

# Pupil premium strategy statement – 2025 – 28 Oak Lodge School

This statement details our school's use of pupil 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	96
Proportion (%) of pupil premium eligible pupils	32.29%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2025 - 28
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	C. Rowlandson Headteacher
Pupil premium lead	Karen Duggan Stevens
Governor	Seha Ismen Ozgur

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£36,500
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b> <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>	£36,500

## 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.

National programmes were not accessible to our Deaf learners. However, we use the “Oak Academy” resource to develop some adapted learning resources. We have continued to invest and develop our technology supported through interpreters signing books, texts and vocabulary to support pupils and parents. We continue to support our pupils’ wellbeing and readiness to learn through our trauma informed practice.

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
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1	<b>Literacy and Numeracy Skills</b> – 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	<b>Poor communication skills:</b> 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	<b>Emotional wellbeing and self-regulation</b> 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	<b>Pupil catchment</b> 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	<b>Access to communication</b> – 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	SENDCo and the Lead for Communication with the Lead for Therapy will ensure that pupils are

programme. For pupils to meet or exceed their academic targets from baseline.	making in line with expectation, communication progress. This will be evidenced in their EHCP.
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## Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £3,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Guided Reading Intervention Training.</b> Developing staff skills in using guided reading supporting improved literacy skills.	Staff have been provided with training through CPD and trainer for training courses to support this intervention when teaching pupils.	1 & 5

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

Budgeted cost: £ 6,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Quality of Teaching &amp; Learning to ensure there is a clear literacy &amp; Communication</b> guided reading programme to support pupils to meet their academic targets providing small group & 1:1 sessions are for identified pupils.	PP premium pupils will benefit from appropriate intervention as required through additional communication SaLT support. Appropriate resources are required to support the programme. All pupils will have guided reading sessions – PP will support this through training and additional staffing in groups with PP students. Reading & YARC assessment to support pupils' intervention programme as part of their EHCP and evidence outcomes.	1 & 5
<b>Intervention for Key subject areas for PP were identified.</b> Core areas: Maths, English – shape coding, accredited	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. Training staff to use Shape coding, Visual Phonics and communicate in Print all	5

courses, BSL (language) and communication and interaction.	support the development of communication with identified PP pupils.	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

