

Pupil premium strategy statement – Great Oaks School

This statement details our school’s use of pupil 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	305 (Years 7 -11)
Proportion (%) of pupil premium eligible pupils	72.1%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024-2027
Date this statement was published	December 2024
Date on which it will be reviewed	Autumn 2025
Statement authorised by	Andy Evans Headteacher
Pupil premium lead	Tony Parkes Assistant Headteacher
Governor / Trustee lead	Angela Hardy

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£192,150
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
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>	£192,150

Part A: Pupil premium strategy plan

Statement of intent

The primary aim of our Pupil Premium funding is to ensure that disadvantaged pupils make substantial progress and achieve strong outcomes relative to their individual starting points. While socio-economic disadvantage is not always the most significant barrier faced by our pupils, we acknowledge the variability in outcomes between disadvantaged pupils and their peers. These variances present in areas such as:

- Attainment levels upon joining Great Oaks,
- Access to social opportunities and "cultural capital"
- Emotional literacy and Self-regulation skills
- Skills to be independent
- Communication skills

Central to our Pupil Premium strategy is the promotion of inclusive, high-quality teaching, as this has been shown to have the most significant impact on pupil progress. To complement this, we invest in targeted support informed by robust diagnostic assessments, with a particular emphasis on developing core skills. A key priority within our approach is the enhancement of communication skills, recognising their fundamental role in enabling students to lead fulfilling lives.

In addition to high-quality teaching and targeted support, we value the importance of holistic development. Our strategy encompasses a range of wider opportunities designed to foster social skills, independence, and life skills, which are essential for preparing students for adulthood. These opportunities are integral to the broader curriculum at Great Oaks.

While our strategy prioritises the needs of disadvantaged pupils, the implementation of these approaches will inherently benefit all pupils, including those who are not disadvantaged. Consequently, the intended outcomes for disadvantaged pupils are closely aligned with the progress and success of non-disadvantaged pupils, ensuring a school-wide improvement in outcomes.

Above all, our strategy is guided by the unique strengths and needs of each pupil, enabling us to support their personal development and equip them with relevant skills, meaningful experiences, and valuable accreditations as they transition to adulthood. This aligns with our commitment to helping every student "find their joy."

Our Pupil Premium strategy is a vital component of our whole-school approach to education recovery, with clear alignment to our overall school priorities.

We aim to utilise our total funding allocation, to systematically address and overcome barriers to achievement. This strategic use of resources will enable us to enhance outcomes for disadvantaged pupils and support the success of all students under our care.

Challenges

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

Challenge number	Detail of challenge
1	Our assessments and observations indicate that our disadvantaged pupils generally require more support to develop and embed core skills in Maths and English- this additional support has been shown to support their good progress.
2	Our assessments, observations and discussions with pupils show that disadvantaged pupils generally have greater challenges around communicating and expressing their needs than their peers. This also can result in students requiring additional support to recognise their feelings and emotions and to feel regulated in school
3	Data indicates that our disadvantaged pupils' attendance is lower than those who are not disadvantaged. <i>Disadvantaged pupil attendance 23-24 89.01% vs non-Disadvantaged 91.6%:</i>
4	Discussion with families and pupils demonstrates that our disadvantaged pupils often require additional support to develop independence and life skills which prepare them for adulthood and achieving their next best step.
5	Our assessments, observations and discussions with pupils, families and professionals demonstrate that the education, wellbeing, and wider aspects of development of many of our disadvantaged pupils have been impacted by the pandemic to a greater extent than for other pupils. These findings are backed up by several national studies. This period of disruption to education alongside the cost-of-living crisis continues to have an impact on the students within our care and this can impact on families' capacity to provide for basic needs: food, heating, and clothing for their children.
6	Through discussions with staff, pupils and families we find that disadvantaged pupils generally have fewer opportunities to develop cultural capital outside of school.
7	Through discussions as staff team and observations of students, we have recognised that we have a growing cohort of students who have SEMH developmental needs because of early trauma or adverse childhood experiences (ACEs)- often these are disadvantaged students- which can impact on their engagement and behaviour at school.

