

Pupil Premium Strategy 2024-27

This document details our school's use of Pupil Premium funding to help improve the attainment of our eligible pupils and, where appropriate, their ineligible peers.

It outlines our Pupil Premium strategy, how we intend to spend the funding in this academic year and the effects that this spending is having as the year progresses. It also shows how we may spend the next two years' Pupil Premium Grant if the funding continues, based on the effects measured and the lessons learned.

School overview

Detail	Data
School name	Oaklands School
Number of pupils in school	268 (2024-25)
Proportion (%) of pupil premium eligible pupils	32% (2024-25)
Academic years that our current pupil premium strategy covers	2024-27
Date this strategy was published	October 2024
Date on which it will be reviewed	July 2025, July 2026 and July 2027
Statement authorised by	Mrs M Standing
Pupil premium lead	A. Gretschel (High Oaks) & J. Marshall (New Oaks)
Governor / Trustee lead	Mr Harry Thomas

At Oaklands School we recognise that Ofsted uses the term 'Disadvantaged Pupils' for what we will refer to in our strategy as Pupil Premium (PP) pupils, because we recognise that not all pupils in receipt of the funding are disadvantaged, and we understand the stigma that might be attached to the phrase by parents.

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year 2024-25 (primary and secondary schools).	2024-25 Primary: £33,465 Secondary: £62,560 Total: £96,025
	2025-26 Primary: Secondary: Total:
	2026-27 Primary: Secondary: Total:
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for the academic year 2024-25, 2025-26 and 2026-27	2024-25 £96, 025 (whole school) 2025-26 2026-27

In-school Assessment headlines

2023-24 in-school data:		
Students who met their end of year targets	KS3	
	PP	NPP
English	98%	89%
Maths	87%	89%
2023-24 in-school data:		
Students who met their end of year targets	KS4	
	PP	NPP
English	85%	94%
Maths	87%	89%

Pupil Premium Strategy

Statement of intent

At Oaklands School we aim to effectively and efficiently use resources to have the maximum impact on the outcomes of Pupil Premium (PP) pupils. We recognise that although all children have had their learning disrupted by the Covid-19 pandemic, the negative impact will probably be worse for PP pupils (as has been reported for England by the Social Mobility Commission in its annual State of the Nation report in July 2021). Research suggests that the disruption to learning is likely to have at least reversed the progress made in closing the 'disadvantaged' gap over the past decade. Our ultimate aim is to implement a sustained response for all children, but particularly for those from socio-economically 'disadvantaged' backgrounds. Within the PP Strategy, we will also consider how to align chosen approaches with PP spending and broader school improvement priorities.

The PP Strategy is cyclical and embedded within a broader strategic implementation cycle. The strategy will be sustained over a three-year period, including ongoing monitoring and evaluation in an annual cycle. In order to develop an effective pupil premium strategy, we have developed an in-depth understanding of the challenges that our disadvantaged pupils are facing. This involved diagnostic assessments of academic challenges and the assessment of wider barriers to learning. This strategy has been developed to address these key challenges.

The school has adopted the 3-tiered approach recommended by the Education Endowment Fund (EEF), the DfE and Ofsted, to supporting Pupil Premium pupils in order to balance approaches to improving teaching, targeted academic support and wider strategies. The 3-tiered approach will ensure the school focuses on a small number of strategies that are likely to make the biggest difference. Within this tiered model an evidence-based approach has been adopted. Quality first teaching is one of the biggest drivers of pupil attainment, particularly for those from 'disadvantaged' backgrounds. Consequently, improving quality first teaching is a top priority for PP spending. Evidence consistently shows the positive impact that targeted academic support can have, including children who are not making good progress across the spectrum of achievement. Therefore, the strategy considers how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one support or small group intervention to classroom teaching. Wider strategies which relate to what are likely to be the most significant non-academic challenges (or barriers to achievement) in our school have also been identified and planned for.

Effective implementation is fundamental to the impact of the strategy. The school is committed to two key factors crucial to good implementation: (a) Implementation will be treated as a process, not an event - planned and executed in stages, and (b) We will create a leadership environment and school climate that is conducive to good implementation.

School leaders will continually monitor the progress of the PP Strategy, adapting approaches when and where appropriate as the year proceeds. As actions and approaches are implemented support will be provided for staff so that they can take ownership of them and deliver them successfully. As

challenges (barriers to achievement) emerge these will be addressed through flexible and motivating leadership. We aim to respond to implementation data to tailor and improve approaches.

Likely Challenges (Likely barriers to achievement)

This details the likely key challenges or barriers to achievement that we have identified among our Pupil Premium pupils.

Challenge number	Detail of challenge
1	Delayed communication and language skills
2	Social, emotional and behavioural needs
3	Delayed cognition & learning
4	Difficulties with self-regulation
5	Low engagement in learning activities

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy**, and how we will measure whether or not they have been achieved.

Intended outcome (with challenge number)	Success criteria
Improved level of communication and language skills by the end of the academic year. (1)	At least 80% of PP pupils will achieve their Speaking & Listening targets by the end of the academic year.
Improved outcomes in Speaking & Listening (English) at the end of the academic year. (1)	At least 80% of PP pupils who received individual sessions with specialist Speech and Language Teaching Assistants will meet or exceed their end of year targets in Speaking & Listening (English).

