

# Pupil premium strategy statement

This statement details our school’s use of pupil premium (and recovery premium for the 2023 to 2024 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 Oaktree Special School
Number of pupils in school 134
Proportion (%) of pupil premium eligible pupils 54%
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b> 2023/2024 to 2026/2027
Date this statement was published December 2023
Date on which it will be reviewed July 2024
Pupil premium lead Louis Wells Governor / Trustee lead Sam Clydesdale

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£58,665
Recovery premium funding allocation this academic year	£35,195
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£93,860</b>
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

## Part A: Pupil premium strategy plan

## Statement of intent

Our aim is to use pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged pupils. Whilst socio-economic disadvantage is one of the primary challenges our pupils face, it is difficult to compare the different cohorts of pupils who have complex additional learning difficulties. For example, a student who is nonverbal, has complex Autism allied to significant learning needs may make less progress than a pupil of similar age who has less complex needs but has significant disadvantage as a consequence of their social and environmental factors.

Key to improving outcomes for our pupils are

- Engagement with learning (preparedness for learning)
- Social engagement and the development of social skills
- Good attendance
- Preparation for Adulthood
- Progression to further and higher education
- Employability
- Social opportunities
- Independence (independent travel to school, ability to engage with peers, independently support themselves and each other at school, cook their own food etc)
- Good mental health and emotional wellbeing.

At the heart of our approach is high-quality teaching focussed on areas that disadvantaged pupils require it most, targeted support based on robust diagnostic assessment of need, and helping pupils to access a broad and balanced curriculum.

Research has found that pupils who performed better both at the end of primary and secondary school missed fewer days than those who didn't perform as well. Research has also identified a link between low attendance and emerging mental health difficulties.

Mental health problems among people with a learning disability are often overlooked, underdiagnosed and left untreated as a result of poor understanding, awareness, evidence in this area and symptoms being mistakenly attributed to the person's learning disability.

Children with learning disabilities are four and a half times more likely to have mental health difficulties than children without a learning disability (please see footnote 1). This statistic is backed up by our qualitative research at school, where children arrive at school from key stage two onwards with significant emotional and mental health issues.

We measure outcomes through qualitative research (case studies) parental questionnaires and EHCP outcomes. Every pupil has an individual **Learner**

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**Learner plan**, a one page pro forma, which outlines termly EHCP outcomes and aspirations.

We will work alongside the Enfield My Young Mind Enfield organisation in order to carry out an emotional health and wellbeing survey. This survey will aim to identify key areas for intervention within our PP community.

As a school, we have a central role to play in enabling our pupils to be resilient and support good mental health and well-being. We must promote good mental wellbeing for all pupils. The RSHE curriculum will focus on relationships, sex and health which are important approaches through which we can teach pupils about mental health and wellbeing.

Our school's approach to mental health and PBS will be part of a consistent whole-school approach to mental health and well-being.

"Schools should consider how best to use their SEN and pupil premium resources to provide support for children with mental health difficulties where appropriate." (SEN code of Practice 2015)

We aim to support positive mental health through a tiered system of early intervention. We aim to intervene early to create a safe and calm educational environment and strengthen resilience before serious mental health problems occur.

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. 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.

As set out in Chapter 6 of the statutory SEND 0-25 years Code of Practice 2015, schools need to be alert to how mental health problems can underpin behaviour issues in order to support pupils effectively, working with external support where needed.

Not all our children will have mental health difficulties. However persistent or serious mental health difficulties may lead to pupils having significantly greater difficulty in learning than the majority of those of the same age.

<https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3>

When we suspect that a pupil has a mental health problem or an issue with their emotional wellbeing, we will use a graduated response process (assess – plan – do – review) to put support in place.

We have clear systems and processes in place for early intervention and identification, referral to experienced skilled professionals, and clear accountability systems.

Where required, we support parents and pupils to seek and receive support elsewhere with help and guidance from our family worker, including from their GP, NHS services, trained professionals working in specialist CYPMHS, voluntary organisations and other sources.

Our school support for students' positive wellbeing and/or mental health may take the form of cognitive behavioural therapy, PBS or counselling approaches. Where possible, such therapy will be scheduled so as to minimise the disruption to the pupil's attendance in school and class.