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
To ensure disadvantaged pupils continue to make good progress from their starting points, achieving the most relevant and meaningful accreditation	<ul style="list-style-type: none"> •Pupils making good or better progress through GO levels •Meaningful accreditation achieved which allows learners to access the next step of their educational journey •Individual IEP targets achieved
To ensure pupils have access to a range of communication systems to aid their understanding and develop their expressive language skills- this will allow them to develop their communication skills using their preferred method of communication	<ul style="list-style-type: none"> •Achievement of EHCP outcomes and IEP targets related to communication and interaction

To improve the attendance of disadvantaged pupils and ensure barriers to good attendance for individual students are identified and strategies implemented to remove them	<ul style="list-style-type: none"> • Whole school attendance continues to be above national average for Special Schools • Number of persistent absentees reduces • Individual student attendance improves time in line with individual targets
To support students to develop their understanding of emotions and ability to self-regulate their own behaviours in a variety of environments	<ul style="list-style-type: none"> • Reduction in behaviour incidents for individual students where students are distressed or in dysregulated • Achieving outcomes in ECHP • Achieving IEP Targets
To ensure disadvantaged pupils develop a range of life skills which prepare them for adulthood	<ul style="list-style-type: none"> • Achieving outcomes in ECHP • Achieving IEP Targets • Continued 100% progression for students to appropriate next step (College, day service, supported Internship, employment) • Pupil and parent voice indicates pupils feel prepared for adulthood
To offer opportunities for students to access a range of opportunities which contribute to the development of their cultural capital	

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ £70,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Retention of Maths Teaching and Learning Responsibility Post to focus on improving the quality of teaching and learning in Maths across the school. This includes the introduction of White Rose Maths as a progression framework within the school.</p> <p>This includes CPD for staff to implement White Rose Maths in the school as well as the Maths TLR working with local Maths Hub to develop evidence-based approaches to teaching mathematics.</p>	<p>White Rose Maths Scheme is a good vehicle for meeting the recommendations from the EEF report including using manipulatives and representations.</p> <p>KS2_KS3_Maths_Guidance_2017.pdf (d2tic4wvvl1usb.cloudfront.net)</p> <p>School wide approaches to progression in calculation and providing time for teachers to develop subject knowledge and approaches to teaching are seen as best practice.</p> <p>Research review series: mathematics - GOV.UK (www.gov.uk)</p>	1

<p>Retention of English Teaching and Learning Responsibility post to focus on improving the quality of teaching and learning across the school.</p> <p>This includes CPD, monitoring and coaching to ensure a consistent and evidence-based approach to the teaching of English with a particular focus on reading including phonics and reading comprehension.</p>	<p>Teaching of Phonics which is systematic and explicit has a positive impact on reading particularly for disadvantaged pupils.</p> <p>Phonics EEF (educationendowmentfoundation.org.uk)</p> <p>There is a wealth of evidence to support the explicit teaching of reading comprehension strategies, this has been demonstrated to be particularly beneficial for lower attaining pupils.</p> <p>Reading Comprehension Strategies EEF</p>	<p>1</p>
<p>2 Teaching and learning Responsibility posts to jointly lead the work of Communication across the school.</p> <p>This includes:</p> <ul style="list-style-type: none"> ➤ CPD for leaders ➤ Additional release time to support colleagues and model best practice ➤ Resources to support the development of using communication aids ➤ Time to design appropriate CPD for colleagues ➤ Release time for joint work with Rosewood School 	<p>EEF Effective Professional Development Guidance Report</p> <p>Developing effective communication skills and strategies is a focus of the school and therefore we have placed an increase spend to provide release time and effective intervention</p>	<p>2,5</p>
<p>Recruitment, training and retention of Higher-level teaching assistants to provide additional release time for identified staff to facilitate professional development including, mentoring, coaching, curriculum development, and in-house training.</p>	<p>Evidence demonstrates that what happens in the classroom makes the biggest difference: improving teaching quality generally leads to greater improvements at lower cost than structural changes. There is particularly good evidence around the potential impact of teacher professional development. Evidence is resounding in that, <i>'The quality of teaching is not fixed: teachers can be improved via effective professional development.'</i></p> <p>Mentoring and coaching is also shown to have a positive impact on student progress.</p> <p>NIOT mentoring and coaching - Key Takeaways.pdf</p> <p>EEF Effective Professional Development Guidance Report</p> <p>Sutton Trust- What Makes Great Teaching</p>	<p>1,2,5,7</p>
<p>Continued work across the school to upskill and train staff in supporting students to effectively respond to student's behaviours and support the development of self-regulation skills. This part of our work in developing relational practice and becoming Trauma informed</p>	<p>An understanding of attachment and trauma, and how this impacts students in schools has been shown to have a myriad of positive impacts on students in terms of outcomes, engagement and reducing suspensions</p> <p>Impact of attachment and Trauma awareness on schools</p>	<p>2,5,7</p>

