

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Cherry Oak School
Number of pupils in school	112
Proportion (%) of pupil premium eligible primary pupils	77% (69/112)
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2021-24 Year 1 2021-22
Date this statement was published	November 2021
Date on which it will be reviewed	March 2022
Statement authorised by	Ross Ashcroft
Pupil premium lead	Lead: <i>Ross Ashcroft</i> Deputy Lead: <i>Jacqui Hana-Jones</i>
Governor / Trustee lead	Anne Ellis

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	<b>£92,805</b>
Recovery premium funding allocation this academic year	<b>£20,010</b>
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	<b>£664.60</b>
<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	<b>£112,815</b>

## Part A: Pupil premium strategy plan

### Statement of intent

Our aim is to ensure that our pupils are not disadvantaged as a result of their disabilities and socioeconomic context. We believe that with the correct support all pupils can achieve their full potential, as long as the provision meets their needs identified on their EHCP.

This statement of intent aims to recognise that the needs of our children are diverse, we recognise that there is no uniform profile for children eligible for Pupil Premium and as such, assign funding in a variety of ways to meet the needs of our children. In the year 2021-2022, we have used research led approaches to the allocation of Pupil Premium combined with our in-depth knowledge of our children. In order for children to achieve their full potential there needs to be a holistic approach to teaching and learning. We treat each and every child as an individual and are fully committed to ensuring they have every opportunity to thrive and succeed.

Our ultimate objectives are to:

- Remove barriers to learning created by poverty, family circumstance, and background
- Narrow the attainment gaps between disadvantaged pupils and their no disadvantaged counterparts.
- Ensure pupils are able to read to a level where they have good understanding, and are able to access the breadth of the curriculum
- Develop confidence in their ability to communicate effectively in a wide range of contexts
- Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- Access a wide range of opportunities to develop their knowledge and understanding of the world

Our Context:

Our school serves one of the most deprived cities nationally. Birmingham suffers from high levels of deprivation, with 43% of the population living in Lower Super Output Areas (LSOAs) in the 10% most deprived in England, and 51% of children (under 16s) living in the 10% most deprived areas.

Using the rank of average scores measure Birmingham is ranked the 7th most deprived local authority in England. The city is also the most deprived authority in the West Midlands Metropolitan area, and ranked the third most deprived English Core City after Liverpool and Manchester.

Weoley & Selly Oak, the ward where Cherry Oak is located, saw a significant increase in their relative deprivation rankings between 2015 and 2019.

Achieving our objectives:

In order to achieve our objectives and overcome identified barriers to learning we will:

- ☐ Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching
- ☐ Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1 tuition

- ☐ Target funding to ensure that all pupils have access to trips, residentials, first hand learning experiences
- ☐ Provide opportunities for all pupils to participate in enrichment activities including sport and music
- ☐ Provide appropriate nurture support to support pupils in their emotional and social development.

## Challenges

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

Challenge number	Detail of challenge
1	<p><b>Hidden disabilities:</b></p> <p>A vast majority of our pupils may not strike people as children with additional needs. Many of our pupils may present as very able, when in fact they are far more complex in terms of cognition, behaviour, and sensory processing.</p> <p>This means many of our pupils require additional, and often intensive support to ensure that their needs are managed.</p>
2	<p><b>Communication difficulties:</b></p> <p>The vast majority of our pupils have a significant degree of language and communication needs. Many require a specialist total communication approach, with individualised ALD's (alternative language displays) embedded throughout their time both at school and within their wider community. They need staff skilled in assessment and in using both high- and low-tech resources to be able to access learning.</p>
3	<p><b>Cognition and learning difficulties:</b></p> <p>All pupils have some degree of learning need and require individualised teaching pathways with adapted and highly differentiated resources and learning outcomes.</p> <p>Pupils are working well below expected standards in their reading, writing and maths skills, the curriculum needs to be appropriate to meet the very wide range of learning needs across the school.</p> <p>Pupils need to be provided with learning opportunities that motivate them and give them high aspirations for their futures.</p> <p>Our data report for 2020-21 indicated some inconsistencies across the school in the writing and reviewing of shared goals, and Reading across Key Stage 1 &amp; 2.</p>
4	<p><b>Sensory needs:</b></p> <p>We have many pupils with sensory and multi-sensory needs, in addition to other cognitive disabilities. As a result, pupils need creative staff who know them well and to provide appropriate, sensory resources and activities to meet their own individual needs. This is especially important as well managed sensory integration sessions have shown positive effects on behaviour and engagement for selected pupils.</p> <p>Appropriately focussed (e.g. on specific sense) sensory environments are also essential for these pupils within the familiarity of their class and staff team.</p>
5	<p><b>Mental health needs due to COVID:</b></p> <p>Over the past 2 years we have seen a steep surge of students requiring mental health and wellbeing support, particularly post COVID. Some of our pupils this year had suffered bereavements, such losses of people their own age is something that pupils in</p>

