

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	Orion Academy
Number of pupils in school	88
Proportion (%) of pupil premium eligible pupils	60%
Academic year/years that our current pupil premium strategy plan covers	2021/2022 – 2024/2025
Date this statement was published	April 2022
Date on which it will be reviewed	August 2022
Statement authorised by	Lynne Smith, Headteacher
Pupil premium lead	Jo Jones
Governor / Trustee lead	Julie Tridgell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£60,230
Recovery premium funding allocation this academic year	£11,600
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£7,000
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£78,830

Part A: Pupil premium strategy plan

Statement of intent

Orion Academy is a diverse and inclusive special school that strives to deliver the best possible outcomes for all learners regardless of their background or specific barriers to learning. We aim to ensure that our students experience success and achievement in all aspects of their school life. We define 'disadvantage' in many ways and do not take eligibility for Free School Meals as our sole indicator; we also consider the additional needs of students who are known to social care, those students who live in the 20% most deprived areas nationally and also those students who currently have, or have had, a parent in prison. In addition, using the weighted criteria for Oxfordshire, 85% of our students in year 8 and above have been identified as needing substantial support to avoid becoming NEET (Not in Education, Employment or Training) (*Oxfordshire Risk of NEET Calculator – RONI, 2021-2022*). This indicates the priority to ensure that we have a robust Work Experience strategy for high risk students and a meaningful and relevant whole school CEIAG curriculum in place.

We believe that, whilst our strategy focuses on the needs of disadvantaged students, it will also benefit all students in our school where funding is spent on whole-school approaches, such as high-quality teaching, a high-quality careers strategy, alongside intervention opportunities which will address the needs of individual students.

We strive to ensure that all our staff have expertise, specialist knowledge and an understanding of a child or young person's needs that embraces the most recent and evidence-based research which will result in the best possible outcomes for students. We seek high quality training which can have a direct impact on our learners, both inside and outside the classroom. We also focus on expanding students' access to reading.

Our nurturing approach seeks to extend our work into the community; actively supporting, listening and engaging with our families and carers to deliver the best possible environment for our children and young people, thus enabling them to learn effectively, and become active and responsible citizens who are well prepared for life after school. With this in mind we will be further developing our Engagement Strategy by identifying more ways to work with our parents in a supportive and transparent way.

Our strategy is integral to wider school plans for education recovery, notably through engagement with other schools within the Trust and learning from best practice from other schools.

Challenges

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

Challenge number	Detail of challenge
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1	Our assessments show that 41% of students across the school have identified literacy needs. Many of our students also come from backgrounds where reading, including reading for pleasure, is not part of daily life. The two primary challenges to reading at Orion Academy are cognitive and cultural. (RAP - Quality of Education Strategy Objective 1.3)
2	The school continues to have a high number of students categorized as persistent absentees (PAs), defined as students with attendance below 90%. The PA rate for the Orion Academy is currently 60.9% (March 2022). This impacts on the ability to form positive relationships and engagement with students and parents. (RAP - Behaviour and Attitudes Strategic Objective 2.3)
3	Through observations and conversations with students and their families we find that disadvantaged students generally have fewer opportunities to develop cultural capital and to visit places of interest outside of school. (RAP – Quality of Education Strategic Objective 1.2, Personal Development Strategic Objective 3.1)
4	Our assessments, observations and conversations with families have indicated that disadvantaged students are at risk of becoming NEET and require substantial support to avoid this.(RAP – Personal Development Strategic Objective 3.1)
5	Our assessments, observations and conversations with students indicate that they lack self-esteem, confidence and resilience to complete tasks which offer challenge. This can lead to a range of challenging behaviour, including significant loss of learning, self-harm, and a further decline in mental health and self-esteem.(RAP – Behaviour and Attitudes Strategic Objective 2.1)
6.	Our assessments, observations and conversations with our students indicate that they have challenges around emotional literacy, including communicating and expressing their needs and feelings. (RAP – Behaviour and Attitudes Strategic Objectives 2.1)
7.	A significant proportion of our community (50%) have sensory issues linked to their SEND profiles and the challenges of a busy school community where there are expectations to socialise and take part in classroom learning can raise stress levels, lead to disengagement and challenging behaviour.(RAP – Quality of Education Strategic Objective 1.1)

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
<p>Literacy</p> <p>The targeted cohort (41% of students) across the school will improve their reading age and engagement in learning</p>	<ul style="list-style-type: none"> - A whole school reading strategy will be in place and live in practice by end of 2021/22 - Targeted cohort will have accessed regular reading interventions e.g., Sound Reading System At least 80% of students receiving SRS intervention will have met their reading target

