Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2026 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	Oakley School
Number of pupils in school	177 (Yr. R – Yr. 11 inc.) 87 pupils eligible for PP
Proportion (%) of pupil premium eligible pupils	49%
Academic year/years that our current pupil premium strategy plan covers	2025/2026
Date this statement was published	September 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Sam Perryman, Headteacher
Pupil premium lead	Nicola Fosker Assistant Headteacher
Governor / Trustee lead	Lizzie Bentley Bowers Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£138,835
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£138,835

Part A: Pupil premium strategy plan

Statement of intent

Oakley School is the Tunbridge Wells District special school for children aged 4-19 years and is designated as a school for children with profound, severe and complex learning needs, (PSCN) including autism, ADHD, speech, language, communication and interaction difficulties. All pupils at Oakley School have an Education and Health Care Plan (EHCP).

Socio-economic disadvantage is not always the primary challenge our pupils face and due to the complexity of their needs it is not always possible to identify the degree to which their progress and attainment is affected by social background. Analysis of progress towards EHCP outcomes shows no significant difference overall between our Pupil Premium (PP) and non-Pupil Premium pupils.

Our Pupil Premium Strategy Plan feeds into our school mission “To keep children and young people at the heart of all we do” and supports and maintains our well established, positive and proactive Oakley School ethos and culture of “Work Hard, Be Kind, Have Fun, Stay Safe”.

Our goal is that all pupils, regardless of their background or the challenges they face, make progress and achieve to the best of their potential across the curriculum. We want all pupils to want to come to school, be their best and be confident, independent and successful learners. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that objective. The activities featured in this strategy are an integral part of our School Development Plan and other school action plans. Our strategy aims to support pupils deemed to be vulnerable, regardless of whether they are disadvantaged or not. This may include those who have a social worker, an Early Help worker, a personal assistant or may be a young carer.
Our aim is to use pupil premium funding to ensure positive outcomes for pupils in relation to meeting their termly targets and key stage outcomes in their EHC plans, making good progress on their Oakley Learning Journey, improved attendance levels, futures and destinations as well as ensuring they receive the same social opportunities as their peers.

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

Although our strategy is focused on the needs of disadvantaged and vulnerable pupils, it will benefit all pupils in our school where funding is spent on whole-school approaches, such as high-quality teaching, curriculum development, sensory integration and whole school reading strategies. 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.

We will also provide disadvantaged and vulnerable pupils with support to develop skills for life and independence and continue to ensure that high-quality work experience, futures and destinations and further education guidance is available to all.

Challenges

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

Challenge number	Detail of challenge
1	Pupils' Special Educational Needs (Cognition and Learning, Communication and Interaction, Sensory and Physical, Social and Emotional and specific learning needs and disabilities) as evidenced through assessments and observations and detailed in pupil's Education Health Care Plans.
2	Pupils' therapeutic needs (Occupational Therapy, Speech and Language Therapy and health related issues).
3	Pupils' well-being needs, including mental health, social communication needs and difficulties, Life Skills and limited aspiration.
4	Parents'/Carers' own needs, including mental health, social communication, social isolation, poverty and socio-economic difficulties which impact on their abilities to support their child's learning needs.
5	Our assessments, observations and conversations with pupils indicate that disadvantaged pupils often require additional support to manage and regulate their behaviour.
6	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. For example, accessing after school clubs, trips, visits and residential trips; attending school appointments or workshops.
7	Our assessments, observations and conversations with pupils indicate that disadvantaged pupils often require additional support to develop preparation for adulthood skills, such as independent travel.

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
• Ensure the Creative Curriculum and Oakley Learning Journey meets the needs of all our pupils within the national context providing rigour, challenge and ambition.	• All pupils make progress from their baseline on the Oakley Learning Journey. Evidenced by analysis of data from Evidence for Learning.
• Develop our pedagogy in response to pupils' needs and implement innovative approaches and interventions to ensure all our pupils flourish.	• Teaching will be good or better and all pupils will make good progress towards their EHCP targets and on the Oakley Learning Journey. Evidenced by analysis of data from Evidence for Learning.

