

Old Park School Pupil premium strategy statement 2023 - 2024

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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 2023
Last review date	
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	23/24 Financial Year 7/12ths £55,061
Recovery premium funding allocation this academic year	23/24 Financial Year £40,149
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
Total budget for this academic year	£95,210

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. We also commission independent therapy provision. 65% 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 to gather evidence of teaching and learning. 55% 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. School has recently hosted whole school training on the principles of nurture and the PACE approach. Staff are trained in Team Teach and de-escalation techniques are embedded into our positive behaviour support approach. Old Park has access to advice from the Dudley special school NHS LD nurse. 43% 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. Support needed includes high staff to pupil ratio, moving and handling training, external OT support, sensory integration equipment. 30% of pupils currently in receipt of pupil premium have a Personal Handling Plan (PHP) in place.

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.
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.	<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

	<p>develops through each curriculum pathway and within each termly theme/project.</p> <ul style="list-style-type: none"> - 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 individual approaches to managing challenging behaviour. - 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

	<p>world of work including the development of key skills and personal characteristics such as social skills, communication, independence, and resilience</p> <ul style="list-style-type: none"> - 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)

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>Wellbeing and Nurture: To include ongoing work to establish Nurture at OP alongside MDT, training and modelling of key approaches and principles linked to Communication, Connection and Curiosity and working with behaviour team to create scripts for managing behaviour in the classroom *Linked to wellbeing</p> <p>Speaking and Listening Framework: Launch this in all classes in Autumn 23, this to include additional training around identifying comprehension level of students using Blank Levels and DLS principles.</p> <p>TaSSeLs and OoR: Continue work to establish consistency and monitor progress for each student. *Linked to targeted academic support</p> <p>Additional tasks:</p> <p>Reports to use shared language: Unique Learner, Positive Relationships, Engaging environments and Learning and Development.</p> <p>Accountability: Meet with CT and SMT once per half term to share goals for the class and increase accountability.</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 continued to be developed particularly when supporting pupils to develop their understanding and comprehension. The implementation of a developmental speaking and listening framework will support teachers in setting appropriate objectives and intervention strategies, in line with individual EHCP outcomes (including PfA).</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>https://ican.org.uk/</p>	<p>1,2,3,4</p>

<p>Work alongside OT: Joint working to be prioritised for key classes</p> <p>Therapist intervention plus training £15,200</p> <p>40 days or: a combination of regular days and training options</p>		
<p>Development of English genre 2 yearly cycle to include a range of adapted focused texts across each key stage.</p> <p>School will continue to work in partnership with Peter’s Bookstore, Birmingham to source texts in a range of formats/suitable for age/stage development, in order to effectively promote engagement and reading comprehension.</p> <p>Cycle A Spring and Summer texts</p> <p>Subject co-ordinator release time £5000</p> <p>First news subscription £750</p> <p>Audit, evaluation, and action plan for development of ‘reading for pleasure’ provision across school with a particular focus on redesigning the school library to ensure it meets the needs of different cohorts within school.</p> <p>School will continue to work in partnership with Peter’s Bookstore, Birmingham.</p> <p>*Linked to wellbeing</p> <p>Library redesign and restock £20,000</p>	<p>School recognises that we provide education for a diverse population across a range of key stages. It is imperative that the literature we use as part of our daily English teaching, is appropriate in the level of text difficulty, to provide appropriate context to practice the skills, desire to engage with the text and enough challenge to improve reading comprehension.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	<p>1,2</p>

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

Activity	Rationale/Evidence that supports this approach	Challenge number(s) addressed
Monitoring, refinement and tracking of individual progress	Old Park has previously followed the Letters and Sounds teaching sequence and most recently invested in updating parts of our reading	1,2

<p>through Little Wandle (SSP) SEND Programme.</p> <p>To include focus on developing resources to supplement and enhance the 'Foundations for Phonics' element of the programme.</p> <p>£5000</p>	<p>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>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)




Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Development of approaches to support emotional regulation and positive mental health with a focus on;</p> <p>Development of sensory circuits programme, food exploration programme</p> <p>Introduction and implementation of the nurture principles across school to include the use of PACE.</p> <p>£13,650 based on OT input one day per week</p> <p>£5000 sensory diet equipment</p> <p>£2500 nurture station equipment</p>	<p>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.'</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p> <p>https://www.gov.uk/government/publications/keeping-children-safe-in-education--2</p> <p>https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2</p>	<p>1,2,3,4</p>

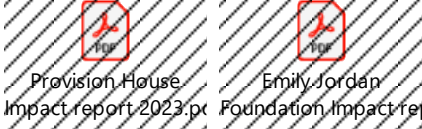
<p>Further development and implementation of planned opportunities for pupils to engage and participate in a range of experiences to develop their cultural capital, enrichment and social engagement skills.</p> <p><i>Subject focused enrichment days</i> English – Word Guerrilla Maths – TBC Science – Planetarium</p> <p><i>Lunchtime enrichment</i> DPA music</p> <p>Whole school personal development Open Theatre</p> <p><i>Whole school development</i> EVOLVE training Provision of minibus driver</p> <p>£25,000</p>	<p>The <u>Education Inspection Framework (EIF)</u> states that ‘leaders take on or construct a curriculum that is ambitious and designed to give all learners, particularly the most disadvantaged and those with special educational needs and/or disabilities (SEND) or high needs, the knowledge and cultural capital they need to succeed in life.’</p> <p>At Old Park School cultural capital gives pupils opportunities to be curious, explore, try new things and experience awe and wonder.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	<p>1,2,3,4</p>
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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 2022 to 2023 academic year.

