# Oak Lodge School Pupil premium strategy statement 2021

## This statement details our school’s use of pupil premium (and recovery premium for the 2021 to 2022 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

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| Detail | Data |
| School name | Oak Lodge School  |
| Number of pupils in school  | 85 |
| Proportion (%) of pupil premium eligible pupils | 29 (42.31%)1 primary and 28 ever 6 FSM |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2021 - 2023 |
| Date this statement was published | November 2021 |
| Date on which it will be reviewed | July 2022 |
| Statement authorised by | C. Rowlandson Headteacher  |
| Pupil premium lead | 1. Hill & C. Mukasa
 |
| Governor  | M. Kinnear |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £28,000 |
| Recovery/ catch-up premium funding allocation this academic year | £ 8,200 |
| 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 | £36,200 |

# 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 invested in developing our technology and online learning platform supported through additional staffing / interpreters to sign books, texts and teacher lessons and staff available to support parents with the process.

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.

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| 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 | **Resilience and self-regulation** of behaviour of learners has a fluctuating impact on personal well-being needs which impacts significantly upon their emotional well-being; this can have significant impacts on their ability to future attainment. |
| 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 Covid 19 or parental mental health. 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.

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| Intended outcome | Success criteria |
| Improved social and emotional wellbeing: to secure ILP / Wellbeing plan success criteria in accordance with SPT bench Mark. Emerging 15%, Expected 60%, Exceeded 25%. | Improved emotional wellbeing. Attendance in calss and engagement in learning has improved for identified PP pupils. Impact evidenced in provision map outcomes. Purchased Provision map tracking tool.  |
| Improved social and emotional wellbeing: to secure ILP / Wellbeing plan success criteria in accordance with bench Mark. Emerging 15%, Expected 60%, Exceeded 25%. | Learners have a greater resilience in managing their behaviour 85% of pupils to achieve their personalised learning target identified in provision map. |
| Quality of Teaching & Learning to ensure there is a clear literacy & Communication intervention programme For pupils to meet or exceed their academic targets | SENDCo will ensure that pupils are making 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.

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

Budgeted cost: £ 7,505

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| 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. | Pupils are not accessing language development at an age-related expectation. A communication assessment system has been put in place. PP premium pupils will benefit from appropriate intervention as required through a dedicated literacy TA or additional communication SaLT support.We have purchased Provision map to support pupils intervention programme as part of their EHCP. | 1 & 5 |
| Intervention for Key subject areas for PP where identified. Core areas: Maths, English – shape coding, Science accredited courses, BSL (language) and communication and interaction.  | Identified pupils are provided with 1hr a week of intervention as a small group or 1:1 to ensure they are inline with peers.  | 5 |

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

Budgeted cost: £*8,000 + £*12,500

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| **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** | Many PP pupils are struggling with regulating their emotions; this could be a result of post Covid 19. Pupil are missing lessons due to their anxiety, we are developing a programme through our Draw and talk therapist and wellbeing mentors to develop skills in Mental Health and attend training as mental health champion training. | 2 & 3 |
| **Improved social and emotional wellbeing, learners are able to self-regulate** **To train TIS practitioners (2021) and to develop training across the school. Practitioner to work with learners in small groups, individually, clubs to generate social.****Home school liaison/ family sign to support parents.**  | TIS is an emotional & wellbeing approach that will have an informed approach to practice across the school – Staff will be trained on the assessment tool Motional. Club time – will need planning and resources to ensure that learning targets and adequately resourced. 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.  | 3 & 4 |

**Total budgeted cost: £ 2*8,000***

# 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 2020 to 2021 academic year.

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| **PP V non-PP outcomes in Maths & English 2020 - 21**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | Emerging | Expected | Exceeding |   |   |  Emerging |  Expected |  Exceeding |
| **English** |  | **Maths** |  |
| **PP** |   | 79% | 20.59% | **PP** | 2.94% | 79.41% | 17.65% |
|  | **Non-PP** | 8.89% | 84.44% | 6.67% |  | **Non-PP** | 6.67% | 88.89% | 4.44% |

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## Externally provided programmes

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

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| 1. **Review of expenditure**
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| **Previous Academic Year** | * **2020 -21**
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| 1. **Quality of teaching for all**
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| **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 | Attendance figures were impacted by ongoing Covid 19 and were in line with other special schools and Wandsworth data, however we did not meet our school target.Intervention by Wellbeing Team – provide phones for wellbeing team. This has proved to be very beneficial and has created a good link with parents and pupils. 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 Staff able to record and follow up absence in a timely manner.Provide iPads for staff to record attendance | This approach has worked and we will continue to use it in the future.  |
| 1. Targeted support
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| **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 social and emotional wellbeing, learners are able to self-regulate** |  | To train TIS practitioners (2021) and to develop training across the school. Practitioner to work with learners in small groups, individually, clubs to generate social skills. Covid 19 influenced this approach, so we adapted our emotions programme to support PP pupils. Pupil said they felt supported and happy at school  | Covid 19 impacted this approach – so we had to adapt our approach – and support pupils with some information regarding the ACE’s form in house training. We will be developing this approach once courses are running and staff attendance is not impacted by isolation periods.  |
| 1. **Other approaches**
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| **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) |
| **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 reading scheme across the school for all pupils and train all staff. Provide intervention for PP pupils to ensure meeting targets on EHCPUse a new tracking and intervention system | Pupils are not accessing literacy at an age related expectation. A reading assessment system hasbeen put in place and pupils are engaging in reading on a regular basis. PP premium pupils will benefit from appropriate intervention as required through a dedicated literacy TA or additional communication SaLT support. There is a greater awareness by staff on how to support pupils and engage them to read.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. This has supported PP pupils to exceed their non-PP peers.  | We will continue to develop this approach further and incorporate this within our provision map.  |