

## Student premium strategy statement

This statement details our school's use of student premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged students.

It outlines our student premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of student premium had within our school.

### School overview

Detail	Data
School name	Purple Oaks Academy
Number of students in school	110
Proportion (%) of pupil premium eligible students	35%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	December 2022
Date on which it will be reviewed	Termly
Statement authorised by	Denise Williams
Student premium lead	Denise Williams
Governor / Trustee lead	Sarah Martin

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£45,440
Recovery premium funding allocation this academic year	-
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£45,440

## Part A: Pupil premium strategy plan

### Statement of intent

*Purple Oaks Academy strives to provide high quality learning opportunities and meaningful experiences through a broad, balanced and relevant curriculum for all students regardless of starting point. Our key drivers of communication, independence and self-regulation underpin everything we do within the academy and are purposefully chosen to support our students to become successful learners and members of the community. Whilst socioeconomic disadvantage is not always the primary challenge our students face, we recognise that disadvantaged students can face wider barriers which may impact on their learning*

*At Purple Oaks Academy we create a calm, supportive and purposeful learning environment which is carefully planned to meet the needs of our students. As an academy we are embedding the principles of TEACCH in to all that we do so that we are supporting the students' needs in relation to their autism through a carefully structured, visually organised environment where developing independence is promoted.*

### Challenges

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

Challenge number	Detail of challenge
1	<b>Aspirations:</b> We have found that students' experiences of the world around them have decreased significantly since the Covid-19 pandemic, resulting in limited enrichment opportunities. Disadvantaged students generally have fewer opportunities to experience enrichment opportunities outside of the academy.
2	<b>Communication:</b> The vast majority of students who attend Purple Oaks Academy have communication or speech and language difficulties. They need help to develop their skills to ensure that their wants and needs are heard in multiple settings and so that they can have a voice regarding their future. Additionally, many students are non-verbal or have limited language and all have social interaction difficulties. Students generally have language comprehension difficulties.
3	<b>Cognition and learning difficulties:</b> Most disadvantaged students have severe to significant cognition and learning difficulties as outlined in their EHC plans. Assessment tells us that students require support to develop their reading, writing and Maths skills so that they can apply these skills in their everyday

	lives. They also need support to develop their attention, ability to problem-solve and reason. Equally, they need to develop strategies to help them retrieve and recall information.
4	<b>Social and Emotional Difficulties / self-regulation difficulties:</b> Many disadvantaged students have social and emotional difficulties identified in their EHC plans. Many struggle to self-regulate and need to develop strategies to manage their sensory sensitivities so that they are ready to access learning.
5	<b>Family Support:</b> Support for the family in recognising and accessing services which are available to them to enhance their life experiences, as well as support for behaviour, attendance and medical needs.

### 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
The vast majority of students will make at least expected progress in English (reading & writing) and / or against their communication EHCP outcome.	Performance information (data) will show progress in reading and writing. Students' work will demonstrate that they are remembering and learning more and using their skills in a variety of contexts. Students' EHC targets will show that they are making progress with their communication
The vast majority of students will make at least expected progress in Maths and / or against their cognition and learning EHCP outcome.	Performance information (data) will show progress in Maths or cognition and learning. Students' work will demonstrate that they are remembering and learning more and using their skills in a variety of contexts.
Students will develop their personal and social skills including: <ul style="list-style-type: none"> <li>• Self-regulation</li> <li>• Social conversations</li> <li>• Social understanding</li> </ul>	A wide range of evidence will show that students have developed their personal and social skills. Specifically: <ul style="list-style-type: none"> <li>• Improved social communication</li> <li>• Improved self-regulation as demonstrated by reduction in behaviour incidents</li> <li>• Improved confidence and positive attitudes to learning</li> </ul> This will be seen through – learning walks and lesson visits
Increased student engagement in learning as well as a breadth of extra-curricular and enrichment activities.	Students entitled to PP will be financially supported to attend school trips/ residential. Log of extra-curricular and

	enrichment activities shows student's participation / attendance.
Increased support to parents and families, improving the access to services and ensuring that provisions in place for home and school to support learning and development.	<p>Parents report that they feel well supported and have enough information to support their child's development at home.</p> <p>Increased parental engagement results in student making progress either with academic learning or personal and social development</p> <p>Improved attendance for students with low attendance</p>
Increased opportunities for students to develop their communication including engagement, speaking and listening skills.	<p>SALT deployment will be supportive of classroom practice and ensure transferable structures and skills in place.</p> <p>SALT support will upskill staff working with students through additional training and impact will be seen on the attainment and communication skills of the students.</p> <p>Assessment data demonstrates that students have made progress with their communication / speaking and listening skills.</p>

