

## 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 2021 to 2022 academic year.

Intended outcome	Progress
Improved attainment for disadvantaged pupils in all subjects, notably maths, relative to their starting points as identified through baseline assessments.	All pupil premium students have taken part in one to one tutor sessions led by our intervention coordinator. Their progress was tracked throughout the year by Shaheena and by our math coordinator. Any concerns about attainment were raised at teacher appraisals and as part of moderation sessions throughout the year.
Improved attainment for disadvantaged pupils in all subjects, notably English, relative to their starting points as identified through baseline assessments.	All pupil premium students have taken part in one to one tutor sessions led by our intervention coordinator. Their progress was tracked throughout the year by Shaheena and by our English coordinator. Any concerns about attainment were raised at teacher appraisals and as part of moderation sessions throughout the year.
Improved language comprehension and reading (reading will be different depending on student's cognitive level) for disadvantaged pupils so that they can independently comprehend subject-specific texts with challenging terminology.	The school has adopted the Read Write Inc phonics program. 25 members of staff have taken part in full training. We have a further 12 members of our teaching team who will take part in in house training led by <a href="#">Ricardo Morais</a>
Pupils can use a range of communication systems to aid their understanding and to develop expressive communication skills.	Language and communication was a whole school focus throughout last year. Training was led by our SALT team and also by an external trainer. There is now a broader use of symbols,

	<p>CLICKER 7, Makaton and visual aids across the school at all levels. Whole school and individualised approaches are used. The school has now purchased the WIDGET program to further support the use of symbols across the school</p>
<p>Disadvantaged pupils have greater confidence and independence to help them engage more with the wider community and prepare for adulthood.</p>	<p>Students regularly attend trips to the local community, with a greater emphasis on the use of public transport. A new mini bus has been purchased to support staff with taking students out on trips. Our O.T has supported whole classes and individual students with key life skills.</p>
<p>Disadvantaged pupils feel better prepared for career progression and / or FE/ HE opportunities through mentoring, work experience and opportunity.</p>	<p>Our 6th form team, led by Kyri has provided students with a greater awareness FE/HE opportunities. This has lead to students accessing a greater range of colleges and courses</p>
<p>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</p>	<p>All classes accessed a range of trips to the local community and into London. These included art galleries, museums, libraries, concerts and theaters</p>
<p>To broaden the scope of mental health and nurture provision to support pupils personal growth, develop engagement for learning and support improved adult outcomes</p>	<p>The school employed an experienced music therapist last year to work alongside our experienced child psychotherapist. This enabled us to offer weekly therapy session to more students and increased the scope of out therapeutic interventions, particularly for our Journey 1 students</p>
<p>To carry out a mental health/ wellbeing audit. To monitor student mental health and wellbeing on an ongoing basis</p>	<p>For this forthcoming year we will work with the My Young Mind Enfield Team to design and implement a mental health and wellbeing survey which will be followed up by targeted interventions led by the MYME team</p>

<p>Breakfast and Breakfast club</p>	<p>The school re-established its breakfast club. 4-5 students attend each day, accessing educational and social activities. Our 6th form independent travelers also have access to the school from 8:15 onwards. Where possible these students are being integrated into the school cafe morning routine, delivering coffees and breakfasts to staff</p>
<p>To develop person centered Positive Behaviour Support plans for students who regularly display dysregulated behaviour or have a difficulty with engaging with a particular aspect of life inside or outside of school</p>	<p>Positive Behaviour Support plans are now in place for 15 students across the school and are reviewed half termly by class teams. Where required student wellbeing meetings have been held to support this process. These meetings are multidisciplinary meetings involving SALT, O.T, Senior teachers, PRICE trained staff. Over the course of this academic year, we will use THRIVE to further support our understanding of underlying causes of behaviours of concern</p>
<p>Creation of a maths teaching team who will identify students who are not making expected progress in line with school termly/annual targets. The curriculum leader will engage with our local schools and nearby schools and to develop the quality of maths teaching through CPD.</p>	<p>Students not making expected progress were identified through moderation and through the appraisal process. One student is now receiving weekly maths tuition towards a GCSE qualification.</p>
<p>Creation of a literacy/reading/communication teaching team who will identify students who are not making expected progress in line with school termly/annual Targets. 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>Students not making expected progress were identified through moderation and through the appraisal process. All PP students have access to ongoing tutor support from our academic mentor</p>

<p>CPD for teaching staff (including LSAs) on developing resilience for pupils, relationships, social communication for pupils</p>	<p>Staff attended 4 trauma awareness training sessions in the last academic year. We are working with the MYME enfield team to plan mental health and wellbeing staff training for this academic year. This will be further augmented by THRIVE training on wellbeing, mental health and adolescents</p>
<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>Shaheena, a qualified teacher, carried out targeted weekly interventions with disadvantaged students and any students not making expected progress. She carried out one to one interventions with 79 students across the year. Shikah is continuing these focused mentoring sessions this academic year (22/23)</p>
<p>Enhancing the sensory regulation equipment available for PP learners with enhanced sensory needs, including autism. We will also fund staff training.</p>	<p>Olga and Aranza (our occupational therapist) carried out an assessment of our students needs and purchased a wide range of sensory equipment, which has now been integrated and used across the school with key students.</p>
<p>Training Year 9–11 pupils to use public transport. This will involve CPD and release time for two staff members.</p>	<p>Last year 8 students were successfully trained to use public transport to and from school. Simon and Keisha are training Travel Trainers and are carrying out in house travel training with students in year 8 and above</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>Last year Aranza, a scale 7 occupational therapist, worked for one day across the school. She carried out; sensory assessments, handwriting programs, shoelace programs, targeted self care and personal care programs, led a young woman's group, led staff training on mindfulness and yoga in the classroom.</p>
<p>Play/music therapist to help improve</p>	<p>Throughout last year Nicola worked</p>

<p>mental health and readiness to learn at school for disadvantaged pupils</p>	<p>with 5 students per week. These students were primarily from Journey 1.</p>
<p>Trainee child wellbeing practitioner (Wellbeing Institute) to help improve mental health and readiness to learn at school for disadvantaged pupils</p>	<p>Mark led two “leavers” groups to support students with emotionally processing leaving oaktree and moving on to new and exciting challenges. He also led two other small groups, which aimed on supporting key young people to self regulate and express themselves within the school community. This accademic year (22-23) Mark, in addition to two leaver groups, is working with two students who have low attendance and 2 students who display behaviours of concerns</p>
<p>Mentoring to help improve mental health and readiness to learn at school for disadvantaged pupils</p>	<p>Sam led weekly mentoring sessions with key students throughout the year, supporting students with high levels of stress/ anxiety and low level mental health difficulties. This was a very successful program and enabled us to broaden the scope of our student wellbeing/ mental health support</p>
<p>Job coach to support work experience/Employment/preparedness for work/PFA outcomes/ independence and advocacy/working with Talentino.</p>	<p>11 students took part in travel training last year. These included working in a charity shop, The Arts Depot, Forty Hall Farm and Chicken Shed.</p>