We will also provide disadvantaged pupils with support to develop independent life and social skills and continue to ensure that high-quality work experience, careers guidance and further and higher education guidance is available to all.

Our strategy is integral to wider school plans for education recovery, notably through engagement with other schools in Enfield (De Bohun primary school, Lavender Primary School, Churchfield School, West Lea Special School, Chicken Shed Theatre College, Oak Hill College, Southgate School and Capel Manor) for pupils that we identified as having been worst affected, including non-disadvantaged pupils.

Our strategy will also be driven by the needs and strengths of each young person, based on formal and informal assessments, not assumptions or labels. This will help us to ensure that we offer them the relevant skills and experience they require to be prepared for adulthood.

## Challenges

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

Challenge number	Detail of challenge
1	<p>A significant number of students have SEN and are from disadvantaged backgrounds, which affects their capacity for academic progress.</p> <p>Our students have been disproportionately affected by the COVID pandemic which has affected their progress in reading, writing and maths.</p>
2	<p>Our pupils are disadvantaged and have chaotic home lives and disrupted social relationships which impact their ability to engage with school in any fashion whatsoever, e.g attendance, willingness to take risk and to engage in lessons</p>
3	<p>We have a high incidence of pupils arriving at Oaktree School with undiagnosed and unidentified mental health difficulties</p>
4	<p>Many of our students arrive at OaktreeSchool with behaviour patterns that inhibit their engagement with learning and schooling and have also put them at risk of permanent exclusion from mainstream settings</p>
5	<p>We know that where a pupil has certain types of Special Educational Need. (SEN) there is an increased likelihood of mental health problems. Children with Autism or learning difficulties, for example, are significantly more likely to have conditions such as anxiety.</p>
6	<p>Children in need, looked-after children and previously looked-after children are more likely to have SEN and to experience the challenge of social, emotional and mental health issues than their peers. For example, they may struggle with executive functioning skills, forming trusting relationships, social skills, managing strong feelings (e.g. shame, sadness, anxiety and anger), sensory processing difficulties, foetal alcohol syndrome and coping with transitions and change.</p> <p>Children in need may be living in very chaotic circumstances and be suffering or at risk of suffering abuse, neglect and exploitation.</p>

	<p>They may also have less support outside of school. The impact of these circumstances can have wide-ranging impacts on children's own behaviour, their interpersonal behaviour and emotional state.18</p>
7	<p>Risk factors are cumulative. For example, children exposed to multiple risks such as social disadvantage, family adversity and cognitive or attention problems are much more likely to experience difficulty regulating their behaviour.</p> <p>Longitudinal analysis of data for 16,000 children suggested that boys with five or more risk factors were almost eleven times more likely to develop conduct disorder under the age of ten than boys with no risk factors. Girls of a similar age with five or more risk factors were nineteen times more likely to develop the disorder than those with no risk factors..</p>
8	<p>Our students are socially disadvantaged and pupils with SEN have historically poor outcomes e.g very few go on into employment</p>
9	<p>Our students are socially disadvantaged and pupils with SEN have historically poor outcomes e.g very few go on to independent living</p>
10	<p>Through observations and conversations with pupils and their families, we find that disadvantaged pupils generally have fewer opportunities to develop cultural capital outside of school.</p>
11	<p>Our assessments, observations and conversations with pupils indicate that disadvantaged pupils often require additional support to develop personal skills, e.g., independent travel.</p>
12	<p>Our assessments, observations and discussions with pupils and families demonstrate that the education, wellbeing and wider aspects of the development of many of our disadvantaged pupils have been impacted by the pandemic to a greater extent than for other pupils. These findings are backed up by several national studies.</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.

