

Oak Lodge School Pupil premium strategy statement 2022 - 25

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	101
Proportion (%) of pupil premium eligible pupils	59.77%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2022 - 25
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	C. Rowlandson Headteacher
Pupil premium lead	Karen Duggan Stevens
Governor / Trustee lead	Harris Khan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£32,585.00
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£ 25,839
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£ 58,424

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to use pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged pupils. Whilst socio-economic disadvantage is not always the primary challenge our pupils face, we do see a variance in starting points for disadvantaged pupils across the school when compared to their peers particularly in terms of:

- Learning Engagement
- Academic attainment / Language acquisition
- Progression to further education or supported work environments
- Social opportunities

At the heart of our approach is high-quality teaching focussed on areas that disadvantaged pupils require it most, targeted support based on robust diagnostic SaLT 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. 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. Currently our PP pupils achieve better than our Non-pp pupils.

We will also provide disadvantaged pupils with support to develop independent life and social skills and continue to ensure that high-quality work experience, careers guidance is available to all.

Our strategy is integral to wider school plans for education recovery, [see separate document](#), which outlines our recovery support for pupils. National programmes were not accessible to our Deaf learners. However, we did use the “Oak Academy” to develop some adapted online learning resources. We have continued to invest and develop our technology and online learning platform supported through additional staffing / interpreters to sign books, texts and vocabulary to support parents with the process. Our recovery plans also include supporting students’ wellbeing and readiness to learn.

Our strategy will be driven by the needs and strengths of each young person, based on formal and informal assessments, not assumptions or labels. This will help us to ensure that we offer them the relevant skills and experience they require to be prepared for adulthood.

Challenges

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

Challenge number	Detail of challenge
1	Literacy and Numeracy Skills – All learners have challenges to access literacy skills due to their severe or profound hearing and learning difficulties; all have social and communication difficulties which impact significantly upon

	learning/progress over time – the development of a clear reading scheme tailored to needs of our pupil premium pupils is required for them to access the curriculum offer.
2	Poor communication skills: All learners are Deaf, have severe or profound hearing and / or SCLN difficulties; all have moderate learning difficulties. All have social and communication difficulties, which impact significantly upon learning/progress over time. This cohort requires opportunities for planned social inclusion to further develop important social skills/relationships with others; our Pupil Premium offer secures such opportunities through dance, swimming and educational visits
3	Emotional wellbeing and self-regulation creates points of dysregulation and opting out of the learning environment. The behaviour of learners has a fluctuating impact on their engagement in learning; personal well-being needs this in turn impacts significantly upon their emotional well-being; having significant impacts on their ability for future attainment and employment.
4	Pupil catchment area is across the whole of London, there is varying support due to this. Pupils access to their Deaf or SCLN community to create a sense of belonging. Parental hardship because of increases in living costs or parental mental health or communication difficulties. This requires the intervention of our home school liaison through RAD (Royal Association for Deaf)
5	Access to communication – BSL and visual language support. Many of our students live in communication deficit environments. Home school liaison and family sign supported through the school home school liaison officer and holiday support – reduces isolation for Deaf PP pupils, supporting mental health and wellbeing needs.

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
Improved social and emotional wellbeing: to secure ILP / Wellbeing plan success criteria in demonstrating improvement in engagement in lessons, attendance and self – regulation. Students can use the colours of emotion to identify their feelings and strategies for their toolkit.	Improved emotional wellbeing. Attendance in class and engagement in learning has improved for identified PP pupils. Impact evidenced in provision map outcomes. Provision map is actively used as a tracking tool and Bounce as a survey measure tool. Behaviour reports to reduce in level.
Improved social and emotional wellbeing: to secure ILP / Wellbeing plan success criteria in accordance with bench Mark. Emerging 15%, Expected 60%, Exceeded 25%. Staff are using a Trauma Informed approach to support student emotional regulation.	Learners have a greater resilience in managing their behaviour 85% of pupils to achieve their personalised learning target identified in provision map. Behaviour incidents reduce across the school. Pupils are engaging in their learning.
Quality of Teaching & Learning to ensure there is a clear literacy & Communication intervention programme. For pupils to meet or exceed their academic targets from baseline.	SENDCo and lead teachers will ensure that pupils are making communication progress along with the Lead for Therapy. This will be evidenced in their EHCP.