<p>and attachment aware This includes:</p> <ul style="list-style-type: none"> ➤ CPD for staff- including participation in the TAAES project run by Southampton City Council EP Service ➤ Staff visits and development work with other special school settings 	<p>Developing an understanding of 'how underlying needs can drive behaviour' was a key recommendation of the Government's review into use of school exclusions.</p> <p>Timpson Review of School Exclusions</p>	
<p>Additional funding for the CPD budget to the support to provide access to courses and conferences as available which links to PP priorities and targets.</p>	<p>EEF Effective Professional Development Guidance Report</p>	<p>Encompasses 1-7</p>

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

Budgeted cost: £ 50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>One to One and small tutoring in English and Maths for vulnerable pupils at risk of underachieving or to provide additional stretch and challenge by a qualified teacher and special support assistants who have received additional training.</p> <p>1:1 tutoring programmes are overseen by Maths and English TLR holders and AHT Curriculum and Assessment.</p>	<p>One to one tutoring is an effective approach at improving pupil outcomes.</p> <p>One to One Tutoring EEF</p>	<p>1,5</p>
<p>Speech and Language Interventions delivered by trained Support Assistant and overseen by Communication TLR holders in conjunction with Speech and Language Therapist.</p>	<p>The Communication Trust worked with the Better Communication Research Programme to develop the What Works database of evidenced interventions to support children's speech, language and communication.</p> <p>What works database (ican.org.uk)</p> <p>This has been endorsed by the Royal College of Speech and Language Therapists.</p>	<p>2</p>
<p>Purchase and maintain educational subscriptions to online resources and programmes which support student progress and engagement.</p> <p>E.g. IXL, Clicker, Nessy, Sumdog</p>		<p>1,5</p>

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

Budgeted cost: £ £75,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional time bought in for the Educational Psychologist to undertake Casework for identified disadvantaged students to support the process of identifying needs and implementation of strategies to support them	Educational Psychologists involvement aligns with the principles of the EEF guide to the Pupil Premium, supporting the diagnosis of individual student needs and in using evidence-based approaches to support progress.	1,2,5,7
<p>4 x Behaviour and Pastoral Support Officer (BPSO) roles to work across the school to provide targeted intervention to support and improve behaviour for individual students.</p> <p>From previous Years, we have managed to appoint and retain an additional BPSO.</p>	<p>Improving behaviour in schools is instrumental in ensuing good outcomes for students.</p> <p>Behaviour support officers are used to model and support with classroom management strategies as well as providing targeted approaches to meet the needs of individuals. Both are shown to be an effective approach in</p> <p>EEF Improving Behaviour in Schools Report</p>	2,5,7
<p>Development and purchase of resources furniture and equipment to support the sensory needs of students.</p> <p>This includes:</p> <ul style="list-style-type: none"> ➤ Creating additional multisensory spaces within the school ➤ Resources to meet individual student needs ➤ Sensory OT Assessments ➤ Continued development of sensory rooms across the school sites 	<p>Multi-sensory learning environments have been found to have a positive impact on behaviour, attention and improve conditions for learning.</p> <p>The use of Multi-Sensory Environments with autistic children</p> <p>There is a body of research which demonstrates that processing sensory information is linked to self-regulation and students need experiences in this to support development in this area.</p>	2,5,7
<p>Strategies to promote excellent attendance including based on EEF research:</p> <ul style="list-style-type: none"> ➤ Individual and class rewards ➤ Attendance bus to collect key identified students ➤ Continued focus on the development of strategies to support excellent attendance- CPD for Senior attendance champion, time with EP ➤ Development of strategies to support learners with EBSA 	Supporting attendance EEF	3
Additional Welfare Officer post to continue (Created September 2022)	<i>“Responsive interventions in which a member of staff or team use multiple interventions and target approaches</i>	3,5