Improved attainment for disadvantaged pupil in all subjects, notably maths, relative to their starting points as identified through baseline assessment	Through achievement of improved performance, as demonstrated by our end of year assessments at the end of 23/24
Improved attainment for disadvantaged pupil in all subjects, notably English, relative to their starting points as identified through baseline assessment	Through achievement of improved performance, as demonstrated by our end of year assessments at the end of 23/24
Improved language comprehension and reading for disadvantaged pupils so that they can independently comprehend subjects- specific texts with appropriately challenging terminology	Assessment of pupil's language comprehension will show a reduction in the disparity in outcomes between disadvantaged pupils and their peers in our school from 5% to no more than 3% by the end of 23/24
Journey 2 Reading target	
Pupils will use a range of communication systems to aid their understanding and to develop expressive communication skills	The elements the NSS curriculum that focus on communication will be reviewed to ensure broad coverage across curriculum activities. All staff to be trained in using the full range of communication systems used within the NSS curriculum.  90% of students accessing the NSS curriculum will achieve their communication target
Disadvantage pupils have greater confidence and independence to help them engage more with the wider community and prepare for adulthood.	Through observations and discussions with pupils and their families.
Disadvantaged pupils feel better prepared for career progression and /or FE/HE opportunities through mentoring work, experience and opportunity	All disadvantaged pupils are able to access high quality work experience and careers mentoring.

	By the end of 2024/25 disadvantaged pupils are progressing to further education at the end of key stage five in the same numbers as their peers, or employment opportunities.
Improve access to cultural capital for students through a range of broad learning experiences both outside and inside the classroom and identifying significant art movements, cultural movements and significant historical artistic figures	For all disadvantage students have access to cultural events outside of school and a rich, expressive arts curriculum.
To broaden the scope of mental health and nurture provision to support pupils through personal growth, development engagement for learning and support improved adult outcomes.	By the end of 2024//25 90% of disadvantaged pupils will have met all of the EHCP outcomes on a yearly basis
To carry out a mental health/well-being audit to monitor student, mental health and well-being on an ongoing basis	to work with the Enfield, my young mind Enfield, to carry out a mental health and well-being survey across the student body
Breakfast and breakfast club	To maintain a breakfast club each morning to support all families who require their son/ daughters to be at school for an extended school day  To maintain breakfast provision for all students to support student wellbeing and readiness for learning.
To carry out weekly student wellbeing meetings. These meetings will focus on any concerns around student wellbeing, mental health, behaviour and attendance.	Members of the multidisciplinary team will plan pupil interventions which will involve speech and language, THRIVE, ELSA, attendance mentoring and well-being mentoring.  Meeting records will demonstrate rapid response to concerns, and improved outcomes for key students in wellbeing, attendance, behaviour, and mental health

### 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 (CPD, recruitment and retention)

Budgeted cost: **£10,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Creation of a maths teaching team who will identify students who are not making expected progress in line with school termly/annual targets.</p> <p>The curriculum leader will engage with our local schools and nearby schools and to develop the quality of maths teaching through CPD.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><a href="https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/985162/Maths_guidance_KS_1_and_2.pdf">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p><a href="https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/985162/Teaching_mathematics_at_key_stage_3_-_GOV.UK">Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk)</a></p> <p>There is strong evidence that teachers' pedagogical and content knowledge within specific subjects has a significant impact on pupil outcomes:</p> <p><a href="https://www.suttontrust.com/reports/what-makes-great-teaching-report/">What-Makes-Great-Teaching-REPORT.pdf (suttontrust.com)</a></p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/985162/Special_educational_needs_Publication_May21_final.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/985162/Special_educational_needs_Publication_May21_final.pdf</a></p> <p>The data here makes clear the disadvantage for pupils with SEN in maths</p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473974/DFE-RR411_Supporting_the_attainment_of_disadvantaged_pupils.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473974/DFE-RR411_Supporting_the_attainment_of_disadvantaged_pupils.pdf</a></p> <p>'Before, TAs would simply follow around students on the SEN register from lesson to lesson. They were as transient as the students. What we did instead was we made every TA a subject-specific TA. So they only worked within one subject. They became deployed by the subject leaders and had high level knowledge.</p>	<p>1, 8</p>