	<p>mainstream setting would experience only very rarely. Some of our pupils are very aware of their own health needs and also when these are declining, which is a cause of real distress for the pupils, their families and friends at school who are aware of this. We have also seen difficulties in pupils seeing and spending time with parents if they separated. This has been a difficult for our pupils to understand and has felt like a loss. Whereas mainstream peers, might be able to continue communicating with the separate parent through phone calls, videos, or letters. Unfortunately, many of our pupils struggle to access these due to their cognitive difficulties.</p> <p>All pupils have had some degree of disruption to their learning, and a lack of social contact with their friends, whereas some are able to communicate through social media, which leave some pupils vulnerable in other ways. However, for the majority of our pupils this is not possible, leaving them very isolated.</p>
6	<p><b>Attendance:</b></p> <p>Cherry Oak we have higher than national average attendance. However, we have a higher than average rate of persistent absences. This is especially prevalent in our disadvantaged pupils.</p>
7	<p><b>Lack of opportunity:</b></p> <p>For some pupils to engage with life experiences outside of school, due to their family circumstances, inappropriate housing, having siblings who are also disabled and community access issues and inadequate local services.</p>
8	<p><b>Deprivation:</b></p> <p>As mentioned above, many of Cherry Oak pupils live across Birmingham, which is the 7<sup>th</sup> most deprived local authority nationally, and the 3<sup>rd</sup> most deprived core city.</p> <p>Deprivation impacts our pupils with respect to; low household income, parental unemployment, lack of attainment, health deprivation, local crime, poor housing and other key services, and poor air quality.</p>
9	<p><b>Failing Local Authority:</b></p> <p>In the Ofsted and CQC Local Area SEND inspection of Birmingham Local Authority in May 2021, it was found to have made progress in addressing only one of the 13 significant weaknesses identified at the initial statement of action issued in September 2018.</p> <p>For our pupils this has impacted in a number of ways in particular; poor transition for some of our pupils who join us, including our year 6's who left us, pupils not feeling their views have been considered at a local level, parent feeling they do not know how to access support or advice, waiting times are too long by therapists and professionals, persistent absence amongst SEND pupils is too high, not enough young people with SEND are entering employment or supported employment.</p>

## 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
1. To make sure communication development is prioritised by developing Speech & Language Therapy (SaLT) approaches, deliver assessments, interventions and support across the school.	<ul style="list-style-type: none"> <li>Teachers will have increased confidence to deliver individualised communication programmes, and be supported in doing so.</li> <li>Pupils will have been reviewed and interventions put in place and targets achieved.</li> <li>The team will have worked closely with NHS staff, ensuring referrals and emergency referrals are as efficient as they can be.</li> <li>Families will have been supported with implementing targets and strategies at home.</li> <li>Pupils will have the tools they need to communicate</li> <li>Develop our own objects of reference using a 3D printer.</li> </ul>
2. To ensure that no group is disadvantaged in accessing quality teaching during any periods of home learning.	<ul style="list-style-type: none"> <li>Pupils will have continued with Maths and English intervention virtually and made good progress towards, or met their targets.</li> <li>Pupils will have home learning packs to take home, or delivered quickly in the event of COVID related absence, and have appropriate resources based on their needs and abilities, including individually planned learning on Education City, where appropriate, following teacher training.</li> <li>Learning packs will mean that learners will have the best access possible online lessons and home learning.</li> </ul>
3. To ensure that subject leaders have increased subject knowledge to further develop their curriculum, become aware of challenges for learning.	<ul style="list-style-type: none"> <li>Teachers will have confidence and appropriate resources to deliver the new 2<sup>nd</sup> draft of Exploring Connections curriculum.</li> <li>Pupils will have made at expected progress against their subject targets using the newly developed Cherry Oak Developmental Levels.</li> </ul>
5. To ensure that staff, through rigorous assessment, and highlighting areas where pupils have fallen behind, areas of weakness or concern, and that appropriate interventions for maths, English, Reading and Engagement are put into place promptly.	<ul style="list-style-type: none"> <li>Pupils will have been assessed accurately against the newly developed Cherry Oak Developmental Levels, using the 10 point scale.</li> <li>Shared goals would have been written for all learners based on their barriers to learning.</li> <li>Areas of concern and next steps would have been identified through this and progress meetings and specific targets put in place by the intervention team.</li> <li>Timely intervention, and clearly set timelines and recording, will mean that more of our disadvantaged pupils will benefit from 1:1 intervention.</li> <li>Interventions recorded in IRIS adapt</li> <li>Pupils will have met their English intervention targets and their in-year school targets in English.</li> <li>Pupils will have met their Maths intervention targets and their in-year school targets in Maths.</li> </ul>

