

# Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Newark Orchard School
Number of pupils in school	170
Proportion (%) of pupil premium eligible pupils	47%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	3 December 2024- December 2027
Date this statement was published	3 <sup>rd</sup> December 2024
Date on which it will be reviewed	6 <sup>th</sup> November 2025
Statement authorised by	Matt Joyce
Pupil premium lead	Leanne Hurdle
Governor / Trustee lead	Laura Redfern

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£110,960
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	£110.960

# Part A: Pupil premium strategy plan

## Statement of intent

Newark Orchard school wishes to prepare all our pupils for life beyond school and preparing for adulthood. Therefore, our aim is to use our Pupil premium funding to help us achieve positive outcomes for our disadvantaged pupils. Along with the complex needs for some of our pupils, social- economic disadvantage can be a factor in the variance of outcomes. We see this variance in particular terms of

- Being able to communicate effectively, including their understanding in areas of the curriculum.
- Skills to remain safe whilst out in the community, both physically and online.
- Understanding and regulating strategies when managing strong emotions and/or sensory needs.
- Access and understanding of real-life experiences that they can apply whilst accessing the curriculum.

At the heart of our approach is ensuring these pupils become as independent as possible and successful adults. We believe in high-quality teaching focusing on targeted support using a robust assessment system appropriate to their learning style, and ensuring they have access to a broad and balanced curriculum.

An individualised nurture approach for each of our pupils ensure opportunities for work experience, careers advice and personalised support to understand their options when leaving Newark Orchard School.

Although our strategy is focused on the needs of disadvantaged pupils, it will benefit all pupils in our school where funding is spent on whole-school approaches, such as high-quality teaching, mental health support and coaching. Implicit in the intended outcomes detailed below, is the intention that outcomes for non-disadvantaged pupils will be improved alongside progress for their disadvantaged peers.

Our strategy will be driven by individual needs and listening to our community, information will be gathered through this and

- Formal and informal assessments to ensure they are gaining relevant skills and offered appropriate experience in preparation for adulthood.
- Pupil voice in EHC reviews, surveys, school council and conversations.
- Parents/carers wishes gathered in EHC reviews, parent evenings, parent drop in sessions.
- The wider school community when shared.

## Challenges

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

Challenge number	Detail of challenge
1	<p>Communication especially in Scientific enquiry.</p> <p>Many of these students enter school well below age expected levels particularly in communication. They require highly specialist strategies to meet their complex needs such as PECs, communication boards, Makaton, eye gages and visuals. Due to their disadvantaged backgrounds, they have not had access to language rich environments and the families cannot access specialist support to understand how best to communicate with their child.</p> <p>Pupils require new vocabulary to be taught and reinforced for longer period of times and applied in a variety of context to ensure they understand and can generalise the terms. Therefore, when subject specific language is used, it is difficult for the pupils to understand and then apply to their lessons especially in scientific enquiry.</p>
2 Linked to SDP	<p>Emotional well being</p> <p>The vast majority of our disadvantaged pupils require emotional support to be ready to learn. They need coaching, modelling and direct teaching to be able to regulate and learn strategies to maintain safety and to access their learning. They have to be taught and redirected to successful strategies for longer periods of time before they develop the skills to complete these independently. For a small proportion of these students their emotional distress can lead to exclusions and loss of learning.</p> <p>The school have some pupils on reduced timetables or school refusing due to anxiety.</p>
3 Linked to SDP	<p>Preparing for adulthood</p> <p>Due to the complex needs of our students combined with social disadvantage they require lots of support to become independent whilst safely moving into adulthood. They are transported into school and therefore miss opportunities for road awareness and planning routes. Within their communities they are very vulnerable and isolated, therefore require support understanding their own barriers and how to safeguard themselves. There are many missed opportunities to access their communities and to develop hobbies and social skills for adulthood.</p>
4	<p>Sensory regulation</p> <p>A high proportion of our pupils have some form of sensory processing disorder which can impact on them accessing their learning. Also. due to the lack of experience outside of the home, these disadvantaged pupils have not developed strategies to regulate their senses when out in the community. Therefore, they become overwhelmed and</p>