<p>Creation of a literacy/reading/communication teaching team who will identify students who are not making expected progress in line with school term/annual targets.</p> <p>The curriculum leader will engage with our local schools and nearby schools and to develop the quality of literacy/reading/communication teaching through CPD.</p>	<p>(Secondary school, more successful) Senior staff in less successful schools expressed more reticence about using TAs to support disadvantaged pupils. They believed that qualified teachers were the best people to deliver interventions and were much more likely to talk about buying in help from retired teachers.'</p> <p>'However, interviewees from more successful schools explained that this option would mean that staff delivering interventions did not have an opportunity to get to know pupils as individuals, understand their challenges and see their progress across the board. These interviewees made less distinction between teachers and TAs, which gave them greater flexibility to provide the best support for disadvantaged learners.'</p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/985162/Special_educational_needs_Publication_May21_final.pdf">What-Makes-Great-Teaching-REPORT.pdf (suttontrust.com)</a></p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/985162/Special_educational_needs_Publication_May21_final.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/985162/Special_educational_needs_Publication_May21_final.pdf</a></p> <p>The data here makes clear the disadvantage for pupils with SEN in maths</p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473974/DFE-RR411_Supporting_the_attainment_of_disadvantaged_pupils.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473974/DFE-RR411_Supporting_the_attainment_of_disadvantaged_pupils.pdf</a></p> <p>'Before, TAs would simply follow around students on the SEN register from lesson to lesson. They were as transient as the students. What we did</p>	<p>1, 8</p>
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	<p><b>working between schools in both phases.</b></p> <p>3. Literacy and numeracy programmes in secondary schools <b>that make the basics relevant to life skills or the wider curriculum.</b> [PFA outcomes - Headteacher]</p> <p>4. <b>Sharing best practice between schools</b> to boost the teaching practice and leadership skills of those in the target schools.</p> <p>5. <b>Improved initial teacher training and professional development as the quality of teaching is recognised to be the biggest factor in school improvement.'</b></p>	
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<p>CPD for teaching staff (including LSA) key on developing resilience for pupils, relationships, relationships and social communication</p>	<p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/985162/Special_educational_needs_Publication_May21_final.pdf">What-Makes-Great-Teaching-REPORT.pdf (suttontrust.com)</a>  <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/985162/Special_educational_needs_Publication_May21_final.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/985162/Special_educational_needs_Publication_May21_final.pdf</a></p> <p>The data here makes clear the disadvantage for pupils with SEN in maths</p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473974/DFE-RR411_Supporting_the_attainment_of_disadvantaged_pupils.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473974/DFE-RR411_Supporting_the_attainment_of_disadvantaged_pupils.pdf</a></p> <p>‘The Boston Consulting Group (2012) investigated the views of teachers and schools on what initiatives could make most impact on the educational attainment of pupils in receipt of FSM attending schools below government floor targets.</p> <p>The report identified the following five areas as key for development.</p> <ol style="list-style-type: none"> <li>1. Improved literacy and numeracy in primary school, <b>with phonics playing an important part in early reading, but recognising the need to make an impact on wider communication skills</b> and numeracy.</li> <li>2. Transition from primary to secondary school <b>assisted by family liaison officers and close working between schools in both phases.</b></li> <li>3. Literacy and numeracy programmes in secondary schools <b>that make the basics relevant to life skills or the wider curriculum.</b>[PFA outcomes - Headteacher]</li> </ol>	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£40,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>A full week for the academic for a Scale 5 Learning Support Assistant (qualified teacher and with dyslexia training) and scale 6 LSA (Degree in maths) (LSA) to help some of our disadvantaged cohorts (as well as students who require support but are not in this category) who need further one to one support with reading/literacy and maths</p>	<p><a href="https://www.suttontrust.com/wp-content/uploads/2018/09/What-Makes-Great-Teaching-REPORT.pdf">What-Makes-Great-Teaching-REPORT.pdf (suttontrust.com)</a></p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/985162/Special_educational_needs_Publication_May21_final.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/985162/Special_educational_needs_Publication_May21_final.pdf</a></p> <p>The data here makes clear the disadvantage for pupils with SEN in maths</p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473974/DFE-RR411_Supporting_the_attainment_of_disadvantaged_pupils.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473974/DFE-RR411_Supporting_the_attainment_of_disadvantaged_pupils.pdf</a></p> <p>‘Before, TAs would simply follow around students on the SEN register from lesson to lesson. They were as transient as the students. What we did instead was we made every TA a subject-specific TA. So they only worked within one subject. They became deployed by the subject leaders and had high level knowledge. (Secondary school, more successful) Senior staff in less successful schools expressed more reticence about using TAs to support disadvantaged pupils. They believed that qualified teachers were the best people to deliver interventions and were much more likely to talk about buying in help from retired teachers.’</p>	<p>1, 2, 8</p>