<p>Attendance</p> <p>Attendance for PP students and their disadvantaged peers will be in line with the remainder of peers in school. Careful and forensic monitoring systems will be in place and each student will be tracked and progress will be reported and celebrated.</p>	<ul style="list-style-type: none"> - Decrease in % of PAs - Student attendance is 74% or better - Students of concern are identified early and work with families and support agencies to help to understand the difficulties faced by students and families - Timely parenting contracts - Use of County Attendance Team to explore strategies to support - By September 2022 a Home School Link Worker will be in post and will provide a transparent and supportive link between school and home; raising attendance levels in those homes where engagement has been challenging - Full commitment from school leaders to engage with best practice schools e.g., North Shore Academy - Students with Emotionally Based School Avoidance are identified, and action plans developed to improve engagement and participation - Increased staff understanding and confidence in identifying and planning for students at risk of EBSA
<p>Cultural Capital</p> <p>The school will commit to offer at least one off-site school trip linked to each scheme of work in KS2/3.</p> <p>We will be offering wider opportunities through residential as well as developing a diverse programme of experiences.</p>	<ul style="list-style-type: none"> - All students will have enjoyed at least two off site visits - Student voice through feedback and questionnaires will show engagement and enjoyment
<p>Preparation for Adulthood</p> <p>The school will develop its Work Experience Strategy to broaden its links with employers. This will ensure that all students eligible for work experience will have access to a placement appropriate to their interests and aspirations.</p> <p>The school will continue to embed CEIAG opportunities across the school, both within the curriculum offer and through enrichment activities.</p>	<ul style="list-style-type: none"> - Work Experience Strategy is live in practice and is understood by students, staff and parents/carers - Own school Risk of NEET calculations will address the needs of those identified students at risk of NEET. Each student will be RAG rated and subsequently will have an identified pathway to reduce such risk. - Students on bespoke pathways will show positive engagement with positive outcomes at Post-16 evidenced by successful Post-16 applications. - This can be measured by attendance, behaviour data, reduction in exclusions, and individual case studies

<p>Mental Health and Wellbeing</p> <p>The school will have supported the training of 2 Family Links (Nurturing Programme) Parent Group Leaders to enable parents to be equipped with the strategies to be more effective parents, supporting the mental health and wellbeing of their children.</p>	<ul style="list-style-type: none"> - Parents will be able to access regular training and support through the school - Increased partnership between parents and school – parent attendance in meetings, etc. - Improved mental health and wellbeing of students throughout the school - Successful recruitment of Home School Link Worker for September 2022 will develop further home-school partnerships
<p>Self-esteem, confidence and resilience</p> <p>Disadvantaged students will have greater confidence, self esteem and resilience to help them to succeed in school, both inside and outside the classroom</p> <p>Students will develop and use a wider range of emotional vocabulary to express their feelings and demonstrate greater empathy and understanding of their peers.</p> <p>The school will work in partnership with Iffley Academy Restorative Practice Team.</p>	<ul style="list-style-type: none"> - Enrichment opportunities will allow the development of self-esteem, confidence and resilience within safe and structured environments. - Disadvantaged students will extend their experiences in and out school e.g. school council, after-school club, work experience, etc. - Increased participation in restorative meetings and Reflect and Restore sessions - Progress evidence on Emotional and Social Growth scores - Increased rate of students engaging in peer mentoring opportunities - Increased % of students achieved TOPs targets related to social and emotional growth - Increased staff confidence in leading restorative meetings and engaging in restorative conversations - Introduction of Zones of Regulation programme leads to common language of emotion developing across the school
<p>Sensory Needs</p> <p>Disadvantaged students will have their sensory needs addressed in the classroom to help them focus and learn.</p>	<ul style="list-style-type: none"> - Students to access a wider range of sensory resources - Improved understanding of individual student's SEND through training, listening to student and parent voice - Development of emotional and social responses - Evaluation of the sensory space demonstrates improvements in student's autonomy and self-regulation in terms of individual needs

