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	Oakley School
Number of pupils in school	179 (Yr. R – Yr. 11 inc.)
Proportion (%) of pupil premium eligible pupils	40%
Academic year/years that our current pupil premium strategy plan covers	2023/24 – 2025/26
Date this statement was published	October 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Sam Perryman, Headteacher
Pupil premium lead	Michael Burt, Assistant Headteacher
Governor / Trustee lead	Lizzie Bentley Bowers Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£106,955
Recovery premium funding allocation this academic year	£71,776
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£3,446
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	£182,177

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' mental health and well-being needs, including mental health, social communication needs and difficulties, Life Skills and limited aspiration.
4	Parents'/Carers' own mental health and well-being needs, including mental health, social communication needs and 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 sleuth. Where children remain unsettled, appropriate intervention 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 percentage 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: £60,617

Activity	Evidence that supports this approach	Challenge number(s) addressed
Review and quality assure the impact of the school approaches and the Oakley Learning Journey on pupils' progress from Nursery to Post 16. £1,000	The Oakley Learning Journey is in it's first full year of use and will be reviewed during the year for its effectiveness and impact on pupils' outcomes. Internal data will be analysed for areas of development.	1,2,3,5,6,7
Promote a culture of reading across the school that create opportunities to engage, explore and	The EEF Toolkit research indicates that Phonics has a positive impact with very extensive evidence and is an important component in the development of early	1,7

discover a range of texts and the love of books. £5,000	reading skills, particularly for children form disadvantaged backgrounds.	
Ensure there is a dynamic arts offer across the school through strategic mapping and clear progression for all pupils, including the provision of high quality music teaching. £44,617	The EEF Toolkit research indicates that the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress. Improved outcomes have been identified in English, mathematics and science. Benefits have been found in both primary and secondary schools. Some arts activities have been linked with improvements in specific outcomes. For example, there is some evidence of the impact of drama on writing and potential link between music and spatial awareness. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.	1,2,3,5,6,7
Raise aspirations across our school community so that our pupils in every Phase have access to ambitious and personalised futures and destinations guidance. £5,000	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.	1,4,7
Increase use of technology to access and support the curriculum (Personalised learning/ as part of our cycle of continuous improvement). £5,000	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)*	1,6,7

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

Budgeted cost: £44,744

Activity	Evidence that supports this approach	Challenge number(s) addressed
Thrive Practitioner. £10,400	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. Speech and Language Therapists to use their expertise through both direct interventions and guiding class-based interventions. £6,480	The EEF Toolkit research indicates that oral language interventions can have a very high impact on progress	2
High quality Occupational Therapy (OT) provision. Occupational Therapists to use their expertise through both direct interventions and guiding class-based interventions. £8,064	OT support 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	2
High quality Music Therapy provision. Music Therapist to deliver therapy to individual children and small groups. £19,800	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)*	2

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

Budgeted cost: £47,948

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure highest levels of attendance, behaviour and positive attitudes for all pupils by enabling staff to consistently recognise and support regulation for excellent behaviour for learning. £3,000	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)*	1,5
Implement and extend our use of the Creative Curriculum into the community to promote local engagement and opportunities for pupils to consolidate and transfer their learning and skills through the provision and subsidisation of offsite and residential trips. £19,000	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. *(Social Mobility Commission – An Unequal Playing Field)*	1,6
Developing Physical Development curriculum across the school. £5,000	Provision of external and out of school experiences that encourage participation and interaction with others both in school and out in the community E.g. KSENT Olympics	1,6,7
Provide proactive, personalised and innovative approaches to support inclusive learning experiences for all pupils, including the harder to reach pupils by strengthening links with families and community partners through the provision of family workshops. £2,500	The NSPCC recommends parents and carers work with their children to create routines that provide structure to their day, partake in activities together and assist their children in expressing their emotions. Workshops will provide parents and carers with the skills to understand their children's needs and provide an opportunity for our parents and carers to network and form connections. Parental engagement in children's learning and the quality of the home	1,4

	learning environment are associated with improved academic outcomes at all ages.2,3 The evidence suggests that three areas are particularly worth focusing on: • supporting parents to have high academic expectations for their children • developing and maintaining communication with parents about school activities and schoolwork • promoting the development of reading habits. (*EEF Guidance Report – Working with Parents to Support Children's Learning).*	
Enable pupils to use Total Communication, including AAC systems to support their communication, behaviour and attitude to learning and show the same levels of achievement and positive behaviour at home as they do at school through the purchase of high quality resources to support the provision of therapeutic interventions and the wider creative curriculum. £2,400	We have observed that sensory equipment and resources such as weighted blankets and jackets can be effective at providing support for our pupils with sensory needs	1,2
Provision of Lunch clubs and After school clubs. £4,850	Provision of lunch clubs and after school clubs to enable identified pupils to engage in a range of activities such as singing and signing, Art, THRIVE and cake decorating. 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	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,

example, Pupil Progress Meetings and Annual Review meetings. £11,198		

Total budgeted cost: £153,309

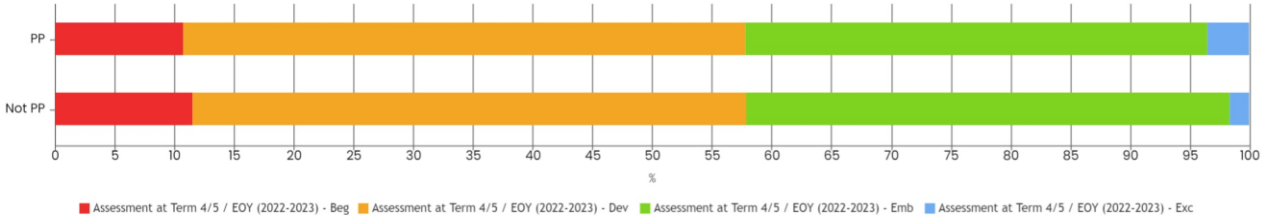
Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

The school provided a range of high quality CPD both internally and from external sources to embed and develop teaching and learning across the school. This support improved staff skills and knowledge, enabling all pupils including Pupil Premium to make good progress, and will remain a priority.

Internal data from 2022/2023 showed no significant difference in outcomes between PP and non PP pupils with the PP cohort achieving marginally better. The data showed 89.3% of EHCP targets for our Pupil Premium cohort were recorded as developing, embedded or exceeded compared to 88.5% for our Non-Pupil-Premium cohort.



The school identified Rising Stars as the scheme to teach phonics throughout the school. All staff received training to ensure they have the skills and knowledge to deliver the scheme. In addition, the school purchased resources to ensure that these were available in all classes. This was considered to be beneficial to pupils and the school intends to invest further in Rising Stars throughout 2023/24.

The continued investment in pupil wellbeing enabled the school to employ a Music Teacher, Music Therapist and THRIVE Assistants to support the mental health and well-being of pupils. This has been shown to have had a significant impact on pupil's social, emotional and behavioural needs.

All pupils have had the opportunity to engage in enrichment activities including offsite educational visits. These have helped to engage pupils in topics and supported the development of pupils' life skills. Residential trips went ahead with trips to England, France and Italy which had a huge impact on the pupils and their social development. All classes were able to access the school woodlands to develop self-confidence, self-esteem, social skills, wellbeing and engagement in learning including lessons taught by trained Forest School teacher.

Outdoor learning and external Physical Development activities were also developed and this enabled pupils to continue to experience and enjoy new activities from external providers.

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
THRIVE	Fronting the Challenges LTD