<p>6. To ensure that pupils have access to high quality and specialist resources to be able to access all aspects of the curriculum</p>	<ul style="list-style-type: none"> <li>• Our sensory learners will have shown their developing engagement, through the targeted use of appropriate sensory resources and approaches.</li> <li>• Where pupils have a specific learning need they will have been supported to access learning through a specialist resource.</li> <li>• Every aspects of the curriculum matched to resources in the resource room, or alternative cupboard.</li> </ul>
<p>7. To ensure that we support the mental health of our disadvantaged pupils in an appropriate and timely manner to meet their needs.</p>	<ul style="list-style-type: none"> <li>• Staff will have developed their own knowledge of the mental health first aid, and have a greater understanding of which pupils might benefit from support and/or sign posting.</li> <li>• The educational psychologist will have worked with individuals, staff and parents to support specific issues, put plans into place and written supporting reports. We will have seen the impact of these on e.g. behaviour, attendance, change to a more suitable placement, gaining additional support in school.</li> <li>• We will have selected and trained pupils on student council to promote anti bullying approaches throughout school.</li> </ul>
<p>8. To ensure good attendance of those eligible for pupil premium through close school monitoring and a targeted approach to swiftly deal with concerns as they arise</p>	<ul style="list-style-type: none"> <li>• Our family support team will have supported individual families on action plans for attendance, and attendance will have shown rapid improvement.</li> <li>• Pupil outcomes will be better for this group than in previous years.</li> <li>• Rewards system set up for improved attendance</li> </ul>
<p>9. To ensure that school led tuition is provided to those students who fell behind their expected English and Maths targets, with a specific focus on Reading.</p>	<ul style="list-style-type: none"> <li>• Pupils will have been targeted for 1:1 or very small group tuition.</li> <li>• To increase levels engagement and attitudes towards reading across school, ensuring that early reading and phonics are a prioritised so that at least 90% of Key Stage 1 &amp; 2 pupils achieve their targets (For those are not, interventions are in place as soon as it is picked up).</li> <li>• Online RWI and Numicon resources purchased and used to support interventions.</li> </ul>
<p>10. To provide opportunities to develop leadership at all levels for our pupils, and develop their sense of self-worth and self-esteem, through meaningful role development and training, and have the opportunity to achieve, shine and become role models and leaders.</p>	<ul style="list-style-type: none"> <li>• Pupils will have become leaders, spokespeople and role models to their peers, and developed their own confidence, communication skills and leadership skills in taking part in school council, attending SLT, and other confidence building activities.</li> </ul>

## 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: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve the quality of reading provision in KS2 by making sure phonics lessons are accessible to all cognitively able pupils but who are struggling to participate in a group teaching session. (Ofsted action, 'ensure all pupils access frequent opportunities to learn the right phonics')	<ul style="list-style-type: none"> <li>Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners as they begin to read. We use phonics approaches through all year groups due to our learners having additional needs, including severe learning difficulties and ASD. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches). The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written. <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/</a></li> <li>EEF guidance on <a href="#">Phonics – Mastering the Basics of Reading</a> "The explicit and systematic teaching of phonics aims to quickly ingrain word recognition and spelling by developing pupils' ability to hear, identify and manipulate phonemes (the smallest unit of spoken language). It also teaches them the relationship between phonemes and the graphemes (written letters or combinations of letters) that represent them."</li> <li>Through evidence-informed, balanced provision, schools and teachers can ensure that pupils experience a range of language and literacy experiences to develop their ability to read and understand written texts in various forms</li> <li><a href="#">The Reading Framework - Teaching the foundations of literacy</a> "Children who become engaged in reading can make huge progress in their literacy development simply through their independent reading, whatever the nature of their early experiences."</li> </ul>	1, 2, 3, 4
Training for new members of staff (including intervention staff) on the delivery of 'Read, Write, Inc' phonics and reading books, ensuring staff have appropriate resources and reading books to teach	<ul style="list-style-type: none"> <li>EEF guidance on <a href="#">Phonics – Mastering the Basics of Reading</a> "The explicit and systematic teaching of phonics aims to quickly ingrain word recognition and spelling by developing pupils' ability to hear, identify and manipulate phonemes (the smallest unit of spoken language). It also teaches them the relationship between phonemes and the graphemes (written letters or combinations of letters) that represent them."</li> </ul>	1, 2, 3, 4