	<p>distressed. These pupils require support in understanding which sense is over or underwhelmed and how to appropriately regulate them. It is very difficult for families to access support to understand their child's sensory needs and how to support regulation. Classroom staff require supporting in identifying the sensory need(s) and how best to support the pupils to reduce them feeling overwhelmed and how to support if/when they are feeling it.</p>
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## 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
By the end of December 2027- all disadvantaged pupils will be inline with their peers for meeting or exceeding their scientific enquire targets.	Data will show that pupils are meeting or exceeding their scientific enquiry targets inline with their peers.
By the end of December 2027 – staff will be confident and competent in supporting communication using a range of strategies including eye gaze, PECs, communication boards, Makaton, colourful semantics, a range of visuals. Pupils will be attempting to use their preferred method to communicate with each other using adult's scaffolding and modelling.	<p>Lesson observations and learning walks will see a range of communication strategies being used by staff and pupils.</p> <p>Staff surveys will indicate that staff are confident in using a range of communication strategies.</p> <p>Pupils will use their preferred method of communication in a range of context.</p>
By the end of December 2027 – pupils will model a range of strategies to help them regulate strong emotions. They will seek help when required in an appropriate manner and there will be a reduction in loss of learning.	<p>In pupil voice activities, the pupils will be able to share strategies that help them regulate and how they seek support.</p> <p>There will be a reduction in behavioural incidents that relate to emotional well being and appropriate support will be sought.</p> <p>There will be a reduction of non-attendance due to anxiety.</p>
By the end of December 2027, all pupils leaving Newark Orchard schools will have the skills for the next stage of their lives regardless of background or need.	Pupils achieving green or amber whilst completing travel training.

	<p>Pupils have accessed work experience appropriate to their age and stage in life.</p> <p>Pupils and parents voiced that they feel prepared to leave Newark Orchard and the skills they have to access support when needed.</p>
<p>By the end of December 2027, staff will understand the sensory needs of the pupils in their classroom and use strategies to support the pupils to access the board and balanced curriculum.</p>	<p>Lesson observations and learning walks will evidence a range of strategies and pupils will not be losing learning opportunities due to sensory needs.</p> <p>Clear sensory audits with successful strategies will be available and implemented with all those working with pupils.</p> <p>Audits and strategies will be shared with parents/carers.</p>
<p>By the end of December 2027, pupils who are cognitively able will understand their own needs around sensory processing and have a range of strategies that support them to manage their individual needs.</p>	<p>Pupils using these strategies.</p> <p>Strategies are discussed at pupil voiced activities such as EHC reviews and school council.</p> <p>Pupils model using these whilst access the curriculum within school and out in the community.</p>

## Activity in this academic year

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

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

Budgeted cost: £35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Specialist Training provided by LEARN and CIT for our Science coordinator on scientific language.</p>	<p><a href="#">EEF-Effective-PD-Mechanisms-Poster.pdf</a></p>	<p>1</p>

Training for teaching and support staff on how to use communication strategies to support process in Scientific enquiry. This then followed by coaching and team teaching.	<a href="#">Oral language interventions   EEF</a>	1
Whole school ½ training on communication and visuals to support by NHS	<a href="#">Oral language interventions   EEF</a>	1
School Communication Lead TA to coach and support Tas in different interventions in the classroom and throughout the school day.	<a href="#">5ee9f507021911ae35ac6c4d_EBE_GTT_EVIDENCE_REVIEW_DIGITAL.pdf</a>	1
In house training on a relational school approach to support behaviour or non-attendance due to anxiety or other strong emotions.	Great model for teaching <a href="#">5ee9f507021911ae35ac6c4d_EBE_GTT_EVIDENCE_REVIEW_DIGITAL.pdf</a>	2
In house coaching on reparation and repairing.	Great model for teaching <a href="#">5ee9f507021911ae35ac6c4d_EBE_GTT_EVIDENCE_REVIEW_DIGITAL.pdf</a>	2
Coaching Post 16 and Key stage 4 as they increase their capacity to integrate travel training into their wider curriculum.  Regular plan, do, review meetings to support the embedment into the curriculum.	<a href="#">EEF-Effective-Professional-Development-Guidance-Report.pdf</a> – page 22 on modelling techniques  <a href="#">EEF-Effective-PD-Mechanisms-Poster.pdf</a>	3
Training and coaching for teachers on sensory processing, impact it has on students and how best to support.	<a href="#">EEF-Effective-PD-Mechanisms-Poster.pdf</a>	4