	<p>‘However, interviewees from more successful schools explained that this option would mean that staff delivering interventions did not have an opportunity to get to know pupils as individuals, understand their challenges and see their progress across the board. These interviewees made less distinction between teachers and TAs, which gave them greater flexibility to provide the best support for disadvantaged learners.’</p> <p>‘The Boston Consulting Group (2012) investigated the views of teachers and schools on what initiatives could make the most impact on the educational attainment of pupils in receipt of FSM attending schools below government floor targets.</p> <p>The report identified the following five areas as key for development.</p> <ol style="list-style-type: none"> <li>1. Improved literacy and numeracy in primary school, <b>with phonics playing an important part in early reading, but recognising the need to make an impact on wider communication skills</b> and numeracy.</li> <li>2. Transition from primary to secondary school assisted by family liaison officers and close working between schools in both phases.</li> <li>3. Literacy and numeracy programmes in secondary schools that make the basics relevant to life skills or the wider curriculum. [PFA outcomes - Headteacher]</li> <li>4. Sharing best practice between schools to boost the teaching practice and leadership skills of those in the target schools.</li> <li>5. <b>Improved initial teacher training and professional development as the quality of teaching is recognised to be the biggest factor in school improvement.’</b></li> </ol>	
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**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: **£14,344**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Enhancing the sensory regulation equipment available for PP learners with enhanced sensory needs, including autism. We will also fund staff training.</p>	<p>We have observed that sensory equipment and resources such as Ball chairs, lap pads, tunnels, weighted jackets/blankets, running machine and additional proprioceptor equipment can be effective at providing support for our pupils with sensory needs.</p> <p>A critical review published in Pediatrics provides a comprehensive view that more accurately represents the treatment:</p> <p>Johnson, C., and Myers, S. (2007). American academy of pediatrics council on children with disabilities. Identification and evaluation of children with autism spectrum disorders. Pediatrics 120, 1183–1215. doi: 10.1542/peds.2007-2361</p> <p><a href="https://publications.aap.org/pediatrics/article/120/5/1183/71081/Identification-and-Evaluation-of-Children-With?autologincheck=redirected">https://publications.aap.org/pediatrics/article/120/5/1183/71081/Identification-and-Evaluation-of-Children-With?autologincheck=redirected</a></p> <p><i>“The goal of [SI/SP-T] is not to teach specific skills or behaviors but to remediate deficits in neurologic processing and integration of sensory information to allow the child to interact with the environment more adaptively.”</i></p> <p><a href="https://doi.org/10.3389/fnint.2020.556660">https://doi.org/10.3389/fnint.2020.556660</a></p> <p>Evaluating Sensory Integration/Sensory Processing Treatment: Issues and Analysis Stephen Camarata, Lucy Jane Miller and Mark T. Wallace</p>	<p>18, 4, 5, 7</p>

	<p>Although the preceding research is American based it looks at a multifaceted approach to Sensory Integration/Sensory Processing Treatment [SI/SP-T] as part of an integrated approach</p> <p><i>“to allow the child to interact with the environment more adaptively.”</i></p> <p>This supports some of our pupils to remain in class and school more of the time and to be less distressed when at school</p>	
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<p>Training Year 9–11 pupils to use public transport. This will involve CPD and release time for two staff members.</p>	<p>Independent Travel Training is likely to enhance pupils’ social and employment opportunities: <a href="http://publishing.service.gov.uk">Department for Education (publishing.service.gov.uk)</a></p>	<p>8, 9, 10, 11, 12</p>
<p>Purchase of an additional day per week of Occupational Therapist time to improve access to the curriculum and support preparation for adulthood for disadvantaged pupils</p>	<p>Business Case for the Provision of Occupational Therapy at Oaktree School (see joint school and NHS policy document for supporting OT intervention at school).</p>	<p>2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12</p>