reading effectively for our emergent and conventional readers.	<ul style="list-style-type: none"> <li>Through evidence-informed, balanced provision, schools and teachers can ensure that pupils experience a range of language and literacy experiences to develop their ability to read and understand written texts in various forms</li> <li><a href="#">The Reading Framework - Teaching the foundations of literacy</a></li> <li>"Children who become engaged in reading can make huge progress in their literacy development simply through their independent reading, whatever the nature of their early experiences."</li> </ul>	
<p>Further develop pastoral and behaviour support provision in school.</p> <p>To ensure that children are supported in a holistic approach that allows them to be ready to access the curriculum and achieve the best possible outcomes.</p>	<p><a href="https://www.traumainformedschools.co.uk/">https://www.traumainformedschools.co.uk/</a></p> <p>There is evidence that appropriately trained and supported staff, teachers, teaching assistants can achieve results comparable to those achieved by trained therapists in delivering a number of interventions addressing mild to moderate mental health problems</p>	5, 7, 8
Speech therapist and communication team, staff support sessions.	<ul style="list-style-type: none"> <li><a href="#">Engaging multiple stakeholders to improve speech and language therapy services in schools: an appreciative inquiry-based study</a></li> <li>"The ideal service, according to parents and practitioners, considers the classroom environment when determining the needs of the child. The focus of interventions and the outcomes which are measured by such a service are not just related to clinical outcomes, but also to social interaction"</li> <li>"The children also described their ideal classroom setting as one where they were given the autonomy to make choices about their learning and where they were enabled to participate. For them, participation meant being able to contribute to the co-production of ideas."</li> <li><a href="#">Communication for the Early Years : A Holistic Approach</a></li> <li>"Communication is seen as closely interwoven with and interdependent on all areas of development and best understood when considered as a part of the whole"</li> <li><a href="#">Principles and Values of Children's Care, Play, Learning and Development (0-19 years of age)</a></li> <li>"The childcare worker must develop communication skills in order to work effectively with children, parents/carers, colleagues and other professionals. Good communication skills help with effective interaction."</li> </ul>	1, 2, 3, 9
Developing staff CPDL videos in order to share good practise with our interventions, including; sensory integration, Intensive Interaction, Attention Autism, and more formal maths and English interventions.	<ul style="list-style-type: none"> <li><a href="#">The principles of effective CPD programmes</a></li> <li>"CPD should be sustained, revisited and iterative over a period of time." This lends itself well to the idea of having easily accessible videos to be watched and shared, as required throughout the year.</li> <li><a href="#">Standard for teachers' professional development (DfE)</a> states "Professional development should be underpinned by robust evidence and expertise" and "Professional development should include collaboration and expert challenge."</li> <li><a href="#">Effective Professional Development</a> report from <b>EEF</b> states that "promoting effective professional development (PD) plays a crucial role in improving classroom practice and pupil outcomes"</li> <li>Professional development should also "effectively build knowledge, motivates staff, develops teaching techniques, and embeds practice." We know that staff will have the motivation to</li> </ul>	1, 2, 3, 4

	watch learning taking place in school, with known children and built on expertise from across the school.	
Training for new members of staff (including intervention staff) on the delivery of 'Numicon', ensuring staff have appropriate resources and knowledge to teach Mathematics effectively.	<ul style="list-style-type: none"> <li>• New maths curriculum in school will need to be continually reviewed and refined, supported with suitable resources, and implemented well.</li> <li>• <a href="#">Ofsted's own research into Mathematics</a> has shown that "Within these powerful mathematics education systems, the textbooks, teacher guides and workbooks are seen as a vital part of the infrastructure for efficiently transmitting subject knowledge and subject-pedagogical knowledge to new generations of pupils and teachers."</li> </ul>	1, 2, 3, 4
Educational Psychology advice and guidance for staff teams dealing with pupils with challenges.	<ul style="list-style-type: none"> <li>• Ormrod (2016) <a href="#">Educational Psychology: Developing Learners</a> states that "Research consistently indicates that the quality of teacher– student relationships is one of the most important factors— perhaps the most important factor— affecting students' emotional well-being, motivation, and learning."</li> <li>• <a href="#">Kirschner and Hendrick (2020)</a> report that Educational Psychologists can support external factors such as environmental conditions, teacher instruction and modelling and peer/parental influence. All of these have an impact on the student's ability to learn and for self-regulation.</li> <li>• The school has an excellent relationship with the link Ed Psych and there have been excellent examples of previous successes in supporting students to engage and remain in education, especially following the disruption following Covid-19.</li> </ul>	5, 6, 9
Resources to develop sensory and work bags for classes for pupils needing to isolate or during school closure.	<ul style="list-style-type: none"> <li>• There are many sources of evidence to support the benefits of sensory bags and how they impact positively on outcomes. <a href="#">Chaos and Clutter</a> state that "Sensory bags allow children to explore, discover, imagine, create, and learn while engaging many of their senses" and "Sensory bags are portable so they can be brought with you".</li> <li>• <a href="#">Goodstart Early Learning</a> state that this is "an important part of early childhood development, and providing opportunities for children to actively use their senses as they explore their world through 'sensory play' is crucial to brain development."</li> <li>• Following the closures in 2020-2021 we are being proactive in building our resilience for future closures or times when children are unable to attend school due to self-isolation. This will ensure that learning is 'ready to go' and aligns to the DfE statutory guidance for schools for remote learning.</li> </ul>	4, 8
Subject Peer reviews in collaboration with Victoria School, Birmingham Diocesans Multi-Academy Trust, Birmingham Educational Partnership, Pens Meadow School, and Selly Oak EYFS forum.	<ul style="list-style-type: none"> <li>• School peer reviews are a form of internal school evaluation, driven by schools rather than externally imposed. Schools collaborate with other schools in networks, collect data through self-evaluation and in school review visits, and provide feedback, challenge and support to each other.</li> </ul>	9