### Activity in this academic year

This details how we intend to spend our student premium (and recovery premium funding) **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £23,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Training for staff so that they are knowledgeable in understanding students SEND – specifically increasing the number of staff trained to deliver synthetic phonics. Use SALT to deliver training in Intensive Interaction and Attention Autism to develop the skills of new staff and Early Careers Teachers.</p> <p>£10,000</p>	<p>By upskilling our staff in understanding students SEND they will be better equipped to support students' access to the curriculum as well as supporting their academic and personal development.</p> <p>Staff understanding of needs will support individualised instruction, behaviour strategies which will result in further engagement and increased learning opportunities.</p> <p>Synthetic phonics</p> <p>Phonics programmes are one element of helping children to read and improve their literacy skills. Read, Write Inc is a validated systematic synthetic phonics programme</p>	2, 4
<p>CPD for all staff in developing the teaching of phonics.</p> <p>Release time for lead teacher(s) to support/deliver cascade to other staff</p> <p>£12,560</p>	<p>During 2022-2023 the academy will be implementing and embedding a new approach to teaching phonics moving on from 'Letters and Sounds'. Following the research all staff will be offered training in how to deliver the programme.</p> <p>Phonics programmes are one element of helping children to read and improve their literacy skills. Read, Write Inc is a validated systematic synthetic phonics programme. Phonics is a supportive resource for many students when learning how to read and the DfE have stated that schools need to follow a systematic synthetic phonics programme to support learners. Phonic</p>	1, 2, 3

	approaches have been found to be consistently effective in supporting students to master the basics of reading, with an average impact of an additional five months' progress.	
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### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Supporting families with transport appeals to improve attendance</p> <p>Access to equine therapy, music tuition (including instruments), Snack provision, laptops for home- learning and residential costs</p> <p><i>£22,467.18</i></p>	<p>Ongoing issues with families having to transport students themselves leads to an impact on attendance and punctuality.</p> <p>Enrichment activities are essential components of supporting the development of the whole child and equipping them with the skills necessary to prepare them for adulthood. We offer a range of array of enrichment activities at the academy to engage and develop our students, ensuring the curriculum drivers - of independence, communication and emotional regulation - are at the forefront of that offer.</p>	1, 4, 5
<p>Commissioned specialist Occupational Therapist and assistant working with staff to develop skills in delivery of specialist techniques</p> <p>Implementation of a sensory regulation activities designed to meet individual students.</p> <p>£2,000</p>	<p>Occupational therapy intervention is proven to impact on improving the communication, interaction skills and motor functions.</p> <p>Students are more regulated following intervention which reduces anxiety and increases these student's opportunities to thrive and achieve.</p>	4

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

Budgeted cost: £ 6,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Family Support workers to support parents and families by providing a variety of approaches including “remote support”.</p> <p>Increasing the number of family support works so that EHAs can be offered to all families where attendance is a concern.</p> <p>Increasing the working time of family support workers to include holidays so that all parents where a child is vulnerable receive contact during periods of school closure.</p> <p>Offering autism specific parent course to support families in supporting their children.</p> <p>£6000</p>	<p>Data from parent voice activities including during Annual Review meetings shows us that parents and more engaged when they have ‘regular’ contact with a known member of staff. EEF research identifies the average impact of the Parental engagement approaches is about an additional four months’ progress over the course of a year.</p>	5

**Total budgeted cost: £ 45,440.00**

**Part B: Review of outcomes in the previous academic year**

**Student premium strategy outcomes**

This details the impact that our student premium activity had on students in the 2021 to 2022 academic year.

*If last year marked the end of a previous student premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?*

- Increased engagement with community and families now providers and other venues are returning to normal and access is more feasible.
- Increase in number of students meeting/exceeding 95% attendance target.
- Interventions in Maths, reading and writing seeing a return to pre-pandemic levels of engagement and achievement

**Externally provided programmes**

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

Programme	Provider



**Further information (optional)**

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