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: £ 10,538

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Bridging BSL & Written English Developing staff skills in using Shape coding to support the development of written English supporting improved literacy skills.</p>	<p>Pupils need scaffolding to bridge between BSL and written English given the differences between to two linguistic formats.</p> <p>Staff have been provided with training through CPD and trainer for training courses to support this intervention when teaching pupils.</p>	1 and 5

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

Budgeted cost: £ 15,120.

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality of Teaching & Learning to ensure there is a clear literacy & Communication intervention programme For pupils to meet or exceed their academic targets Develop a clear language intervention scheme across the school for all PP pupils, providing small group & 1:1 sessions for identified pupils.</p>	<p>Pupils are not accessing language development at an age-related expectation. A communication assessment system has been put in place and progress is tracked. See Communication tracker and YARC scores.</p> <p>PP premium pupils will benefit from appropriate intervention as required through additional communication SaLT support.</p> <p>All pupils will have guided reading sessions – PP will support this through training and additional staffing in groups with PP students.</p>	1 & 5

	<p>Provision map to support pupils' intervention programme as part of their EHCP and evidence outcomes.</p> <p>Bsquared assessment system tracks small steps progress.</p>	
<p>Intervention for Key subject areas for PP were identified. Core areas: Maths, English – shape coding, Science accredited courses, BSL (language) and communication and interaction.</p>	<p>Identified pupils are provided with 1hr a week of intervention as a small group or 1:1 to ensure they are in line with peers.</p> <p>Training staff to use Shape coding, Visual Phonics and communicate in Print all support the development of communication with identified PP pupils.</p>	5

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

Budgeted cost: £ 32,766

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improved social and emotional wellbeing, learners are able to self-regulate Use Draw and Talk therapy to support pupil's social and emotional needs. To develop mental health champions for pupils</p>	<p>Many PP pupils are struggling with regulating their emotions, the current "cost of Living "crisis is having an impact on many families.</p> <p>Pupil are missing lessons due to their anxiety, we are developing a programme through our Draw and talk therapist. Music therapist, Art therapist and wellbeing mentors all support pupils to develop skills in emotional regulation.</p> <p>Staff are attending Trauma Informed training. We have 2 Practitioners and are developing a further 3. We are looking to develop Mental Health leads as mental health champion champions for pupils.</p>	2 & 3
<p>Improved social and emotional wellbeing, learners are able to self-regulate To train TIS practitioners (2022) and to develop training across the school. Practitioner to work with learners in small groups,</p>	<p>Trauma Informed approach is an emotional & wellbeing approach that will influence practice across the school – Staff will be trained on the assessment tool Motional.</p> <p>Wellbeing team are trained and well-resourced in providing interventions.</p> <p>Club time – will need planning and resources to ensure that learning targets and adequately resourced.</p>	3 & 4

<p>individually, clubs to generate social. Home school liaison/ family sign to support parents.</p>	<p>That the trainers pass their training and begin to screen learners using the motional tool. Clear action plan and identified pupils. Evaluation of impact using provision map. Home school liaison to work with families to develop skills in sign to support language development ad inclusion at home. Family sign provides communication for families as well as home liaison providing communication intervention at home.</p>	
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Total budgeted cost: £ 58,424

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

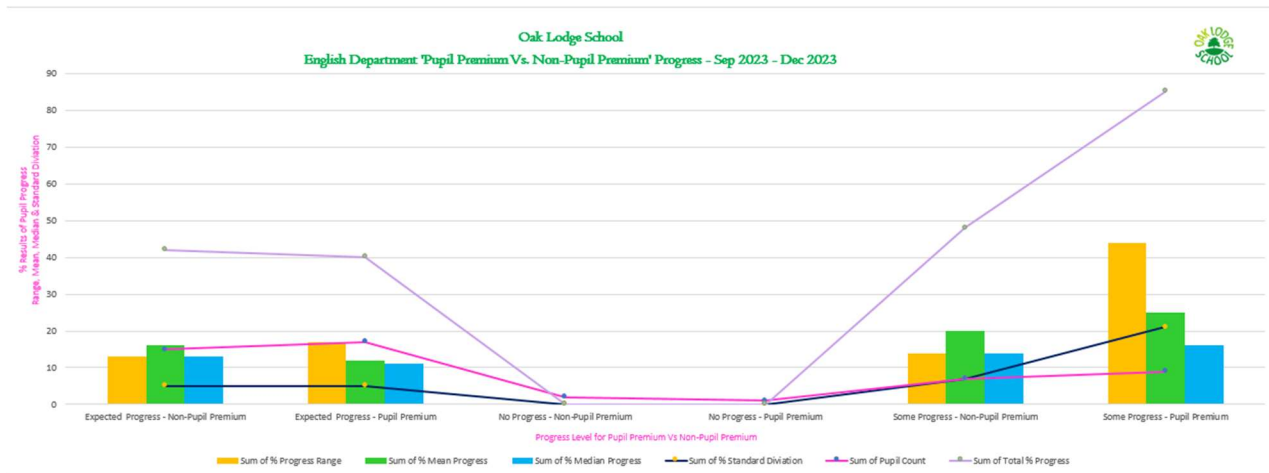
The graphs below details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year. Whilst PP pupils did not always make greater progress – progress was inline with non- pupil premium peers.