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

Budgeted cost: £62,925

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted 1:1 and small group Maths and English (reading/phonics) Interventions with HLTA and Intervention TA's.	<ul style="list-style-type: none"> <li>EEF research on '<a href="#">Teaching Assistant Intervention</a>' shows that "targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact" and "high quality communication between teaching assistants and classroom teachers is likely to support good implementation of teaching assistant interventions." There is a +5 month benefit to targeted support, as opposed to class based TA interventions.</li> <li>Previous experience of HLTA in post has shown a positive impact on children's learning in school. This has supported both online and in school learning during the past year.</li> <li>SecEd have <a href="#">published an article</a> that states interventions "should be both within and beyond the classroom and should be timely and appropriate to the specific skills gaps and needs of individual learners."</li> </ul>	1, 2, 3, 4
Speech therapy interventions 1:1 and small group sessions.	<ul style="list-style-type: none"> <li>As discussed above, interventions are successful when well-planned and targeted, as is the case with the Speech Therapist. There is also a lot of evidence to show how important it is for SaLT to be involved in planning learning opportunities in school.</li> </ul>	2
Sensory integration interventions 1:1 and small group sessions.	<ul style="list-style-type: none"> <li>Goodstart Early Learning state that this is "an important part of early childhood development, and providing opportunities for children to actively use their senses as they explore their world through 'sensory play' is crucial to brain development."</li> <li>Because sensory integration difficulties can co-occur with other diagnoses (including autism, ADHD, OCD, genetic syndromes and learning disabilities), as well as with no other diagnosis at all, it's difficult to put an exact figure on the prevalence.</li> <li>One 2009 *study, found that 1 in every 6 children has sensory processing issues that make it hard to learn and function in school. Other studies have found that **66% of autistic children (65-90% of autistic children, depending on the research study), and 32% of children with special education needs (who were not autistic) show definite differences in sensory behaviours.</li> </ul>	1, 4, 7, 9

	<ul style="list-style-type: none"> <li>• More recently, a 2020 paper*** found that sensory processing difficulties predicted executive and cognitive dysfunctions in inhibitory control, auditory sustained attention, and short-term verbal memory in autistic children within a school context.</li> </ul> <p>*<a href="#">Ben-Sasson A, Carter AS, Briggs-Gowan MJ. Sensory over-responsivity in elementary school: prevalence and social-emotional correlates. J Abnorm Child Psychol. 2009 Jul;37(5):705-16. doi: 10.1007/s10802-008-9295-8. PMID: 19153827; PMCID: PMC5972374.</a></p> <p>** <a href="#">Green D, Chandler S, Charman T, Simonoff E, Baird G. Brief Report: DSM-5 Sensory Behaviours in Children With and Without an Autism Spectrum Disorder. J Autism Dev Disord. 2016 Nov;46(11):3597-3606. doi: 10.1007/s10803-016-2881-7. PMID: 27475418.</a></p> <p>*** <a href="#">Gemma Pastor-Cerezuela, Maria-Inmaculada Fernández-Andrés, Pilar Sanz-Cervera, Diana Marín-Suelves, The impact of sensory processing on executive and cognitive functions in children with autism spectrum disorder in the school context, Research in Developmental Disabilities, Volume 96, 2020, 103540, ISSN 0891-4222, https://doi.org/10.1016/j.ridd.2019.103540</a></p> <p>The US-based Frank Porter Graham Child Development Institute, who lead the National Clearinghouse on Autism Evidence and Practice, have published an updated systematic review of literature related to interventions for individuals with autism spectrum disorder (ASD). The '<a href="#">Evidence-Based Practices for Children, Youth, and Young Adults with Autism Spectrum Disorder</a>' report now recognises sensory integration therapy, specifically Ayres Sensory Integration, as evidence-based practice.</p> <p>There are several research studies that provide evidence that clinic-based sensory interventions, in particular Ayres Sensory Integration Therapy, may help families achieve their individual goals for their child. Here is a selection:</p> <ul style="list-style-type: none"> <li>• <a href="#">Sensory Integrative Based Occupational Therapy and Functional Outcomes in Young Children With Pervasive Developmental Disorders: A Single Subject Study</a></li> <li>• <a href="#">An Intervention for Sensory Difficulties in Children with Autism: A Randomized Trial</a></li> <li>• <a href="#">The Effects of Occupational Therapy With Sensory Integration Emphasis on Preschool Age Children With Autism</a></li> <li>• <a href="#">Effectiveness of Sensory Integration Interventions in Children With Autism Spectrum Disorders: A Pilot Study</a></li> <li>• <a href="#">Systematic Review of Sensory Processing in Preterm Children Reveals Abnormal Sensory Modulation, Somatosensory Processing and Sensory-Based Motor Processing</a></li> </ul>	
Top up funding for School Led tuition – Intervention Teaching Assistant x 2	<ul style="list-style-type: none"> <li>• The flexibility of hours and support available through the in-school grant, ensures that our students can learn and receive a suitable level of support. <a href="#">Individualised instruction</a> from EEF, states that “Individualised instruction can be an effective</li> </ul>	1, 2, 3, 4, 5, 8