Occupational Therapy reports will demonstrate increased ability to self-regulate in PP pupils by the end of the academic year (2 & 4). Increased social and emotional skills in PP pupils. (2)	Occupational Therapy reports will demonstrate increased ability to self-regulate in PP pupils by the end of the academic year. At least 80% of PP pupils will achieve their PSHE targets by the end of the academic year.
Improved cognition and learning. (3)	At least 80% of PP pupils participating in individual specialist SALT TA sessions will achieve their English and Maths targets by the end of the academic year.
Increased engagement levels in learning activities. (5)	Lesson observations feedback will demonstrate good or very good engagement levels of PP pupils.

	2024-25	2025-26	2026-27
Teaching	£tbc		
Targeted academic support	£11, 952		
Wider strategies	£6, 240		

Part A: Activity in the academic year 2024-25, 2025-26 and 2026-27

This details how we intend to spend our Pupil Premium **this academic year** to overcome the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Approximate budgeted cost: tbc (2024-25)

Actions and approaches (with challenge number addressed)	Evidence that supports this approach (rationale)	Intended and actual impact with lessons learned
<p>HIGH OAKS AND NEW OAKS: 2024-25</p> <p>Continuous Professional Development (1,2,3)</p> <p>High quality teaching for all (1, 3 &5).</p> <p>Ipads and AAC (Augmentative Alternative Communication) software purchased specifically as communication device for specific PP pupils.</p> <p>Cost per academic year:</p> <p>NEW OAKS</p> <p>IPads: £ £2,209.60</p> <p>Software: £399.92</p> <p>Total: £2,609.52</p> <p>HIGH OAKS</p>	<p>A high proportion of our PP pupils have poor communication skills, from students who are non-verbal to students who find it hard to be understood by unfamiliar adults. The research demonstrates that use of AAC can improve their communication.</p> <p>Research - Communication Development Center</p> <p>AAC and Autism: Manual Signs and Pecs, a Comparison - PMC (nih.gov)</p> <p>The role of augmentative and alternative communication for children with autism: current status and future trends - PMC (nih.gov)</p>	<p>All PP in New Oaks pupils using the AAC device will demonstrate improved speaking and listening skills evidenced by improvements in this area of their P-Scale profile by July 2025.</p> <p>At least 80% of PP pupils in High Oaks will meet their targets in English (speaking & listening)</p> <p>July 2025 update:</p>

<p>lpads: tbc Total (new Oaks & High Oaks):</p>		
<p>NEW OAKS 2024-25 Continuous Professional Development (1,2,3) High quality teaching for all. A Speech and Language Therapist (SALT) employed to work with class groups to upskill their delivery of SALT programs.</p>	<p>The SALT worked with KS1 classes to review SALT programs and to assist the class teams in implementing their delivery in the classroom. The SALT has also co-hosted parent events and Insets, where she has supported staff and families in the use strategies through-out the school and at home.</p>	<p>July 2025 update:</p>
<p>Intentions for 2024-27 – Teaching</p> <p>During this period, we will:</p> <ul style="list-style-type: none"> • Continue monitoring the effectiveness of teacher training and measure its impact on pupils’ engagement in learning activities and progress • Further develop ways of improving pupils’ engagement in learning activities • Sustainably continue tutoring PP pupils where necessary <p><i>These intentions will only be taken forward if data supports the actions and approaches chosen and funding continues to be available. Otherwise, revisions will be made to this section by July 2025.</i></p>		

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

Approximate budgeted cost: £11, 952 (2024-25), £11,952 (2025-26) and £11,952 (2026-27).

Actions and approaches (with challenge number addressed)	Evidence that supports this approach (rationale)	Intended and actual impact with lessons learned
<p>HIGH OAKS: 2024-25 In-school small group and individual specialist speech and language TA intervention (1, 3)</p> <p>Identified PP pupils to receive individual sessions with specialist Speech and Language Teaching Assistants throughout the year. In the academic year 2024-25 the focus in the KS4 will be on writing.</p> <p>Estimated cost per academic year 2024-25, 2025-26 and 2026-27: £2, 880 (specialist TA's) Enhanced Speech & Language Therapy: £7, 272 Total: £10, 152</p>	<p>Evidence from the EEF shows that individual and small group tuition is effective, with an average impact of +4 months' additional progress over the course of a year. The tuition is most effective when targeted at pupil's specific needs. Therefore, effective diagnostic assessment is essential. SaLT specialist Teaching Assistants received additional training to enable them to run intervention programmes.</p> <p>On average, oral language interventions have a high impact on pupil outcomes of 6 months' additional progress.</p>	<p>At least 80% of PP pupils who received individual sessions with specialist Speech and Language Teaching Assistants will meet their end of year targets in Speaking & Listening (English) in KS£ &4 and in writing (KS4).</p> <p>July 2025 update:</p>
<p>Intentions for 2024-27 – Targeted academic support</p> <p>During this period, we will:</p> <ul style="list-style-type: none"> • Continue to fund the individual sessions with specialist Speech and Language Teaching Assistants • Continue to fund the individual sessions with the Music Therapist 		

These intentions will only be taken forward if data supports the actions and approaches chosen and funding continues to be available. Otherwise, revisions will be made to this section by July 2025.

