



Pupil premium strategy statement

This statement details our school's use of pupil premium premium (2022 to 2025) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding over 3 academic years.

School overview

At start of Strategy:

Detail	Data
School name	The Observatory School
Date	September 2022
Number of pupils in school	119
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	22/23 – 23/24 – 24/25
Date this statement was published	October 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Gregory Chiswell
Pupil premium lead	Sarah McGlynn - Deputy Headteacher
Governor / Trustee lead	Jane Owens

Review point – Year 1 – September 2023

Detail	Data
Number of pupils in school	143 (160 funded) Due to new building not being completed
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	22/23 – 23/24 – 24/25
Date this statement was updated	October 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Gregory Chiswell
Pupil premium lead	Sarah McGlynn - Head of School (Vyner Campus)
Governor / Trustee lead	Changed to Jacqui Kearney

Funding overview

At start of strategy:

Detail	Amount
Pupil premium funding allocation this fiscal year	£78,744
Date	09/2022
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0

Review point one - Year 23/24

Detail	Amount
Pupil premium funding allocation this fiscal year	£123,990
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0

Part A: Pupil premium strategy plan Statement of intent

Our intention aligns with our mission statement – 'to change children's lives'.

We aim to support disadvantaged pupils in line with the original intention of the Pupil Premium Grant which is increasing attainment and aspiration for students from disadvantaged backgrounds, specifically:

1. To increase social mobility
2. To enable more students to remain in education, training and/or employment
3. To reduce the attainment gap

Our priorities and ultimate objectives are to address and remove barriers that disadvantaged children might face in the following areas:

1. **Literacy** – We see good literacy as a gateway to the rest of the curriculum and a fulfilling life. [See literacy policy / curriculum for intent]. Improving attainment in literacy will help drive changes in children's lives.

2. **Social and Emotional needs** – All our pupils have a diagnosis of SEMH, meeting their social and emotional needs and equipping them with the strategies they need is 'mission critical' to changing their lives.

3. **Mental health** – Before covid, mental health challenges underpinned the majority of our pupils' barriers to the curriculum. Covid has driven a perfect storm in mental health. This impacts on all areas of the school, but in particular, the attendance and engagement of learners with the curriculum when they are attending . We aim to use the Pupil premium to support our mental health provision.

This strategy works towards achieving these objectives by using a multi-disciplinary approach, in line with the SEND code of practice. Primarily the pupil premium grant is spent on qualified professional people to support the objectives and interventions.

To that end, the wider impact of the spend will be the promotion of quality first teaching to waves of pastoral intervention. There will be one-to-one tutoring and a team of on-site specialists with a variety of roles and expertise commissioned.

Quality first teaching is at the heart of our whole school approach to meeting the complexity of needs, with a focus on areas in which disadvantaged pupils require the most support.

This is proven, in research, to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. This however requires a curriculum that is designed to meet the unique complexities of the school population. At The Observatory School, we define the curriculum as 'everything the school does'.

Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers. We recognise that with such a high % of pupils attracting the premium, the spend of the pupil premium will most likely impact all pupils on roll.

Disadvantaged children who are struggling to access learning can be referred to our multidisciplinary safeguarding and pastoral team, who meet every week with the Headteacher to discuss who can provide the support to a pupil to have the best chance of removing barriers to learning. They work closely

with class teachers, the schools two SENCo's and our external partners in health, social care (and others, e.g. the police, specialist therapeutic practitioners et al) to track progress and suggest if and when interventions could stop, or if any more is needed.

The key-principles of our strategy plan are:

- Continue to improve the quality of teaching, learning and assessment to ensure that it is consistently good across all year groups and across the curriculum
- Further improve outcomes in literacy for disadvantaged pupils
- Continue to embed the work of the new middle leaders to drive forward improvements in the whole school curriculum for disadvantaged pupils at the school
- Ensure that the pastoral team have both the resources and knowledge to implement the interventions they require.

Challenges

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

Challenge number	Detail of challenge
1	Our assessments (including B squared and teacher (form/sum)), observations, safeguarding disclosures and discussions with pupils and families have identified social and emotional issues for many pupils, including a notable lack of enrichment opportunities (cultural capital) during school closure and significant trauma at home* (see My Concern summary reports – Pastoral Team). These challenges particularly affect disadvantaged pupils, including their attainment.
2	The majority of students entitled to pupil premium are below Age Related Expectations (ARE) in literacy* (See literacy analysis - Head of Literacy)
3	Attendance of pupils entitled to pupil premium remains a concern, some pupils are school refusers. The barriers to attendance have been analysed and we are working with the LA at senior levels to break these down.
4	Post pandemic Mental Health challenges have led to an attendance slump. The majority of pupils entitled to the premium currently require additional support with social and emotional needs. This has led to supporting some very challenging behaviour in school. A minority of pupils entitled to the PPG are involved in OCG / clandestine behaviours

	outside of the school and require wrap-around MAI to break these cycles to safeguard them in the moment and their wider future potential.
5	Parental engagement and communication – we are adopting a team around the family approach to the post pandemic challenge. As the majority of students arrive on local authority transport, it can be difficult to stay in touch with those parents who don't have access to Class Dojo, which is how teachers stay in touch with parents.