<p>to add capacity into work supporting students and families.</p> <p>Welfare Officer Posts contribute to on improving attendance and supporting families and student who to remove barriers to good attendance.</p>	<p><i>specifically to the needs of individual pupils was also found to be effective” in supporting improved attendance.</i></p> <p>EEF Attendance Interventions Rapid Evidence assessment</p> <p>The DfE guidance has been by informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Working together to improve school attendance</p>	
<p>Emotional Literacy support assistants delivering ELSA across the school.</p> <p>Further training planned for members of staff to increase and strengthen this intervention</p>	<p>ELSA was designed to build the capacity of schools to support the emotional needs of their pupils from within their own resources. This is achieved by training teaching assistants to develop and deliver individualised support programmes to meet the emotional needs of children and teenagers in their care. It recognises that children learn better and are happier in school if their emotional needs are also addressed. This intervention is now widely implemented by educational psychologists across Britain.</p> <p>There are a range of evaluation reports highlighting the effectiveness of the ELSA approach and training</p> <p>ELSA Evaluation reports</p>	2,5,7
<p>Personalised timetables for key pupils including activities to promote attendance and engagement and meet the needs of students with identified social, emotional and mental health needs.</p> <p>Personalised timetables are based on relational approaches with a key adult to encourage school connectedness and improve belonging in school.</p>	<p>The ability of a child to connect to school during adolescence has been shown to be a key protective factor and one that lowers the likelihood of health-risk behaviour, while also enhancing positive educational outcomes.</p> <p>Belonging in school research</p>	3,4,5,6,7
<p>Great Oaks Guarantee – A programme of 13 experiences and activities that students have the opportunity to undertake while at Great Oaks School. These activities support our students to develop cultural capital, as well as social, communication and interaction skills. At Great Oaks School, the personal development of our students has an essential role.</p>	<p>Extra-curricular activities and opportunities to develop cultural capital are important to young people and result in a range of positive outcomes.</p> <p>Social Mobility Commission- An unequal playing field.</p>	2,4,6
<p>After School Club- A range activities on offer to support the personal development and social skills of students. The club will also support the development of cultural capital and life skills for students.</p>	<p>Teachers, parents and children identified a range of positive outcomes from participation in after school clubs, including increases in confidence, self-esteem and fitness, as well as providing opportunities for new experiences, socialising and enjoyment.</p> <p>Value of after-school clubs for disadvantaged children</p>	5,6

Total budgeted cost: £ 195,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

In the academic year 2023/2024, the Pupil Premium funding was used effectively alongside the recovery premium to ensure students who are disadvantaged were supported with their engagement, development and supported to make progress and achieve good outcomes from their starting points.

Progress against intended outcomes is included below:

To ensure disadvantaged pupils continue to make good progress from their starting points, achieving the most relevant and meaningful accreditation

Progress for all students, including those who are disadvantaged continues to be strong. 88% of years 7-11 were assessed using Great Oaks (GO) Levels. A summary of internal progress data is included below for the core areas of the curriculum.