<p>Play/music therapist to help improve mental health and readiness to learn at school for disadvantaged pupils</p>	<p>The Good Childhood Report 2020</p> <p>The Children's Society</p> <p><a href="https://www.childrenssociety.org.uk/sites/default/files/2020-09/PRE022a_Good%20Childhood%202020_V6_LR.pdf">https://www.childrenssociety.org.uk/sites/default/files/2020-09/PRE022a_Good%20Childhood%202020_V6_LR.pdf</a></p> <p>PISA 2018 Results (Volume III) What School Life Means for Students' Lives OECD</p> <p><a href="https://www.oecd.org/publications/pisa-2018-results-volume-iii/acd78851-en.htm">https://www.oecd.org/publications/pisa-2018-results-volume-iii/acd78851-en.htm</a></p> <p><i>"The United Kingdom (sic) scores heavily for negative associations with feelings in comparison to other OECD countries"</i></p> <p>The wellbeing of secondary school pupils with special educational needs</p> <p>DFE</p> <p>Research report July 2017</p> <p>Matt Barnes and Eric Harrison Department of Sociology, City University of London</p> <p><a href="https://openaccess.city.ac.uk/id/eprint/17866/1/Barnes%202017_Wellbeing%20and%20SEN.pdf">https://openaccess.city.ac.uk/id/eprint/17866/1/Barnes%202017_Wellbeing%20and%20SEN.pdf</a></p>	<p>2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12</p>
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	<p><i>“The findings show that children with SEN tend to have lower levels of subjective wellbeing than children without SEN when talking about their school and their school work – and also with their friends (an important element of school life). Higher proportions of children with SEN are also deemed to be ‘unhappy’ with these aspects of their lives”</i></p> <p>Children’s wellbeing and their academic achievement: The dangerous discourse of ‘trade-offs’ in education</p> <p>Tania Clarke</p> <p>First Published December 20, 2020</p>	
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<p>Child Psychodynamic therapist to help improve mental health and readiness to learn at school for disadvantaged pupils</p>	<p>The Good Childhood Report 2020</p> <p>The Children’s Society</p> <p><a href="https://www.childrensociety.org.uk/sites/default/files/2020-09/PRE022a_Good%20Childhood%202020_V6_LR.pdf">https://www.childrensociety.org.uk/sites/default/files/2020-09/PRE022a_Good%20Childhood%202020_V6_LR.pdf</a></p> <p>PISA 2018 Results (Volume III) What School Life Means for Students’ Lives</p> <p>OECD</p> <p><a href="https://www.oecd.org/publications/pisa-2018-results-volume-iii/acd78851-en.htm">https://www.oecd.org/publications/pisa-2018-results-volume-iii/acd78851-en.htm</a></p> <p><i>“The United Kingdom scores heavily for negative associations with feelings in comparison to other OECD countries.”</i></p> <p>The wellbeing of secondary school pupils with special educational needs</p> <p>DFE Research report July 2017</p> <p>Matt Barnes and Eric Harrison Department of Sociology, City University of London</p> <p><a href="https://openaccess.city.ac.uk/id/eprint/17866/1/Barnes%202017_Wellbeing%20and%20SEN.pdf">https://openaccess.city.ac.uk/id/eprint/17866/1/Barnes%202017_Wellbeing%20and%20SEN.pdf</a></p>	
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	<p><i>“The findings show that children with SEN tend to have lower levels of subjective wellbeing than children without SEN when talking about their school and their school work – and also with their friends (an important element of school life). Higher proportions of children with SEN are also deemed to be ‘unhappy’ with these aspects of their lives”</i></p> <p>Children’s wellbeing and their academic achievement: The dangerous discourse of ‘trade-offs’ in education</p> <p>Tania Clarke</p> <p>First Published December 20, 2020</p> <p><a href="https://journals.sagepub.com/doi/full/10.1177/1477878520980197">https://journals.sagepub.com/doi/full/10.1177/1477878520980197</a></p>	
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<p>Mentoring to help improve mental health and readiness to learn at school for disadvantaged pupils</p>	<p>The Good Childhood Report 2020 The Children’s Society</p> <p><a href="https://www.childrensociety.org.uk/sites/default/files/2020-09/PRE022a_Good%20Childhood%202020_V6_LR.pdf">https://www.childrensociety.org.uk/sites/default/files/2020-09/PRE022a_Good%20Childhood%202020_V6_LR.pdf</a></p> <p>PISA 2018 Results (Volume III) What School Life Means for Students’ Lives</p> <p>OECD</p> <p><a href="https://www.oecd.org/publications/pisa-2018-results-volume-iii/acd78851-en.htm">https://www.oecd.org/publications/pisa-2018-results-volume-iii/acd78851-en.htm</a></p> <p><i>“The United Kingdom scores heavily for negative associations with feelings in comparison to other OECD countries”</i></p> <p>The wellbeing of secondary school pupils with special educational needs</p> <p>DFE</p> <p>Research report July 2017</p> <p>Matt Barnes and Eric Harrison Department of Sociology, City University of London</p> <p><a href="https://openaccess.city.ac.uk/id/eprint/17866/1/Barnes%202017_Wellbeing%20and%20SEN.pdf">https://openaccess.city.ac.uk/id/eprint/17866/1/Barnes%202017_Wellbeing%20and%20SEN.pdf</a></p> <p><i>“The findings show that children with SEN tend to have lower levels of subjective</i></p>	<p>2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12</p>
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	<p><i>wellbeing than children without SEN when talking about their school and their school work – and also with their friends (an important element of school life). Higher proportions of children with SEN are also deemed to be ‘unhappy’ with these aspects of their lives”</i></p> <p>Children’s wellbeing and their academic achievement: The dangerous discourse of ‘trade-offs’ in education</p> <p>Tania Clarke</p> <p>First Published December 20, 2020</p> <p><a href="https://journals.sagepub.com/doi/full/10.1177/1477878520980197">https://journals.sagepub.com/doi/full/10.1177/1477878520980197</a></p> <p><i>“...imagining an education system with the single agenda of knowledge acquisition is a reductionist vision. Not only would such a trade-off be harmful to the wellbeing of future citizens, it underestimates the transformative power of education to prepare children to live informed and worthwhile, emotionally textured, fulfilled lives.”</i></p>	
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<p>Job coach to support work experience/Employment/preparedness for work/PFA outcomes/independence and advocacy/working with Talentino.</p> <p>Qualified Careers Leader to support individual</p>	<p>Case study: Careers and SEN pupils</p> <p>Written by: Annie Grant</p> <p>Published: 14 October 2015</p> <p><a href="https://www.sec-ed.co.uk/best-practice/case-study-careers-and-sen-pupils-1/">https://www.sec-ed.co.uk/best-practice/case-study-careers-and-sen-pupils-1/</a></p>	<p>8, 9, 10, 11, 12</p>
<p>A wide range of external trips embedded into the curriculum experience of each journey so that all students have access to a wide range of cultural, educational and social experiences</p>	<p><a href="https://journals.sagepub.com/doi/full/10.1177/1477878520980197">https://journals.sagepub.com/doi/full/10.1177/1477878520980197</a></p> <p><i>“...imagining an education system with the single agenda of knowledge acquisition is a reductionist vision. Not only would such a trade-off be harmful to the wellbeing of future citizens, it underestimates the transformative power of education to prepare children to live informed and worthwhile, emotionally textured, fulfilled lives.”</i></p> <p>House of Commons Education and Skills Committee</p>	