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

Approximate budgeted cost: £45, 718 (2024-25)

Actions and approaches (with challenge number addressed)	Evidence that supports this approach (rationale)	Intended and actual impact with lessons learned
<p>Enhanced OT sessions for Key Stage 3 pupils (2 and 4)</p> <p>PP pupils to receive enhanced OT sessions to help them self-regulate and achieve ready to learn state during puberty.</p> <p>Estimated cost: £34, 808 (2024-25)</p>	<p>According to a pilot randomized controlled trial conducted in 2007, OT Sensory Integration intervention had a positive impact on children with sensory modulation disorders.</p> <p>The OT-SI group, compared to the other two groups, made significant gains on goal attainment scaling and on the Attention subtest and the Cognitive/Social composite of the Leiter International Performance Scale–Revised. Compared to the control groups, OT-SI improvement trends on the Short Sensory Profile, Child Behavior Checklist, and electrodermal reactivity were in the hypothesized direction.</p> <p>https://research.aota.org/ajot/article-abstract/61/2/228/5143/A-Randomized-Controlled-Pilot-Study-of-the?redirectedFrom=fulltext</p> <p>A large overview of <i>Effectiveness of paediatric occupational therapy for children with disabilities: A systematic review</i> was also conducted in 2019 and it revealed that there’s a large number of effective occupational therapy interventions.</p> <p>https://onlinelibrary.wiley.com/doi/full/10.1111/1440-1630.12573</p>	<p>PP pupils will demonstrate an increased ability to self-regulate and therefore will be less likely to engage in challenging behaviour.</p> <p>PP pupils will be more likely to achieve ready to learn state and demonstrate an increased ability to stay focused and engage in learning activities during lessons.</p> <p>July 2025 update:</p>
<p>Specialist dance sessions <i>Dansicality</i> (3 and 5)</p>	<p>The research carried out by EEF suggests that Arts participation (involvement in artistic and creative activities, such as dance, drama, music, painting, or sculpture) can have a positive impact on academic outcomes in other areas of the curriculum. Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress.</p>	<p>80% of these pupils will meet or exceed their targets in all areas at the end of year.</p> <p>July 2025 update:</p>

<p>Identified PP pupils to participate in 11 inclusive specialist dance sessions delivered by <i>Dansicality</i>.</p> <p>Estimated cost: £2, 525 (11x £229.58) 2024-25</p>		
<p>HIGH OAKS: 2024-25, 2025-26 & 2026-27</p> <p>In-school Individual Music Therapy Sessions (1, 2, 4)</p> <p>Identified PP pupils to receive half an hour of Music Therapy session with a qualified Music therapist.</p> <p>Estimated cost per academic year 2024-25: £1,800.</p>	<p>The research carried out by EEF suggests that Arts participation (involvement in artistic and creative activities, such as dance, drama, music, painting, or sculpture) can have a positive impact on academic outcomes in other areas of the curriculum. Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress.</p> <p>The review of the effects of music therapy for individuals with autistic spectrum disorders conducted in 2006 demonstrated that Music therapy was superior to "placebo" therapy with respect to verbal and gestural communicative skills.</p> <p>https://www.cochranelibrary.com/cdsr/doi/10.1002/14651858.CD004381.pub2/full</p>	<p>At the end of the sessions, PP pupils' music therapy reports will demonstrate improved development of interactive skills, physical and perceptual ability, as well as a positive experience of self, which can promote self-esteem and motivation. In addition to that they will also develop the confidence to initiate eye contact, be more confident to build a positive relationship with other people, (some) improve their articulation of speech and decrease tension and anxiety.</p> <p>July 2025 update:</p>
<p>HIGH OAKS AND NEW OAKS: 2024-25</p>	<p>Evidence from EEF shows that parental engagement has a positive impact on average of 4 months' additional progress.</p> <p>Creative Education offers a wide range of high-quality and high-impact courses for teachers, support staff and parents.</p>	<p>Increased parents' engagement.</p> <p>Increased parents' engagement in Annual Review feedback.</p>

Communicating with and supporting parents (3)

Improved parents' engagement and support by high-impact and high-quality courses from Creative Education.

Total for 3 years: £6, 240

Parents feeling more supported by the school.

July 2025 update:

Intentions for 2024-27 – Wider strategies

During this period, we will:

- Continue monitoring the effectiveness of both enhanced OT sessions and inclusive dance sessions
- Monitor the impact of the Creative Education courses on parental engagement.
- Monitor the impact of Music Therapy.

These intentions will only be taken forward if data supports the actions and approaches chosen and funding continues to be available. Otherwise, revisions will be made to this section by July 2022.

Total budgeted cost: tbc

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 2027 academic year.

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
Dansicality	Dansicality
A range of high-impact educational courses	Creative Education