<b>Tutoring Grant</b> <i>Route three: School-Led Tutoring</i>	approach to increasing pupil attainment” and “Small group learning might be another promising approach to meeting differing learner needs without reducing the total amount of teaching time that pupils receive.”. This will form part of the intervention role and allocation of funds (25%) used to top up the grant from DfE.	
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### Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £21,821

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supporting pupils' behaviour and mental health through our school Educational Psychologist.	<ul style="list-style-type: none"> <li>See section one above, in relation to the benefits and research that promote the use of partnership working and improved outcomes with Education Psychologists.</li> </ul>	5
Family support worker and liaison worker, to focus on attendance and wellbeing of pupils and their families.	<ul style="list-style-type: none"> <li>See research above in regards to improving attendance for pupils and the benefits to outcomes against learning.</li> <li><a href="#">Father Hudson's</a> states the importance of family support as being that which: <ul style="list-style-type: none"> <li>motivates parents to bring about change</li> <li>strengthens relationships within families</li> <li>promotes children's wellbeing and resilience.</li> </ul> </li> <li><a href="#">EEF research</a> suggests that “There is good evidence that parental engagement is important for learning outcomes.”</li> </ul>	6, 7, 8, 9
Funding year 6 outwards bounds residential	<ul style="list-style-type: none"> <li>See research above in regards to emotional support and wellbeing in education and the positive impact that this has on learning outcomes and self-motivation.</li> </ul>	6, 7, 8

**Total budgeted cost: £104,746**

*(with a £8,733.60 remaining for emergency contingency)*

## 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 2020 to 2021 academic year.

#### 1. To provide 11 hours per week (1 day) of Speech and Language Therapy support

- LLy guides the communication team through whole school reviews twice a year where every pupil attending Cherry Oak is discussed in detail. This ensures that every pupil is receiving the appropriate level of SaLT support at all times. Following on from these reviews LLy provides individual assessment and target setting for identified pupils who need specialist support. Due to bubble restrictions, staff and pupil absence intervention groups have not started this year. LLy has worked closely with the class teams of those pupils needing support to ensure that they are targeting their needs in the classroom.
- LLy spends time each year developing the whole school communication environment. This year looking at addressing gaps in OOR and troubleshooting some of the temporary AAC we have up in school that is often lost or damaged (tap boards). She over sees the the resourcing and monitoring of communication resources in the environment which is managed by the communication HLTA and the two curriculum champions. This ensures that every pupils is able to communication affectively at their current level as well having their opportunity to develop their communication skills further. As part of this environmental development LLy provides regular staff training both on a whole school, class by class or individual basis. This year a whole school training package was delivered over two directed times on communication books.
- Lly spends a portion of time at the start of each new school year working closely with the early years team. She will baseline and carry out initial informal assessment of all new starters. This ensures that we have a baseline logged on our SaLT tracking sheet and progress made between then and the first review in October is captured and celebrated with families.
- LLy spends time liaising with families to support SaLT programs provided by school and NHS services. She also provides support to families who have anxiety regarding their child's SaLT needs. Due to current restrictions this support is offered remotely via phone calls.
- LLy supports MDTs for identified pupils who are hoping to access VOCAs, we have two pupils working through this application process this year. This is in the form of supporting the class team and attending meetings where necessary. This will lead to the introduction of a robust language system for these pupils which will greatly enhance their ability to engage in all areas of school life. Giving these pupils a voice will ensure that they are more active communication partners for the verbal pupils in their peer group.
- Lly has spent time this year writing a new communication curriculum for our Explorers pathway and the corresponding assessment package. This will ensure continuity in the teaching of communication across the school and maps a clear sequential learning pathway for all children cherry Oak pupils.