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: £ 21,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff training in Sound Reading Programme	<p>The Sound Reading System is a synthetic phonics reading and spelling programme based on the work of Professor Diane McGuinness, who has been actively involved in its development, utilising research data spanning the past 40 years.</p> <p><i>'Providing training to the staff that deliver small group support is likely to increase impact'</i> EEF</p>	1
Whole school training on Emotionally Based School Avoidance (EBSA)	<p>Tina Rae - <i>'Understanding and supporting Children and Young People with EBSA'</i></p> <p><i>'EBSA – Good Practice Guidance'</i> West Sussex County Council</p>	2, 5, 6
<p>Whole school training on Educational Visits to include RAs, suitability, identifying opportunities within the curriculum.</p> <p>The training will include exploring evidence based projects.</p>	<p>Our experience of educational visits offers a wider experience than that is on offer in classrooms. H We have seen our students become more resourceful and independent, as well as more emotionally attuned and physically active. This is further supported by the Health and Safety Executive (2021)</p> <p>National Geographical Society conducted a 6 year study on the impact of school residential 'The Learning Away Project' (2015), funded by the Paul Hamlyn Foundation <i>'79% of secondary students made them realise that what they had learned in school was important to them. 84% of secondary students said that because of the residential they got on better with students in their class. 78% of KS2 pupils felt more confident to try new things that they would not have tried previously.'</i></p>	2, 3, 4, 5, 6
Whole school training from Talentino Careers Charity	<p>School based evidence has identified that using Talentino has supported teachers to include careers within their curriculum planning.</p> <p>Talentino has extensive experience of working with students with SEND and can provide support for teachers with research-based resources to enable the Gatsby benchmarks to be delivered.</p>	2, 4, 5

<p>Whole school training on ‘Understanding Teenagers’ to support students in increasing motivation and learning, managing risk and promoting resilience post lockdown.</p> <p>To understand teenage brain development and adolescent developmental process.</p> <p>Training led by Family Links, National Centre for Emotional Health.</p> <p>Family Links Parent Group Leader training</p>	<p>EEF Social and Emotional Learning in primary schools guidance,</p> <p><i>‘Being able to effectively manage emotions will be beneficial to children and young people even it does not translate to reading or maths scores.’</i></p> <p>Family Links Centre for Emotional Health <i>‘the Family Links whole school approach develops emotional health and wellbeing across the whole school community of pupils, staff, senior leadership, governors and carers.’</i></p> <p>Dr John Coleman, Clinical Psychologist and Senior Research Fellow, Oxford University: <i>‘The Teenager and the Teenage Brain.’</i></p>	2, 4, 5
<p>Further training for all staff in restorative practices to continue to embed whole school practice and ethos</p>	<p>Burnett and Thorsborne, authors of <i>‘Restorative Practice and Special Needs’</i> states that restorative practice is <i>‘an effective approach to discipline that has the potential to transform behaviour by focusing on building and restoring relationships.’</i></p>	2, 4, 5, 6

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

Budgeted cost: £ 37,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Sound Reading Sessions – individual and small group throughout the school day run by experienced support staff members</p>	<p>The EEF states that, <i>‘for 1:1 tuition led by teaching assistants, interventions are likely to be particularly beneficial when the teaching assistants.’</i></p> <p><u>One to one tuition EEF</u> <u>(educationendowmentfoundation.org.uk)</u></p> <p>It also states that, <i>‘small group tuition is most likely to be affected if it is targeted at pupils’ specific needs. Diagnostic assessment can be used to assess the best way forward to target support.’</i></p> <p><u>Small group tuition Toolkit Strand Education Endowment Foundation EEF. Trust-wide evidence recognises the SRS programme is highly effective in closing the literacy gap</u></p> <p>3 x support staff members delivering small group interventions x 2 sessions per week</p>	1
<p>Residential to Scotland and overnight bush craft opportunities</p>	<p>‘The Learning Away’ project funded by the Paul Hamblyn Foundation (2015)</p> <p>EEF 2021: <i>‘outdoor adventure learning might provide opportunities for disadvantaged pupils to</i></p>	2, 3, 4, 5, 6

	<i>participate in activities that they otherwise may not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning intervention can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.'</i>	
Face to face careers support from Talentino career coaches to ensure clear progression is in place for careers education from years 6 – 11.	'The impact of career guidance on the mental wellbeing of young people' CDI 2019. ' <i>career guidance has a number of features likely to promote positive wellbeing, including recognising strengths, focus on the future, setting achievable goals and building a social identity through work.'</i>	2, 4, 5