English Reading

Cohort	Progress	Below	Expected	Above
All	100%	5%	65%	30%
Disadvantaged	100%	4%	62%	34%

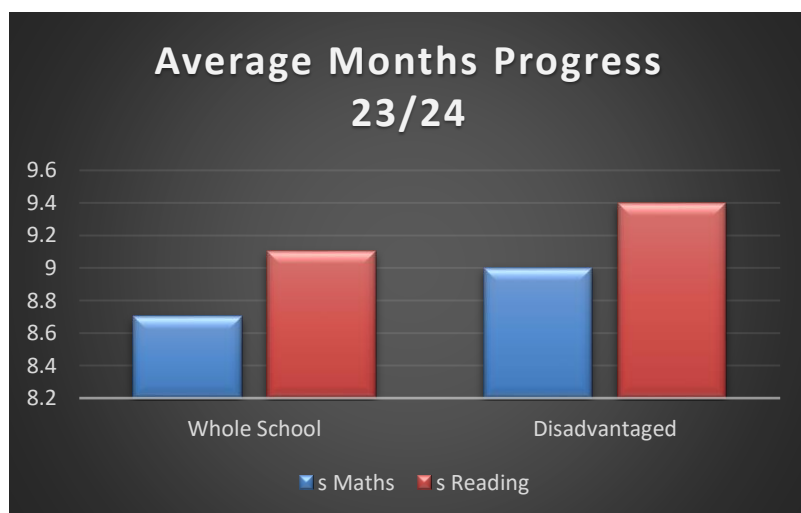
English Writing

Cohort	Progress	Below	Expected	Above
All	100%	6%	67%	27%
Disadvantaged	100%	5%	65%	30%

Maths Number

Cohort	Progress	Below	Expected	Above
All	100%	7%	74%	19%
Disadvantaged	100%	3%	75%	21%

Furthermore, at Great Oaks we use annual standardised testing in reading and Maths as a form of diagnostic testing but also to measure progress for students. The chart below indicates the average months progress made in 2023/2024:



The following analysis can be made from the data

- Disadvantaged students made strong progress in all core areas.
- Maths number was a focus area of the school and spend in this area related to pupil premium funding including CPD, coaching and interventions were effective in supporting this excellent progress

Within school, 32 students follow the imPacts Sensory Exploratory curriculum. The Percentage progress targets below are used to measure progress.

< 2% - a concerning rate that would indicate learner is not progressing

< 6% - consolidation of existing learning

5-10% - expected rate of ipsative progress for SLD learners

7-10% - emergence of a new skill / this also reflects progress from baseline to first ipsative for new PI6 learners

> 10% - new skills in more than one Key Skill area

> 20% - key developmental milestone/ golden moment achieved

> 40% - usually achieved post a baseline score of a new learner

Pathway	below	consolidation	expected	new skills	milestone
PWI	<2%	2-5%	5-10%	10-20%	>20%
All	5%	27%	45%	13%	10%
Disadvantaged	3%	15%	51%	17%	13%

The table above demonstrates all students assessed on imPACTS made progress with just over half reaching the expected phase.

A range of accreditation was achieved by students from pre-entry level Unit Awards to Functional Skills Levels 2. Further details of this can be found in the assessment report on our website.

Expenditure which supported CPD, curriculum development, in house training and coaching has been successful in improving the quality of teaching and learning within the school and therefore student progress and outcomes

To ensure pupils can use a range of communication systems to aid their understanding and develop their expressive language skills

Developing communication skills is at the heart of Great Oaks School- this will always be a continued priority particularly for students from disadvantaged backgrounds. Our most recent Ofsted Report (November 2023) recognised this focus as a strength of the school, recognising that, *“Developing pupils’ communication skills is a priority. Skilled staff use a range of highly effective communication strategies to enable pupils to learn... As a result, pupils’ communication skills improve significantly over time”*

As part of the recovery and pupil premium spend, the school has continued to “buy-in” speech and language support to undertake; direct work with students, provide support and CPD for SALT assistants and communication champions. The funding has also supported an increased leadership capacity for Communication, and we have appointed two new communication leads to support and coach staff in this area. This has been highly effective. Funding also continued to provide release time for communication champions to carry out their work developing.

IEP targets which are closely linked with EHCP targets (including communication and interaction targets) also demonstrate how the activities funded as part of the pupil premium strategy contribute to the achievement and good progress of students in this area.