• Develop a dynamic school environment that engages all pupils at all ages and stages during their time at Oakley School.	• Evidence of pupils making good progress in wellbeing, self-confidence, social skills, respect for others and engagement in learning. Wellbeing and engagement will be demonstrated through Evidence for Learning.
• Promote a culture of collaboration and learning across the school by fostering positive partnerships and providing staff with high quality CPD.	• Children are clear of routines and feel safe in the school environment. This will be evidenced through CPOMS. Where children remain unsettled, appropriate interventions and therapy will be identified and delivered.
• Extend relationships within the community to improve the outcomes of pupils with SEND and their families during their time at Oakley and in preparation for their future.	• Attendance in line or exceeding that of their peers. Case studies where input from school and referrals where necessary has helped to reduce the impact of socio and economic factors and improve outcome for pupils and their families.

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: £17,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality CPD. Staff training may include delivering the creative curriculum and Oakley Learning Journey, using the low arousal approach, embedding trauma informed practice and developing reading and maths. £17,500	Training enables staff to embed evidence-based practice to support pupils' personal, social, emotional development within the current context. It also helps create an engaging, dynamic environment that supports pupils to develop their learning, curiosity, resilience and independence in response to the Oakley Learning Journey.	1,2,3,5

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

Budgeted cost: £64,130

Activity	Evidence that supports this approach	Challenge number(s) addressed
Thrive Practitioner and resources £14,300	Social and Emotional Learning interventions in education are shown to improve skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment. *(EEF Toolkit – Social and Emotional Learning)*	1,2,3,4,5
High quality Speech and Language provision and resources. Speech and Language Therapists to use their expertise through both direct interventions and guiding class-based interventions. £13,600	The EEF Toolkit research indicates that oral language interventions can have a very high impact on progress. High quality speech and language resources also improve communication and interaction which increases pupil engagement.	1, 2, 3, 5
High quality Occupational Therapy (OT) provision and resources £12,750	OT resources can impact positively on many areas of development including balance, core strength, body awareness, sensory regulation, executive functioning, attention and greater independence with participation and self-care.	1, 2, 3, 5
High quality Music Therapy provision. Music Therapist to deliver therapy to individual children and small groups. £23,480	The benefits of pupils receiving therapy at school often include improved self-esteem, access to care, less interruption in learning, increased quality of everyday life and relationships, strengthening the use of their emotions and increase self-awareness. *(Centerstone)*	1, 2, 3, 5

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

Budgeted cost: £57,205

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement and extend our use of the Creative Curriculum into the community to promote local engagement and ensure pupils have experiences that develop their cultural awareness. Create opportunities for pupils to consolidate and transfer their learning and skills through the provision and subsidisation of offsite and residential trips. £12,000	The breadth of extra-curricular activities, spanning the musical, artistic, social and sporting domains, are widely considered valuable life experiences that should be open to all young people, regardless of background or where they happen to live. In turn, developing children's cultural capital. *(Social Mobility Commission – An Unequal Playing Field)* Developing pupils' cultural awareness helps foster a sense of community and belonging, which is essential for student success.	1,6
Extend our physical and sensory offer to include external activities which include Judo, swimming, rugby and golf. £7,000	Provision of external and out of school experiences that encourage participation and interaction with others both in school and out in the community. Building communication and friendships can help boost self-esteem, and in doing so improve a child's mental health and personal development.	1,6,7
Continue to provide outdoor learning and forest school resources. £1,500	Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.	3

Support for food technology activities £7,500	Food Technology encompasses health, hygiene, nutrition, and food science as well as food preparation skills which are all an essential part of leading a healthy lifestyle. This plays a significant part in our life skills curriculum – preparing our students for independence.	3
Use of Technology/ICT to support learning. £5,000	ICT can be used to enhance interaction and increase engagement. It can also be used to support pupils' communication and interaction. Technology has the potential to increase the quality and quantity of practice that pupils undertake, both inside and outside of the classroom. *(EEF Using Digital Technology to Improve Learning)*	3
To broaden and deepen our ambitious futures and destinations programme. £2,000	This ensures all pupils have access to high-quality, aspirational opportunities that prepare them for successful transitions into further education, employment and lifelong learning. The literature suggests that careers education is optimally facilitated when interventions are personalised and targeted to individuals' needs from an early age. There is compelling evidence that career learning should begin in primary schools and continue through adulthood.	6, 7
Provision of after school clubs. £3,800	Provision of after school clubs to enable identified pupils to engage in a range of activities. The provision will encourage participation and interaction with others.	1,6

