </div> <div style="margin-top: 10px;">  TASSELS @ OLD PARK - evaluation Sur </div> <p>Computing subject lead and ICT Technician have overseen the trial of a new eye gaze system. In consultation with SaLT, Governors have approved the purchase. The new system will be delivered in September 2022.</p> <p>School have designed, commissioned the production of and installed a number of large ALDs within the pen areas of each classroom and some of the specialist rooms within school (Gym, Music Room, Computer Room, Food Tech etc). In addition, ALDs have been installed on the playground. These ensure that pupils have the opportunity to communicate when working across different areas within school.</p> <p><i>2022-2023 focus</i> <i>Embedding OoR and TaSSEls across school, relaunch of Intensive Interaction</i> <i>Introduction of Speaking and Listening framework</i> <i>CPD/Staff Development of 'The Language of Play'</i></p>
<p>Implementation of the Little Wandle Letters and Sounds programme; to include subject leader release time, staff and parent/carer training, audit and update of resources and Collins Big Cat reading scheme. Little Wandle resources £5,000 CPD/Release cover £1000</p>	<p>English curriculum driver team plus members of the SLT have attended initial Little Wandle training. In addition, the team have also attended SEND Little Wandle Webinars. The current reading Big Cat reading scheme has been audited and additional Little Wandle reading books have been purchased. Teachers/HLTAS were introduced to the new programme during spring term 2022 INSET day. Summer term 2022 focused on completing Little Wandle placement assessments across school for pupils working at L+S Phase 2 or beyond. These have been completed by HC/ZS to ensure consistency.</p> <p><i>2022-2023 focus</i> <i>Launch of LW across school, SEND resources launched by LW</i> <i>Family training, update of website</i></p>

<p>Development and implementation of a greater variety of community based/work related learning opportunities for our young people in Key Stage 4 and 5.</p> <p>Offsite swimming to include cost of pool hire, staffing and transport £2,000</p> <p>Access to Emily Jordan Foundation project for identified pupils £2,000</p>	<div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;">  Impact Statement Offsite Swimming July </div> <div style="text-align: center;">  Duncan Edwards Leisure Centre Studen </div> <div style="text-align: center;">  Emily Jordan Foundation WEX Impa </div> </div> <p><i>2022-2023 focus</i></p> <p><i>Access to college course/s for KS5 pupils for whom college is a viable post19 destination</i></p> <p><i>Widen access to offsite swimming to including able KS3 swimmers who don't greatly benefit from swimming in school pool</i></p>
<p>Purchase and implementation of the Leading Parent Partnership Award action plan, to include capacity for the working party to successfully complete actions.</p> <p>Adviser Lead LPPA support package £3,250</p> <p>Release cover £1,500 plus associated DHT capacity</p> <p>Implementation of virtual home to school diary £6,000 (Programme design plus iPads)</p>	<div style="text-align: center;">  Old Park School LPPA Action Plan reviewed </div> <p>School has commissioned the design of a new 'virtual diary' through the School Life Platform. This was completed in the summer term 2022. The diary has been trialled with families across four classes and will be fully rolled out across school from September 2022. Additional iPads have been purchased to support this.</p> <p>Family feedback has included –</p> <p>'absolutely loved the virtual diary. Definitely looking forward to using it more in Sept'</p> <p>'Think it's so much better than the paper, easy to access and everything is in one place.'</p> <p><i>2022-203 focus</i></p> <p><i>LPPA moderation and accreditation autumn 2022</i></p> <p><i>Full roll out and family feedback of virtual diary from Sept 2022</i></p>
<p>Development of approaches to support emotional regulation and positive mental health with a focus on; relaunch of the SMILE project, with clear guidance and how this can be implemented across new curriculum pathways and within the home and introduction of the Zones of Regulation scheme across school.</p> <p>SMILE to include visit to other setting, resources, release cover £2,500</p> <p>Zones of Regulation to include resources, signage and release cover £3000</p>	<p>DHT for Pastoral and Wellbeing has completed the Senior Mental Health Lead training.</p> <p>HC EYFS Advocate has completed Public Health Funded Emotional Wellbeing Training – Nurture and Well-being</p> <p>Commissioning of independent OT Lucy Bates from Summer 2022. Initial focus on establishing working party to discuss strategies to support emotional regulation. General consensus was that the Zones of Regulation approach maybe aimed at pupil's working at a higher-level cognition level than those who attend OPS. Plans to design personalised approach across school, with a focus on identifying and labelling early emotions.</p> <p>In summer 2022 school applied and was successful in securing places on the Nurturing Practitioner Programme.</p> <p><i>2022-23 focus</i></p> <p><i>Development of emotional regulation curriculum</i></p> <p><i>Implementation of the Well Being Award for Schools</i></p> <p><i>WAS - Wellbeing Award for Schools AwardPlace</i></p> <p><i>Completion of the Nurturing Practitioner Programme</i></p> <p><i>Continued work with independent OT – focus on sensory and emotional regulation</i></p>

<p>Enhancing the sensory regulation equipment available for pupils with enhanced sensory needs, including Autism.</p> <p>Contribution to playground equipment £20,000 (cf £13,000)</p> <p>Attendance at MENCAP Bikes in the Park weekly sessions (£90 per week)</p>	<p>Headteacher has met with Lucy Bates, OT to identify appropriate equipment to meet a range of sensory needs for the primary playground. School is currently in contact with Kompan.</p> <div data-bbox="699 280 750 347"></div> <p data-bbox="638 347 798 392">Bikes in the Park Impact Statement 1 -</p> <div data-bbox="885 280 936 347"></div> <p data-bbox="829 347 989 392">Bikes in the Park Impact Statement 2 -</p>
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