#### 2. To provide 6 days' worth of intervention from HLTA's, Commination, Physiotherapy, Behaviour, Sensory

- These roles have been absolutely invaluable in supporting pupils across the whole school and their families. It means that that the school can meet pupil objectives from their EHCP in the following areas, communication, physiotherapy, behaviour, sensory.
- Targets identified by class teachers and centralised through the intervention team. COVID did affect the attendance at a number of sessions, and some of the sessions were remote for some of our pupils.

#### 3. Sensory Integration Teacher 1 day a week to be responsible for sensory Integration practices, training and knowledge.

- Our sensory integration specialist teacher has provided direct 1:1 therapy using specialised equipment and provision of a sensory diet and sensory based therapeutic activities for each child that requires additional support.
- Introduced morning sensory integration sessions, with withdrawal sessions in the hall for the most in need
- Impact of this work has resulted in low levels of behaviour, and huge reduction of physical interventions.

#### **4. To provide 2.25 hours a week of Level 2 Arts Project Lead.**

- Pupil were targeted for therapeutic Drama sessions, to support their mental health, wellbeing and PSHE / RHE themes e.g. bullying, relationships

#### **5. To provide 3.5 days (17.5 hours) a week of our Family Support Worker.**

The impact of having a family worker is as follows:

- Improved attendance for identified pupils
- Efficient referrals to outside agencies to facilitate multi-professional support
- Targeted support for addressing short term family needs
- Contribution to CIN, CP, CIC, LAC reviews and PEP meetings.
- Supports the food voucher system
- Signposting to other appropriate services: CERS, Cerebra sleep clinic, Mencap
- Liaising with social workers and NHS services-physio/ nursing/ OTs,
- Support families with housing, house adaptations and referrals for extra support at home
- Referring for mental health, and bereavement counselling, and supporting with transport issues
- Letters of support for housing.
- Behaviour support in the home, liaising with school staff to gain resources for their child to us at home.
- Advice on carers assessment, direct payments
- Filling in DLA forms and charity applications.
- Running parents' groups and bespoke autism course designed by teacher JHJ and FW
- Has made a "services directory" which is constantly updated and on website for parents to assess all signposting and useful services.
- Contact siblings' schools or previous schools for information sharing when needed.
- Take pupil files and safeguarding records to pupils' new schools when needed.

30 different children have accessed support since September at least once, some families have had several types of support so far. Database kept will all support given and families worked with. Updated regularly.

The Family Support Worker is also one of the Designated Safeguarding Leads and is a core member of the school's safeguarding team. During lockdown, she was key in ensuring all families had continual communication from the school. She was able to refer families in need to charities, bursaries and food banks.

Overall, the family support workers impact is shown in how our most complex families are able to cope, attend school, stay safe from harm and ultimately have a fighting chance.

#### **6. Support for breakfast club**

The support member of staff for breakfast club was supported by:

- Dedicated kitchen staff to support making of breakfast
- Tutor time built into timetables so learning is not impacted

Breakfast clubs that offer pupils in primary schools a free and nutritious meal before school can boost their reading, writing and maths results by the equivalent of two months' progress over the course of a year, according to the results of a randomised controlled trial published by the Education Endowment Foundation (EEF). It was difficult to show impact of this initiative due to COVID-19 pandemic, and data was affected by the periods of lockdowns

#### **7. Theatre (Open Theatre and Hippodrome Education Network)**

- Expression and drama sessions provide a safe and encouraging atmosphere to support pupils whose barriers to learning are connected to lack of confidence and poor communication.
- The Theatre Practitioner from Open Rep worked with pupils across the school, including those with complex needs and sensory processing needs.
- Pupils have the opportunity to work with the theatre practitioner developing their engagement, taking opportunities to communicate and develop confidence and self-expression through drama and movement. Children experiencing trauma and anxiety have an outlet in which they can use express themselves and to calm when feeling anxious. They learn self-calming strategies that help them to access learning and social contact more effectively.



- Staff gain a greater understanding of the benefits of drama and expression through observation of sessions and can implement some of the supports throughout the school day as needed.