	Autumn 2023			Spring 2024			Summer 2024		
	Met	Partially met	Not met	Met	Partially met	Not met	Met	Partially met	Not met
Year 7	61%	46%	2%	52%	41%	4%	59%	43%	3%
Year 8	61%	36%	4%	77%	22%	4%	75%	32%	3%
Year 9	58%	36%	5%	58%	35%	1%	67%	31%	2%
Year 10	69%	30%	1%	65%	30%	7%	68%	27%	7%
Year 11	72%	29%	1%	76%	24%	0%	81%	18%	0%
PWI	34%	37%	29%				59%	39%	6%

To improve attendance of disadvantaged pupils so that is at least 93% and in line with non-disadvantaged peers

In line with the national picture, absence levels continued to be a concern following the pandemic. While we did not achieve our original target of 93%, our attendance figure remained higher than Special Schools National average and Southampton average figure.

Statutory Attendance Statistics 2023/2024			
	Whole School (Years 7-11)	Disadvantaged	Non- Disadvantaged
Great Oaks	89.85%	89.01%	91.61%
Special School National Average*	87%	84.9%	88.9%

**Data from DfE, Pupil Attendance in Schools*

While we remain higher than the national attendance average for special schools, there remains a small gap in the absence levels for non-disadvantaged and disadvantaged students within the school. Raising attendance will continue to be a key aim of the school strategy moving forward.

To ensure disadvantaged pupils develop a range of life skills which prepare them for adulthood

Work in this area is a golden thread across the school curriculum. This work was recognised in by Ofsted when inspecting the school in November 2021 who recognised that students “ **are fully prepared for their adult lives** “

In our recent Ofsted Visit, (November 2021) OFSTED recognised the good work undertaken in this area **“They are fully prepared for their adult lives. .. To help pupils make informed choices about future placements, they take part in engaging and suitable activities.”**

Ongoing staff CPD, and the pastoral support on offer in the school contributes to the success in preparing students for adulthood.

All our Year 11 leavers secured appropriate college placements, and many undertook successful work experience placements which supported the development of independence skills. For those students who were unable to participate in offsite work experience a successful world of work fortnight was planned providing many opportunities to develop skills which prepare students for adulthood such as independent travel and visiting workplaces.

The school has continued to invest in a range of vocational opportunities with aim of raising students aspirations for potential work options and provides ideas and tasters of courses which they may undertake at college. This year we have ensured that students in Years 10 and 11 can select a vocational option which matches their interests and allows them to develop skills over time and secure an ASDAN qualification. Student voice indicates this has been useful in helping them to prepare them for college and think about future career options.

We have continued the work on developing our whole school careers strategy which is linked to the Gatsby Benchmarks ensuring that students are supported to understand and progress towards their next best step. This has included a range of meaningful encounters with employers as well as engaging in sessions to develop an understanding of being an employee.

To support students to develop their understanding of emotions and behaviour and develop their ability to self-regulate

A strong emphasis is placed throughout the school on supporting students to develop their skills to self-regulate their behaviour in response to their feelings. A strong programme of CPD is in place for the whole school and individual staff to develop their knowledge and understanding in this area as well as their skills when responding to distressed or dysregulated behaviours. This strong CPD programme has contributed to an increased confidence and skill of staff in recognising the communicative functions of behaviours, responding to behaviours which challenge and explicitly teaching and modelling skills to support self-regulation.

Our most recent Ofsted report (November 2023) recognised and celebrated the impact of our work in this area and highlighted the following strengths:

- *Relationships between staff and pupils are very strong. Staff care for pupils with respect and understanding. This helps pupils to have a strong sense of belonging and feel part of the school community.*
- *Pupils' behaviour is remarkable. Where needed, well-trained staff provide expert support to pupils, helping them to regulate their emotions with dignity.*
- *the school provides a safe and nurturing sanctuary for young people, from all walks of life, with a range of complex learning difficulties.*

Alongside these comments, our data analysis indicates a reduction in behaviour incidents over time for individual students as well as a trend of decreasing incidents over the course of the year. Spend in this area is highly effective will continue to be a key component of future Pupil premium strategies.