Chosen action/approach	Evaluation and Impact
<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: Embedding OoR and TaSSeLs across school, relaunch of Intensive Interaction Introduction of Speaking and Listening framework 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>	<div style="display: flex; justify-content: space-around; align-items: center;">    </div> <p>Soundswell Impact Report Autumn 2022; Soundswell Impact report March 2023.p Soundswell Impact Report July 2023.pdf</p> <p><i>2023-2024 focus</i></p> <ol style="list-style-type: none"> 1. Wellbeing and Nurture: To include ongoing work to establish Nurture at OP alongside MDT, training and modelling of key approaches and principles linked to Communication, Connection and Curiosity and working with behaviour team to create scripts for managing behaviour in the classroom 2. Speaking and Listening Framework: Launch this in all classes in Autumn 23, this to include additional training around identifying comprehension level of students using Blank Levels and DLS principles. 3. TaSSeLs and OoR: Continue work to establish consistency and monitor progress for each student. <p>Additional tasks:</p> <ul style="list-style-type: none"> • Reports to use shared language: Unique Learner, Positive Relationships, Engaging environments and Learning and Development. Attached example action plan • Accountability: Meet with CT and SMT once per half term to share goals for the class and increase accountability. • Work alongside OT: Joint working to be prioritised for key classes

<p>Development, introduction and implementation of progress analysis software linked to individual ipsative progress £2,151 Insights for Learning</p>	<p>School have purchased the Insights for Learning tool (April 2023) and have worked with colleagues at Evidence for Learning to train school-based staff (DHT/ICT Technician) in how to design widgets to enable analysis of PPP data (Summer 2023).</p> <p>School will focus on introducing key stage PPP templates during the next review period (October 2023) to enable more effective ongoing analysis. School will also look to introduce KS4/KS5 PfA PPP template.</p> <p>Curriculum data will be analysed via progress towards Willow Dene frameworks/OPS Scales in core subject areas.</p>
<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>Whole school CPD completed – Little Wandle Phonics Programme (April 2023). Modules also added to induction framework for teachers.</p> <p>Identified English leads have attended Little Wandle webinars including those aimed at SEND programme.</p> <p>School have audited current reading scheme, mapped to Little Wandle progression planner. A large amount of additional reading scheme books (Collins Big Cat) have been purchased to supplement current scheme. Introduction of new reading record and resources for families.</p>
<p>Introduction and implementation of Numicon approach to include: Identified staff training Numicon resources and delivery guidance £7500</p>	<p>Identified Maths leads have completed Numicon training, including specific SEND approaches. Whole school staff training delivered in June 2023.</p> <p>Pathway development and LTSL completed with support from OUP rep. This has been shared with teaching staff.</p> <p>Whole school class resources and online teaching resources purchased to supplement teaching. Resources shared with families via website.</p> <p>‘B covered me for an EHCP today and used the numicon to support with money matching to coin amounts and to support students adding up the total of their shopping lists. Feedback was really positive and it really helped the students to develop a better understanding’.</p>
<p>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.</p>	<div style="text-align: center;">  <p>Provision House Impact report 2023.px Emily Jordan Foundation Impact re</p> </div> <p>Provision House</p> <p>Employment/Transition All students with KS4 and 5 have had the opportunity to take a meaningful part in the Enterprise aspect of this project. This has aided skill development for all learners. Most learners have had the opportunity to apply skills for retail learnt in school to a real to life setting.</p>

	<p>All students have shown progress in their ability to follow a functional task cards and to see a practical task through from design to completion.</p> <p>More able students have learnt about quality control and how to monitor the quality of products we have produced. Student have taken part in peer to peer moderation of finished products and provided feedback against our devised product quality standards.</p> <p>Students have shown they can problem solve within tasks when things do not go quite as expected.</p> <p>Students have developed the ability to focus for extended periods of time on meaningful tasks.</p> <p>Students have learnt about money and payment as part of this project. Cross curricular links have been made with Maths and English and woven into functional application within these core sessions wherever possible.</p> <p>Students have benefited greatly from working within mixed Enterpriser groups in school and offsite in the shop setting. Students have liaised with members of the public and have behaved and reacted to other members of the public impeccably throughout. They have developed customer service skills and are developing skills around how to present when supporting customers both in the shop and whilst selling products made around school.</p> <p>The future? Wider work experience opportunities with personalised opportunities according to potential outcomes to be facilitated. There are a vast amount of opportunities available through the Midland Careers Hub.</p> <p>Emily Jordan Foundation</p> <p>CC – Has excelled in the bike workshop and is able to demonstrate skills towards how to strip a bike with the support of the systematic instruction guides he has helped to create</p> <p>EM - Has benefited from experiencing the practical application of all of the areas. Still requires support to maintain focus on the task in hand but loves being apart of the experience and will be able to use the skills he has learnt in his future social care setting.</p> <p>JW – Is able to complete tasks from all of the areas with the support of visual task sheet but no further assistance required. Would be a good candidate to apply for a paid role at EJF.</p> <p>BH – Has quietly got on with all tasks. Works well within Go Green and has grasped the repetitive nature of tasks. It would be beneficial for BH to access EJF and further develop his skillset in a specialist area next academic year.</p> <p>CS - Has excelled in the bike workshop and is able to demonstrate skills almost independently. CS becomes absorbed in this task and would be able to apply to EJF to take part in their paid work opportunities.</p>
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<p>Development of approaches to support emotional regulation and positive mental health with a focus on;</p> <p>Development of emotional regulation curriculum £13,650 based on OT input one day per week</p> <p>£2500 sensory diet equipment</p>	<p>School have commissioned independent occupational therapy provision via Lucy Bates OT and associates. School receives weekly visit reports, highlighting provision provided, and follow up next steps. Individual sensory profile reports and sensory diets (where appropriate) are provided to class staff and families after a period of assessment.</p> <p>OT have completed an audit of equipment.</p>
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