English PP v Non-PP KS3

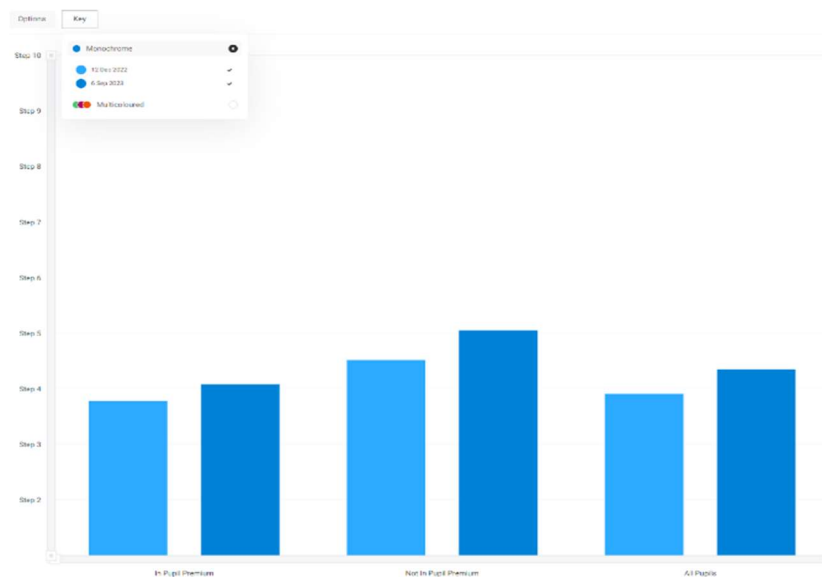


Oak Lodge School - English Department 'Pupil Premium Vs. Non-Pupil Premium' Progress - Sep 2023 - Dec 2023

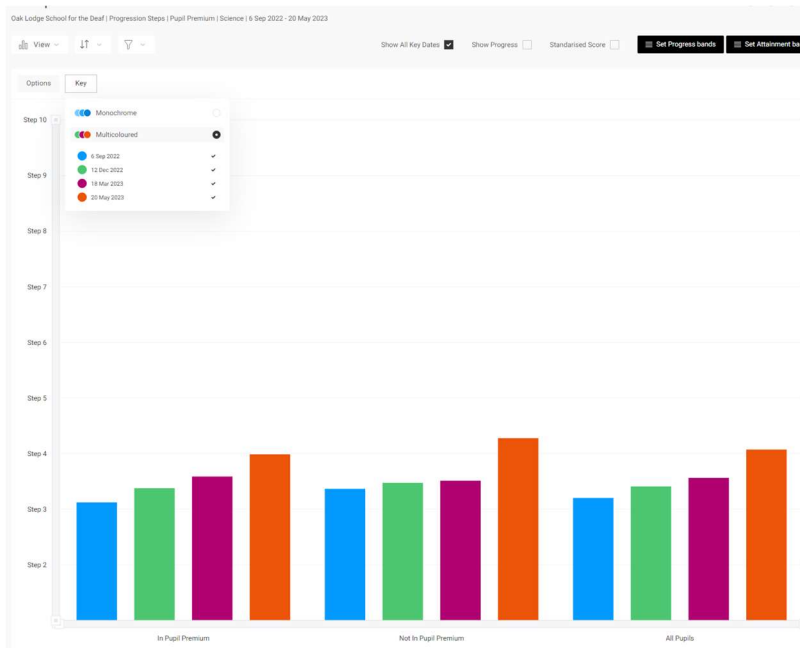
Row Labels	Sum of % Progress Range	Sum of % Mean Progress	Sum of % Median Progress	Sum of % Standard Deviation	Sum of Pupil Count	Sum of Total % Progress
Expected Progress - Non-Pupil Premium	13	16	13	5	15	42.05
Expected Progress - Pupil Premium	17	12	11	5	17	40.05
No Progress - Non-Pupil Premium	0	0	0	0	2	0
No Progress - Pupil Premium	0	0	0	0	1	0
Some Progress - Non-Pupil Premium	14	20	14	7	7	48.07
Some Progress - Pupil Premium	44	25	16	21	9	85.21