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
All students make progress towards meeting their end of year target in literacy	<ul style="list-style-type: none"> • Use the literacy baseline information and previous years assessment to inform strategies and interventions required in literacy and develop an informed target setting. • All staff in school receive appropriate training to support the whole school literacy strategy • Target setting meetings at least three times a year where PPG students are set challenging but realistic end of year targets, progress is tracked throughout the year and specific interventions are introduced to those not on track. • Literacy TA/HLTA to work on specific intervention targets with individuals / small groups of children. • Students requiring high level intervention in literacy are identified in teachers planning. • Teachers to work closely with leaders to enable them to set challenging but achievable targets to work towards.
Continue to enable students to both catch-up and keep up with their reading (including early reading and phonics).	<ul style="list-style-type: none"> • Teaching and learning of early reading including phonics where it is identified as being required is to be a consistently high standard across the school – Other strategies should be explored if phonics is not impactful.

	<ul style="list-style-type: none"> • Identification of those staff who have not been trained or need further support through CPD & training, as evidenced through work sampling & lesson visits. • PPG students identified in planning as the focus for the PPG Literacy TA.
To have strategies, or know how to seek support, to manage their own emotional well-being.	<ul style="list-style-type: none"> • School will team around the children and their families with support with detailed multi agency support plans in place to ensure everything possible is done to support mental health driven attendance issues • Establish a vulnerable pupil unit in 22/23 to add another 'wave' in how the school is equipped to meet the growing complexity of need. • Sustained high levels of wellbeing from 2024/25 shown through qualitative data from student voice, student and parent surveys and teacher observations. • Quantitative data shows a reduction in extreme behaviour in Upper Key Stage 2 and Year 7 to fall in line with rest of the school

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 and wider school approaches

Budgeted cost: £22000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Implement literacy strategies to improve the standards of literacy across the school</p> <p>(i) Further AR training for new staff:</p> <p>All teachers and TAs will continue to be trained to deliver the programme across the school.</p> <p>(ii) Purchase of AR books to support the ongoing delivery of the programme.</p>	<p>AR has been chosen by the Literacy Lead as she has had outstanding success with the approach in previous settings.</p> <p>The initial data from the trail roll out demonstrated significant progress with all pupils enrolled.</p>	<p>2</p>
<p>Further sequencing & development of the academic curriculum to support all students in accessing the curriculum</p>	<p>Using the data from AR & B squared baselining, middle leaders will revisit their curriculum planning to ensure it meets the needs of the pupils.</p>	<p>1, 2, 3 & 4</p>
<p>To improve the effectiveness of teaching assistants in the classroom</p> <p>(i) - Appointment of lead TA's into each facility</p> <p>(ii) Review and implement new appraisal for the teaching assistants</p> <p>(iii) Raise awareness of the data to help TA's better support the pupils in their T&L</p> <p>(iv) Train TA's in using the systems to</p>	<p>Research shows that clear understanding of the data will result in better targeted support for pupils</p>	<p>1, 2, 3, 4 & 5</p>

communicate with parents		
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Targeted support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £94,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Individual and small group tutoring during school hours	A recently released meta-analysis of close to 100 studies of tutoring in literacy and mathematics has found that tutoring programmes consistently produced large improvements for students, with tutoring programmes conducted during school hours tending to have larger impacts than those conducted after.	All
Targeted PPG groups and lessons once a week from:	There is a strong evidence base showing the impact that high quality interventions can have on the outcomes of struggling students. However, while interventions may well be one part of an effective Pupil Premium strategy, they are likely to be most effective when deployed alongside efforts to improve teaching, and attend to wider barriers to learning, such as attendance and behaviour.	
<ul style="list-style-type: none"> (i) Pastoral Team (And people they link with – eg health, social care, police etc) (ii) Specialist TA's (iii) Senior leadership 	Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the	

	<p>spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.</p> <p>In terms of clandestine activity, the Glasgow knife project provides a clear evidence base of how individual mentoring can be highly effective in breaking cycles of offending behaviour. The project, had an arms-length relationship with the Police and was later rolled out across Scotland. It adopted a public health approach to knife crime, in which the police work with those in the health, education and social work sectors to address the problem. The results were dramatic.</p>	
Appointment specialist literacy TA so that specialist interventions can be completed with the pupils requiring extra school led support to make accelerated progress in their reading.	Early analysis of data in the summer term identified the trail project (employment of literacy ta) showed a demonstrable improvement in the standards of literacy in the school	2 / 1