## 8. To provide Educational Psychology services for the school.

- Our Educational psychologist has worked to support a number of pupils this year, particularly with behavioural and sensory issues, and worked with both families and the staff to offer programmes of support. She has supported the school in applications for ESN funding, change of placement, transition and pupils out of school, and at risk of being NEET
- She also supported parents with strategies and this really had a positive impact on the pupils she worked with.
- The EP contributes to in-depth assessment of pupils and provides advice to staff on how to meet individual needs, support behaviour and build self-esteem.
- She supports EHCP reviews where required. She works with staff teams to develop effective practice and contributes to ESN funding submissions and other meetings.
- She provided support to families during lockdown that school identified as referred

## 9. RWI Home Reading Books

- Large-scale reviews of the effectiveness of reading interventions in the United Kingdom, the United States, and Australia have shown that phonics instruction is significantly more effective than nonphonics approaches for teaching reading (Chambers, Cheung, & Slavin, 2015; Torgesen et al., 2006; NICHD, 2000; Australian Government, Department of Education Science and Training, 2005). In the United Kingdom, the Rose Report underscored specifically that the most effective kind of systematic phonics approach is synthetic phonics (Rose, 2006).
- Read Write Inc. Phonics is taught to children learning to read from Reception – Year 4 – Which is Cherry Oaks demographic equivalent reading ages.
- In Key stage 1, 100% of connectors pupils exceeded their targets in reading. However, in Key Stage 2, 0% exceeded their targets in reading. We feel this relates to the lockdowns due to COVID. Key Stage 2 pupils received RWI for the first time and with several disruptions failed to secure the learning to their long-term memory.
- Explorers groups had an adapted RWI approach, which merged with Attention Autism. Here we saw increases in progress we have not seen in previous years related to reading.

## 10. Numicon (Training and Resources)



Numicon helps children to use mathematical vocabulary to explain their mathematical thinking

A research study was commissioned to find out in more detail how teachers were using Numicon and how they perceived its impact on children's mathematical learning. The study found that of the 245 UK primary teachers who took part:

- 97% of respondents agree or strongly agree that it helps pupils improve their use of mathematical language and vocabulary
- 99% perceive that it helps children think and communicate mathematically
- 98% report gains in developing fluency, reasoning and problem solving skills
- 69% of respondents perceive the Numicon apparatus to be very effective at helping pupils develop their mathematical communication and use of mathematical language

Numicon was brought in at the end of the academic year and hence too soon to see full effects of impact yet. However, early signs have shown good progress in mathematics in both connectors and explorers groups.

## 11. Homework – online subscriptions

Pupils and parents were able to access remote learning in their own time, reducing the need to attend remote live lessons if it caused anxiety or behaviour issues

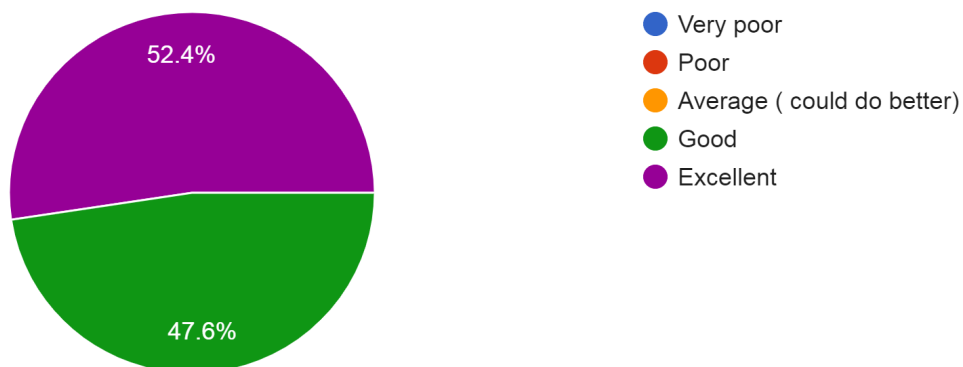


### 12. ICT equipment for home learning

- Pupils were able to access remote learning through lockdowns. Parental feedback shows that 52.4% of the live remote lessons were excellent and 47.6% said they were good.

What was the quality of the live zoom sessions?

21 responses



### 13. Food for breakfast club

- Breakfast clubs that offer pupils in primary schools a free and nutritious meal before school can boost their reading, writing and maths results by the equivalent of two months' progress over the course of a year, according to the results of a randomised controlled trial published by the Education Endowment Foundation (EEF). It was difficult to show impact of this initiative due to COVID-19 pandemic, and data was affected by the periods of lockdowns

## 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
Educational Psychology Service	Birmingham City Council
SEND Theatre workshops	Open Theatre and Hippodrome Education Network

## Further information

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