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

Budgeted cost: £107,460

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupils receiving 1:1 support on strategies relating to strong emotions and support when feeling these.	<a href="#">One to one tuition   EEF</a> <a href="#">Oral language interventions   EEF</a> <a href="#">Social and emotional learning   EEF</a>	2, 3
Pupils receiving 1:1 ELSA or draw and talk to support their understanding of recognising, naming and responding to emotions.	<a href="#">One to one tuition   EEF</a> <a href="#">Oral language interventions   EEF</a> <a href="#">Social and emotional learning   EEF</a>	2, 3
1:1 and small group travel training from specialist TA.	<a href="#">One to one tuition   EEF</a>	3

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

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed

## 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 2024 to 2025 academic year.

#### **Pupil Premium Review**

The school continues to work diligently to support pupils from a range of backgrounds. Our published **Pupil Premium Strategy Plan**, available on the school website, outlines the activities, interventions, and budget allocations. Below is a review of the impact and areas for development within the strategy.

#### **Communication – Especially in Scientific Enquiry**

Significant progress has been made in communication, particularly within scientific enquiry, and this will remain a key area for development.

End-of-year data demonstrates strong progress in both communication and science:

- **Engagement Pathway:** 100% of pupils met their personalised end-of-year targets.
- **Main Curriculum Pathway:**
  - 99% met or exceeded their targets in communication.
  - 100% met or exceeded their targets in science.

Senior Leadership Team (SLT) led teacher meetings and small group training sessions focused on various communication methods. The science coordinator provided in-lesson coaching to ensure pupils could access content and engage with key scientific vocabulary. A new planning framework was introduced, highlighting essential disciplinary and substantive language, supported by agreed symbols to ensure consistency across classrooms.

#### **Emotional Well-Being**

Support for emotional well-being has been highly effective and remains a priority for this cohort.

- Over 15 pupils received personalised support from our Wellbeing Teaching Assistant.
- More than 30 pupils accessed support from our ELSA team.

This provision has contributed to improved attendance, placing us above the national average for special schools. It has also enhanced pupils' readiness to learn, with performance above the school average in all subjects except writing.

During meetings with our link Governor, pupils expressed that emotional support and travel training were among the most impactful aspects of their school experience. They shared how these supports helped them feel prepared for learning and for life beyond Newark Orchard.

Attendance Data -

	Pupil Premium
2023-2024	87.57
2024-2025	89.23

### **Preparing for Adulthood**

This area has seen significant development and remains a strategic priority.

- Pupils in **Post-16** and **Key Stage 4** received group and individual training through the **Titan Travel Training Scheme**.
- From September 2025, Post-16 pupils will have dedicated curriculum time for travel training within the local community.
- In Key Stage 4, travel training is embedded in the Life Skills curriculum and delivered over a focused six-week period annually.

Staff confidence in delivering high-quality travel training is growing, supported by coaching and a clear, sequenced plan. Our Travel Training Coordinator is working with the Local Authority to update the scheme and provide individual support for pupils working at the Green level, enabling safe and confident travel to work experience and future employment.

Pupil voice gathered by the Chair of Governors highlighted the value of the scheme. Pupils shared how it has boosted their confidence and social independence, allowing them to meet friends and attend weekend events independently. Travel training is frequently requested by pupils and parents/carers during EHC reviews and parents' evenings.

### **Sensory Regulation**

Progress has been made in this area, but it remains a key focus for the upcoming academic year.

Staff are developing confidence in identifying and supporting sensory needs. Two teacher meetings have been held to explore identification strategies and available

support. This area will continue to be developed through ongoing coaching and professional development.