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

Budgeted cost: £ 20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading time – soft landings to support transition	' <i>The Recovery Curriculum</i> ' by Barry Carpenter. ' <i>It is recognised that some children will need a deeper and longer lasting recovery period, enabling a fuller exploration of the severity of their trauma and emergent attachment issues.</i> ' He also recognises that teaching is a relationship-based profession and states, ' <i>now is the time to return to a more humane approach.</i> ' We know that our students value the time to have shared experiences through reading and these provide a vehicle to explore a wider range of themes.	1, 5, 6
Audio books	Literacy Trust states, ' <i>evidence that listening to an audiobook requires the same cognitive skills as reading in print, and also supports the development of skills that children need to read including language comprehension and the ability to understand and retain information</i> ' Audio Books and Literacy Review February 2020 Accelerate is a powerful tool for monitoring and managing independent reading practice while promoting reading for pleasure	1, 5, 6
Home visits by Bespoke Pathways Worker	Internal evidence: EBSA Screening Tool to be completed for children of concern and recommended strategies implemented and evaluated. 2 x days per week of Bespoke Pathways worker to conduct home visits	2, 5, 6
Visits to different work environments or	FE paper 2021: Lifelong Learning states that ' <i>making sure people can access training and</i>	2, 3, 4, 5

establish 'Business Breakfasts' for local employers to share 'a Day in the Life'	<i>learning flexibly throughout their lives and are well-informed about what is on offer through great careers support.'</i>	
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<p>Introduce Zones of Regulation – a social and emotional learning curriculum to aid self-regulation and emotional control</p>	<p>Leah Kuypers 2011: The creation of The Zones of Regulation was based on clinical experience, seeing a need in the field to teach skills in the realm of regulation in a way learners could connect to and apply in context, all while layering together many theories, best practices and evidence as the foundation to inform and build The Zones' framework and lessons.</p>	<p>4, 5</p>
<p>Enhancing the sensory regulation equipment / sensory zones available for PP learners with enhanced sensory needs, including autism. We will also fund staff training.</p> <p>Sensory equipment - £2000</p>	<p>National Autistic Society and Lynn McCann (Autism Specialism teacher) both recognise the importance of creating safe spaces <i>'in the school where the pupil can have the time and space away from any source of anxiety. If space is an issue this could be a play tent, cushions and/or a blanket at times of high anxiety allow the individual to access their safe place to self-regulate and become calm'</i>.</p> <p>We have also observed that sensory equipment, especially proprioceptive resources such as weighted blankets and tunnels are effective in providing support for our pupils with sensory needs.</p>	<p>4, 5, 7</p>

Total budgeted cost: £ 78,800

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.

Review of 2020/21 Pupil Premium funding		
Activity	Review of impact	Spend
Continuing Professional Development (CPD) for teachers	<p>Face to face whole school training has been curtailed due to lockdown restrictions. However, virtual training has taken place and included:</p> <ul style="list-style-type: none"> - Target setting for Termly Outcome Plans - Anatomy of an EHCP - Mental Health and Trauma informed practice - Attachment - Speech, Language and Communication Needs - Peer on Peer abuse: sexual violence - Google Classroom training to support online learning for students - Understanding ADHD <p>Resources purchased also supported staff to gain a deeper understanding of the SEND of all students and the creation of a personalized Emotional and Social Growth assessment grid. As a result, the school now has baseline data relating to each student's emotional and social development.</p>	£3000
Training in Restorative Practices	<p>All staff received an introductory twilight training session and resources to trial within their classrooms and across the school. A further virtual session was held during an additional twilight session and will continue into 2021/22. There has been a rise in staff confidence to take part in restorative conversations with their students which has begun to foster a sense of social responsibility across the school.</p>	To date - £2000
Bespoke Pathways to encourage participation in education	<p>Support for 1 x PP student at risk of exclusion to access off-site, peer mentoring, emotional and mental wellbeing support as well as accessing a supported work experience placement 2 x days per week. This has resulted in the student re-engaging with off-site learning and is now entering a 2nd year of an extended work experience placement. The student now has a clear post-16 pathway, with a view to gaining an apprenticeship.</p>	£6000
Bespoke Pathways to support participation in education	<p>2 x Pupil Premium students at risk of exclusion accessing off-site provision. 1 x TRAX @ £130 per session and 1 x Fitness intervention @ £60 per session. This has ensured that the students remain connected to the school and engaged with learning.</p>	£4,500

Bespoke Pathways to support participation in education	1 x weekly session for 1 x Pupil Premium student to access off-site therapeutic animal care centre has supported his emotional needs during the pandemic, which has increased his ability to manage risk and promote resilience at school.	£4,000
Year 6 Enrichment project/Adventure Learning Activities	A term-long booking in the summer at Hill End Outdoor Centre has supported our youngest students throughout lockdown. This has resulted in meaningful curricular links made between on-site classroom learning and off-site outdoors learning.	£2,000
Enrichment project – Bushcraft overnight residentials	72% of the cohort attending the residentials were Pupil Premium students, which resulted in increased engagement in school, positive social interactions with peers and increased resilience and self confidence.	£3,000
	Total spend	£24,500
	Carry over to 2021-2022	£7,000