	<p>Education Outside the Classroom</p> <p>Second Report of Session 2004–05</p> <p><a href="https://publications.parliament.uk/pa/cm200405/cmselect/cmeduski/120/120.pdf">https://publications.parliament.uk/pa/cm200405/cmselect/cmeduski/120/120.pdf</a></p> <p>“Outdoor learning supports academic achievement, for example through fieldwork projects, <b>as well as the development of ‘soft’ skills and social skills, particularly in hard to reach children.</b> It can take place on school trips, on visits in the local community or in the school grounds.”</p> <p>This is especially important for some of our more disadvantaged pupils who rarely, if at all, leave Enfield. Interaction with the public is also especially important for developing social skills and confidence for our students managing themselves at different locations and social settings.</p> <p>There is also significant academic learning to be had from visiting museums and places of cultural significance. The support of British values is made more real by visiting the RAF museum in Colindale, for example.</p>	
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<p>Early Bird's Breakfast club and National School Breakfast Programme (<a href="https://nsbp.family-action.org.uk/s/partnership-agreement?recordId=0010X000048vNP2">https://nsbp.family-action.org.uk/s/partnership-agreement?recordId=0010X000048vNP2</a>)</p>	<p>rarely, if at all, leave Enfield. Interaction with the public is also especially important for developing social skills and confidence for our students managing themselves at different locations and social settings.</p> <p>There is also significant academic learning to be had from visiting museums and places of cultural significance. The support of British values is made more real by visiting the RAF museum in Colindale, for example.</p> <p>"The effects of breakfast on behavior and academic performance in children and adolescents"</p> <p>Literature review</p> <p>Katie Adolphus, Clare L. Lawton and Louise Dye</p> <p>Front. Hum. Neurosci., 08 August 2013</p> <p><a href="https://doi.org/10.3389/fnhum.2013.00425">https://doi.org/10.3389/fnhum.2013.00425</a></p> <p><i>"...evidence suggests beneficial effects of breakfast for on-task behavior in the classroom, mainly in younger children &lt;13 years. <b>This effect was apparent in children who were well-nourished, undernourished and/or from deprived or low SES backgrounds.</b> For school performance outcomes,</i></p>	<p>1,2,3,4,5,6,7,8,9,10, 11 &amp; 12</p>
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	<p><i>evidence suggests a positive association between habitual breakfast frequency and quality of school grades or achievement test scores.</i></p>	
<p>To introduce Forest School experiences to the curriculum for students on Journey 1 and 2.</p>	<p><a href="https://www.ucl.ac.uk/educational-psychology/resources/CS1Stacey17-20.pdf">https://www.ucl.ac.uk/educational-psychology/resources/CS1Stacey17-20.pdf</a> (SC to lead on this)</p>	<p>1, 2, 3, 5, 9, 11</p>

