Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	172
Proportion (%) of pupil premium eligible pupils	40%
Academic year/years that our current pupil premium strategy plan covers	2022 – 2023
Date this statement was published	November 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Sam Perryman, Headteacher
Pupil premium lead	Michael Burt, Assistant Headteacher
Governor	Full Governing Body

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£80,925
Recovery premium funding allocation this academic year	£72,384
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	£153,309

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 including autism, ADHD, speech, language, communication and interaction difficulties, cognition and learning difficulties and some with social, emotional and mental health difficulties. All pupils at Oakley School have an education and health care plan.

Levels of attainment upon entry to the school are significantly below age related expectations and this year 100% of the reception intake for the Tunbridge Wells site and 33% of the reception intake for the Satellite Site at SKPS were unable to access the Reception Baseline Assessment.

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 between PP pupils and non PP pupils.

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, 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 broad and balanced curriculum.

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, 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 pupils with support to develop skills for life and independence and continue to ensure that high-quality work experience, futures and destinations guidance 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.
8	Our assessments, observations and discussions with pupils and families demonstrate that the education, wellbeing and wider aspects of 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.

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
Develop and extend the Creative Curriculum offer and The Oakley Learning Journey across the school in order to achieve consistently high quality personalised learning to meet the needs of all pupils	• Implementation of the curriculum • Improved levels of engagement and progress as evident in Sleuth and Evidence for Learning • Improved school attendance and punctuality
Develop the Reading Strategy across the school in response to changes in pupil cohort	• Clarity about the reading approach for each Learning Pathway • Initial and ongoing training in place • Improved attainment and progress evident on Evidence for Learning
Improve the ability of pupils to develop their self-awareness, resilience and ability to self-regulate in a variety of environments	• Pupils meet or exceed short term targets across all 4 areas (Cognition and Learning, Communication and Interaction, Physical and Sensory and Social, Emotional, Mental Health) • Reduction in incidents of behaviour where emotional dysregulation was a trigger/antecedent recorded on Sleuth particularly at break and lunchtime • THRIVE team to continue to develop training and upskill staff to deliver THRIVE interventions to support pupils/class needs • Implement the THRIVE Approach with parents/carers via training and personal support • Interoception approach embedded across the school • Pupils increased understanding about their physical responses to emotions and how they can support their own self-regulation
Extend links with agencies to support families, including improving attendance, pupil engagement and wellbeing	• Increased attendance and support from other agencies to support individual needs • Greater knowledge of families and their needs by using a variety of ways to engage: workshops, coffee mornings, home visits, 1:1's

Develop and deliver a wider curriculum that provides opportunities for pupils to enhance their skills for life and independence, social development and breadth of learning experiences	• Improved pupil engagement and well-being • Improved confidence and independence • Improved health and fitness • Pupils are able to transfer and apply skills they have learnt in the classroom in wider contexts • Improved attendance of PP pupils to extra-curricular opportunities developing cultural capital and engagement in social interactions outside of home

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: £80,612

Activity	Evidence that supports this approach	Challenge number(s) addressed
High Quality CPD to develop and embed teaching and learning across the school in order that all pupils make at least good progress in all areas of the curriculum £13,195	A study published by the Education policy Institute (Fletcher -Wood & Zuccollo, 2020) concluded that the impact of high-quality CPD on pupil outcomes is comparable to the impact of having a teacher with ten years' experience in front of a class instead of a graduate teacher NFER (2015) Report recommended a focus on high quality teaching	1,2,3,5,7,8
Develop Phonics and Reading teaching across the school and provide high quality resources to support pupils to make good or accelerated progress in reading £5,000	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies Research by the EEF shows that Phonics teaching and reading comprehension strategies can have a high impact on progress	1,7,8
Music teacher £42,617	High quality music teaching provision by a qualified, specialist music teacher has been shown through learning walks to improve attainment and progress and upskill class teams to feel more confident to embed music throughout the curriculum. Music Teacher will lead on improving cultural opportunities through school choir	1,6,8
Music therapist £19,800	Internal reporting shows the positive impact and outcomes for identified pupils regarding regulation, communication and interaction and confidence	1,2,3,5

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

Budgeted cost: £26,144

Activity	Evidence that supports this approach	Challenge number(s) addressed
Thrive Practitioner £9,600	Internal data demonstrates the positive effect on behaviour, regulation and learning for identified pupils who receive THRIVE sessions with our THRIVE practitioners	1,2,3,5,7,8
S.A.L.T. £6,480	The EEF Toolkit research indicates that oral language interventions can have a very high impact on progress	2,5
O.T. £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	2,5
High Quality interventions to support identified pupils who would benefit from additional support in reading to be delivered by Tuition Partners £2,000	EEF research shows that one-to-one tuition can have a high impact on pupil progress	1,2,3,8

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

Budgeted cost: £46,553

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provision and subsidisation of residential trips £8,000	The provision of residential trips to enable pupils to experience new opportunities that would otherwise be unavailable to them in order to develop cultural capital	1,6,7
Supporting Senior PE activities £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	1,2,3,5,6,7,8
Provision of Parent / Carer and 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	4, 8
Purchase of high quality resources to support the provision of therapeutic interventions and the wider creative curriculum £14,971 £11,000	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	1,2,3,5,7,8
Provision of Lunch clubs and After school clubs £5,082	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	1,2,3,5,6,7,8

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 2021 to 2022 academic year.

Although Covid-19 continued to present a number of challenges to implementing certain aspects of the 2021/2022 Pupil Premium Strategy there is evidence of the benefits to pupils from what was achieved.

Staff training and CPD activities were implemented to enhance the quality of teaching and learning in the school and significant development of the new curriculum took place. Internal data analysis indicated no significant difference in the progress towards EHCP outcomes between PP and non-PP pupils.

A significant investment in pupil wellbeing enabled the employment of a Music Therapist and THRIVE Assistants which has been shown to have had a significant impact on pupil's social, emotional and behavioural needs.

Residential trips were postponed but some off-site visits were possible which enabled pupils to experience cultural activities. These activities re-enforced learning as they were linked to the topics pupils learnt about.

Outdoor learning and external PE activities were also developed and this enabled pupils to continue to experience forest school as well as enjoying 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