**Oak Lodge Pupil Premium Action Plan 2020/21 (& review 20 - 21)**

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| 1. **Summary information** | | | | | | |
| **School** | Oaklodge | | | | | |
| **Academic Year** | 2021-2022 | **Total PP budget** | £28,05 | 2020 -2021 | **Total PP budget** | £24,610 |
|  | **Total number of pupils** | 85 | | **Total number of pupils** | 78 | |
|  | **Number of pupils eligible for PP** | 29 (42.31%)  1 primary and 28 ever 6 FSM | | **Number of pupils eligible for PP** | 33 (42.31%) | |
|  | **Date of most recent PP Review** | November 2021 | | **Date for next internal review of this strategy** | | April 2022 |

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| 1. **2020 -21 attainment** |
| At Oaklodge school all pupils (including those in receipt of the Pupil Premium allowance) benefit from personalised learning pathways identified as two distinct cohorts based upon a clear rationale for each:    Benchmark - EMERGING 15% EXPECTED 60% EXCEEDED 25% progress against starting point of the academic year     |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  |  |  | Emerging | Expected | Exceeding |  |  |  | Emerging | Expected | Exceeding | | **English** |  |  | **Maths** |  |  | | PP | 2020-21 |  | 79% | 20.59% | PP | 2020-21 | 2.94% | 79.41% | 17.65% | |  | Non-PP | 2020-21 | 8.89% | 84.44% | 6.67% |  | Non-PP | 2020-21 | 6.67% | 88.89% | 4.44% | |

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| 1. **Barriers to future attainment (for pupils eligible for PP, including high ability)** | | | |
| **In-school barriers** *(issues to be addressed in school, such as poor oral language skills)* | | | |
|  | | **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. | |
|  | | **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 | |
| **C.** | | **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. | |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* | | | |
| **D.** | | 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. | |
| 1. **Desired outcomes** | | | |
|  | *Desired outcomes and how they will be measured* | | *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 incalss and engagement in learning has improved for identified PP pupils.  Impact evidenced in provision map outcomes. |
|  | 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. |

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| 1. **Planned expenditure** | | | | | | | |
| **Academic Year** | 2021-2022 | | **Total PP budget** | | £28,005 | | |
| **Total number of pupils** | **November 2021** | | **Number of pupils eligible for PP** | | 29 (42.31%)  1 primary and 28 ever 6 FSM | | |
| The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies. | | | | | | | |
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| **Desired outcome** | **Chosen action / approach** | **What is the evidence and rationale for this choice?** | | **How will you ensure it is implemented well?** | | **Staff lead** | **When will you review implementation?** |
| **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. | | Clear action plan and identified pupils. Evaluation of impact using provision map. | | TS/ RH | November 2022 |
| **Total budgeted cost** | | | | | | | £8,000 |
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| **Desired outcome** | **Chosen action/approach** | **What is the evidence and rationale for this choice?** | | **How will you ensure it is implemented well?** | | **Staff lead** | **When will you review implementation?** |
| **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 inclusion and communication.  Music Therapy to provide additional approach to well-being. | 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. | | RH, TS  (JD) mat leave | April 23 |
| **Total budgeted cost** | | | | | | | £12,500 |
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| **Desired outcome** | **Chosen action/approach** | **What is the evidence and rationale for this choice?** | | **How will you ensure it is implemented well?** | | **Staff lead** | **When will you review implementation?** |
| **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 form 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. | | SENDCo will ensure that pupils are making progress along with the Lead for Therapy. This will be evidenced in their EHCP.  Through EHCP meetings | | KDS / JL  JL/ KDS | November 2022 |
| **Total budgeted cost** | | | | | | | £7,505 |

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| 1. **Review of expenditure** | | | |
| **Previous Academic Year** | | **2020 -21** | |
| 1. **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 | 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 | | | |
| **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** | | | |
| **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 EHCP  Use 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. |