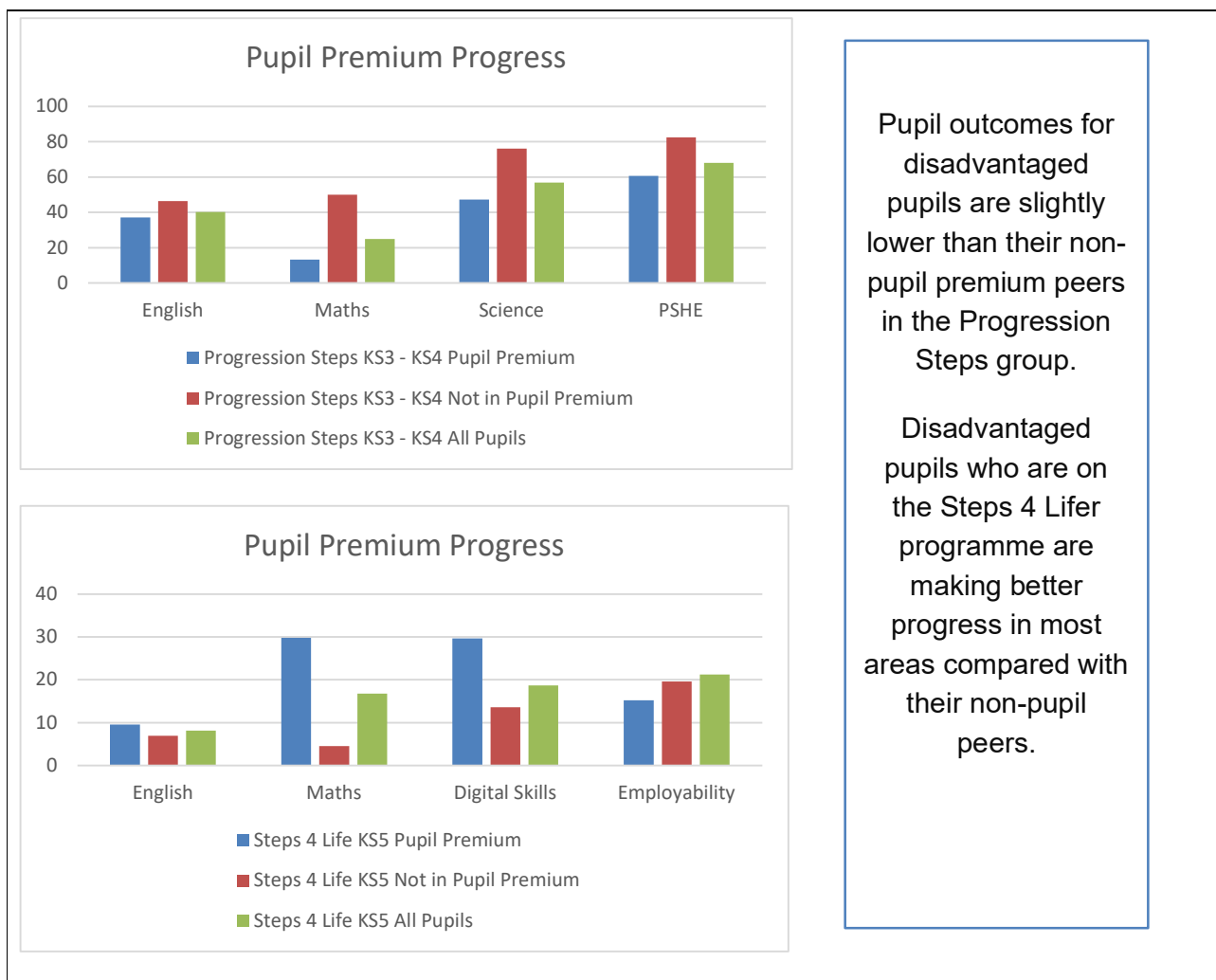
Budgeted cost: £ 27,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Improved social and emotional wellbeing,</b> 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>Fewer pupils are missing lessons due to their anxiety, we are continuing to develop 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 have attended Trauma Informed training. SLT have undertaken 2 days training to develop whole school ethos. We have 4 Practitioners and are developing a further 2. We are looking to develop 4 Pupil Mental Health champions.</p>	2 & 3
<p><b>Improved social and emotional wellbeing,</b> learners are able to self-regulate. To train TIS practitioners and staff to further develop whole school ethos. Practitioner to work with learners in small groups, individually, clubs to generate social. Home school liaison/ family sign to support parents.</p>	<p>Trauma Informed approach is an emotional &amp; wellbeing approach that will influence practice across the school – Staff will be trained on the assessment tool Motional.</p> <p>Club time –needs planning and resources time to ensure that learning targets and adequately resourced.</p> <p>Clear action plan and identified pupils. Evaluation of impact using provision map.</p> <p>Home school liaison to work with families to develop skills in sign to support language development ad inclusion at home.</p> <p>Family sign provides communication for families as well as home liaison providing communication intervention at home.</p>	3 & 4

**Total budgeted cost: £ £36,500**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils



1. Review of expenditure			
Previous Academic Year		• 2024 -25	
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)

<b>Improved attendance</b> 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 ARBOR	<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 good impact with our hard-to-reach families. Ensuring that PP pupils attend school as much as possible- removing barriers.</p>	<p>This approach has worked and we will continue to use it in the future.</p> <p>This work was seen as a strength of the school.</p> <p>We have reviewed the work of the wellbeing team and have developed a more structured approach to measure impact.</p>
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## ii. Targeted support

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b>  (and whether you will continue with this approach)
<b>Improved social and emotional wellbeing,</b> learners are able to self-regulation.	To train TIS practitioners and to develop further training across the school. Practitioner to work with learners in small groups, individually, clubs to generate social skills.	<p>Intervene quickly through our meet and greet strategy at “breakfast Club”</p> <p>Pupil said they felt supported and happy at school We have a therapy rabbit 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 providing appropriate interventions</p> <p>More pupils are in classes more of the time and can identify their emotions and readiness to learn. To develop a strategic approach to co-ordinate all intervention that is impact led through reviewing Motional reporting process / response to situations.</p>

## iii. Other approaches

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b>  and whether you will continue with this approach
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<p><b>Quality of Teaching &amp; Learning</b> to ensure there is a clear literacy &amp; Communication intervention programme.</p> <p>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>We identify 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>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>
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## Externally provided programmes

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

Programme	Provider
Most programmes provided by the DfE are not accessible to the Deaf community.	
Music Therapy & Draw & talk Therapist	School employed
ASD Movement Works	Movement Works

### Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

N/A

**The impact of that spending on service pupil premium eligible pupils**