<p>To release our specialist Dyslexia teacher for three sessions per week to carry out Dyslexia screening and focused interventions</p>		<p>1, 2, 5, 10, 12</p>
<p>Targeted GCSE maths and English intervention from a trainee teacher</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><a href="#">Maths guidance KS 1 and 2.pdf</a> (<a href="http://publishing.service.gov.uk">publishing.service.gov.uk</a>)</p> <p><a href="#">Teaching mathematics at key stage 3 - GOV.UK</a> (<a href="http://www.gov.uk">www.gov.uk</a>)</p> <p>There is strong evidence that teachers' pedagogical and content knowledge within specific subjects has a significant impact on pupil outcomes:</p> <p><a href="#">What-Makes-Great-Teaching-REPORT.pdf</a> (<a href="http://suttontrust.com">suttontrust.com</a>)</p>	<p>1, 2, 5, 10, 12</p>

	<p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/985162/Special_education_al_needs_Publication_May21_final.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/985162/Special_education_al_needs_Publication_May21_final.pdf</a></p> <p>The data here makes clear the disadvantage for pupils with SEN in maths</p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473974/DFE-RR411_Supporting_the_attainment_of_disadvantaged_pupils.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473974/DFE-RR411_Supporting_the_attainment_of_disadvantaged_pupils.pdf</a></p> <p>'Before, TAs would simply follow around students on the SEN register from lesson to lesson. They were as transient as the students. What we did instead was we made every TA a subject-specific TA. So they only worked within one subject. They became deployed by the subject leaders and had high level knowledge</p>	
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<p>SALT- Zones of regulation, talking mats, comic strip conversations</p>		<p>1, 2, 3, 4, 5, 6, 7, 9</p>
<p>Introduction of THRIVE morning activities for Journey 1 students</p>		<p>1, 2, 3, 4, 5, 6, 7, 9</p>

Introduction of social sensory circuits for Journey 1 students, which focus on sensory regulation and social connection at the start of each day		
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