Maths PP v Non-PP Ks3



Science Progress PP v Non PP KS3 – 4



Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Most programmes provided by the DfE are not accessible to the Deaf community.	

1. Review of expenditure			
Previous Academic Year		• 2022 -23	
i. Quality of teaching for all			
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
Improved attendance in line with other special schools	To further develop role of wellbeing team & Family Liaison to work with parents on the importance of attending school – to provide staff with training in SIMS	<p>Attendance figures were in line with other special schools and Wandsworth data, however we did not meet our school target.</p> <p>Intervention by Wellbeing Team – we provided phones for wellbeing team. This has proved to be very beneficial and has created a good link with parents and pupils.</p> <p>Provide Family Liaison officer through RAD – this has had a god impact with our hard to reach families. And ensured PP pupils attend school as</p> <p>Staff able to record and follow up absence in a timely manner.</p> <p>Provide iPads for staff to record attendance</p>	<p>This approach has worked and we will continue to use it in the future. We have reviewed our attendance policy to reflect our learners.</p> <p>To provide training for staff.</p> <p>To provide training and ensure we challenge staff recording attendance.</p>
ii. Targeted support			
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)

<p>Improved social and emotional wellbeing, learners are able to self-regulate</p>	<p>To train TIS practitioners (2022 - 23) and to develop training across the school. Practitioner to work with learners in small groups, individually, clubs to generate social skills.</p>	<p>This approach only began in September 2022 as the project had been delayed by Covid 19 and training availability. Since then we have seen an improvement in our ability to intervene quickly through our meet and greet strategy and introduction of “breakfast Club”</p> <p>Pupil said they felt supported and happy at school</p> <p>We re-developed the wellbeing room and provided resources for the team to use with students.</p>	<p>We will be continuing this approach as it is having a positive impact on pupils. The wellbeing team is busy and providing appropriate interventions</p> <p>More pupils are in classes more of the time and can identify their emotions and readiness to learn.</p> <p>An action plan need to be developed to ensure a strategic approach that is impact led as to an organic response to situations.</p>
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iii. Other approaches

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned and whether you will continue with this approach
<p>Quality of Teaching & Learning to ensure there is a clear literacy & Communication intervention programme For pupils to meet or exceed their academic targets</p>	<p>To embed the guided reading scheme reading scheme across the school for all pupils and train all staff.</p> <p>Provide intervention for PP pupils to ensure meeting targets on EHCP</p> <p>Use a new tracking and intervention system</p>	<p>A reading assessment system was put in place and pupils are engaging in reading on a regular basis. However we adapted our approach to guided reading and created a formal reading time in the timetabled day.</p> <p>PP premium pupils will benefit from appropriate intervention as required through a dedicated literacy/ Salt TA support. There is a greater awareness by staff on how to support pupils and engage them to read.</p> <p>With our new tracking system, we have been able to identify earlier, those pupils who were at risk of not meeting their targets. We also implemented the YARC reading assessment to provide information to support targeted intervention.</p>	<p>We will continue to develop this approach further and incorporate this within our provision map.</p> <p>Time needs to be built in to ensure staff have time to complete and update provision map.</p> <p>We are looking at methods to engage a few of our PP Deaf/ ASD pupils in the guided reading through alternative strategies.</p> <p>We continue to evaluate our guided reading programme – and measure impact.</p> <p>Staff buy in was essential and we assumed that all would – but this challenged their own literacy skills – so a literacy programme is needed for staff.</p>

		This has supported PP pupils to exceed their non-PP peers.	
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