Provision of specific resources for identified Pupil Premium pupils to support individual learning. This will be informed through discussions with class teachers and other staff including Speech and Language Therapists and Occupational Therapists following reviews at for example, Pupil Progress Meetings and Annual Review meetings. £6,000	Previous work within the school shows that some pupils benefit from specific resources to help them overcome their unique and complex needs.	1,2,3,
Provision of specific, therapeutic resources for each phase in school. £8,000	Therapeutic resources may include adapted furniture, sensory equipment, and adapted cutlery and scissors. This provision will support regulation and develop independence which increases engagement.	1, 2, 3, 5, 7
To embed trauma informed practice and develop 'The Oakley Approach' to supporting pupil engagement, behaviour and wellbeing. £4,000	Trauma-informed practice refers to an approach that acknowledges the prevalence of trauma in individuals' lives and seeks to create safe and supportive spaces. By adopting trauma-informed practices, schools aim to promote resilience, understanding, and empowerment among students.	1, 3, 4, 5
Unallocated amount £405 Suggested expenditure includes: • Developing The Oakley Learning Journey	• The Oakley Learning Journey will be reviewed during the year for its effectiveness and impact on pupils' outcomes. Internal data will be analysed for areas of development.	1,2, 3, 4, 5, 6, 7

Total budgeted cost: £138,835

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.

The school provided a range of high quality CPD from both internal and external sources (such as the NHS Speech and Language team and Studio 3) to develop teaching and learning across the school. This investment has increased knowledge and skills in areas such as communication, behaviour and interoception, enabling all pupils, including the Pupil Premium cohort, to make good progress.

Internal data from 2024/2025 showed no significant difference in outcomes between PP and non-PP pupils.

The school is committed to embedding trauma-informed practices throughout its provision. Continued investment in pupil wellbeing has enabled the school to retain key therapeutic staff, including a Music Therapist, a play-based counsellor, and THRIVE practitioners. These professionals play a vital role in supporting the mental health and emotional wellbeing of pupils, resulting in a significant positive impact on their social, emotional, and behavioural development.

The school has also continued to employ a Speech and Language Therapist and an Occupational Therapist to deliver its universal offer. This strategic investment has enabled the embedding of a total communication approach, significantly enhancing pupils' ability to communicate and interact effectively. Furthermore, the expansion of therapeutic resources has ensured that all pupils have access to specialist facilities and sensory equipment, supporting improved self-regulation and overall wellbeing.

All pupils have had the opportunity to participate in a wide range of enrichment activities, both within school and through offsite educational visits, aimed at enhancing their cultural capital. These experiences have significantly boosted pupil engagement and contributed to the development of essential life skills. Notable residential trips—including a visit to France, skiing in Italy, and sailing—have had a profound impact on pupils' social development, fostering independence, teamwork, and resilience.

Pupils were offered a diverse range of external physical development opportunities, including Judo, gymnastics, and golf. These activities ensured that every child and young person could access experiences that might otherwise be unavailable to them, promoting inclusivity and broadening participation.

The school also maintained its commitment to outdoor learning through continued provision of forest school resources. Engaging in these physically and emotionally challenging activities has supported pupils in developing vital non-cognitive skills such as resilience, self-confidence, and motivation.

In addition, the school sustained its subsidised after-school club programme, ensuring equitable access to enrichment beyond the classroom. Investment in Food Technology further strengthened the curriculum, equipping pupils with essential life skills and fostering independence. This area of learning encompasses health, hygiene, nutrition, food science, and practical food preparation—critical components of a healthy lifestyle that many pupils benefit from targeted support with.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider