

Pupil premium strategy statement – Oak Tree School

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	96
Proportion (%) of pupil premium eligible pupils	34%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	23-26
Date this statement was published	December 2024
Date on which it will be reviewed	Jul 2025
Statement authorised by	Mal Fjord-Roberts
Pupil premium lead	R. Root
Governor / Trustee lead	Mike Bellamy

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£38030
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</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>	£38030

Part A: Pupil premium strategy plan

Statement of intent

The ultimate objective for our Pupil Premium strategy is to close any attainment gaps, remove any barriers to learning and provide a broad spectrum of educational experiences that allow the Pupils at Oak Tree School to become independent learning and reach their full potential.

As a school we are committed to delivering personalised learning experiences for all pupils/students and to remove any barriers they may face in accessing learning experiences. Staff are aware and have been provided with training to allow them to understand the need to plan and deliver tailored sessions to allow pupils/students to be involved in a positive learning journey throughout their time at Oak Tree School. As research from the EEF suggests high quality teaching and learning has the greatest impact on closing the disadvantaged learning gap.

It is essential that each and every member of the school is aware of how each strand of the curriculum can positively impact the learning experience of pupil premium students and how they can remove any barriers that learners may have to allow maximum progress.

Challenges

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

Challenge number	Detail of challenge
1	Pupils need communication aids in the school through a variety of applications
2	Pupils need a variety of therapy support in order to access the curriculum
3	Behaviour can be challenging with a new school/transition for the pupils
4	Enhanced academic support for all students to achieve a portfolio of qualifications inclusive of AQA Units
5	A variety of creative resources needed in order for pupils to access the curriculum
6	Removal of any barriers to individuals

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
<i>All relevant staff will be trained in Read Write Inc (RWI) and fresh start programmes</i>	All relevant staff will be able to deliver the RWI programme within their teaching to support the pupils in accessing the curriculum at the appropriate level. Staff will receive training on the fresh start programme
Allow all pupils/students to have the correct resources to be able to access the appropriate level of curriculum	Provide age-appropriate resources to support the learning of each and every pupil/students at Oak Tree School. All age-appropriate targeted intervention programmes will have been implemented within the relevant key stages
Remove any barriers to pupils/students learning	Provide individual resources to pupils/students to allow them to access all areas of the curriculum as and when this is needed
One to one therapy intervention to support for relevant pupils/students	To support the transition of pupils/students and help process any previous trauma that will affect their learning experiences whilst at Oak Tree School

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: £11234.23

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Earwig</i>	Supporting the planning and intervention strategies through data analysis and feedback allow pupils/students to make maximum progress as proven by the EEF with a gain of 6months+	3, 4,5
<i>Recruitment of specific support staff</i>	Research suggests that reducing class sizes and improving intervention	1,2,3,4,5,6

	support will have a direct impact on children progress	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £9299.55

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Therapy training</i>	Staff will be trained to implement communication and regulation therapy strategies to enable all pupils/ students to have access to the curriculum. This will support pupils/ students to be able to access the curriculum and support those in dealing with any areas of trauma or dysregulation that may affect them.	2, 6
<i>OT recruitment</i>	Employment of Occupational Therapist as well as an OT assistant allows all pupils/students within Oak Tree to gain a balanced curriculum	2, 6
<i>Read Write Inc</i>	Provides all pupils/students with an opportunity to develop a core phonics understanding to allow them to gain access to all areas of the curriculum which research suggests will allow a development leap of 5+months	1
<i>White rose (Primary and Secondary)</i>	Supporting the delivery of high quality teaching and learning within the varied maths curriculum has been proven through EEF research and therefore white rose will support this within Oak Tree School	1, 2, 5
<i>Star Reader and Maths</i>	EEF suggests that the development of pupils/students reading will have a significant impact on their access to the curriculum and their personal development	1, 2, 5
<i>SymbolStix</i>	Supporting the delivery of all areas of school life to promote positive communications with a variety of pupils/students	1, 2, 3, 5
<i>ProloQuo2Go</i>	Communication aid for preverbal and non-verbal children in order to support their communication and reduce any barriers that they may face to learning and their wider lives	1,5

<i>See and Learn</i>	Research suggests that 'See and Learn' supports children who cannot access phonics through the use of photo association with words	1, 5
<i>Learning without Tears</i>	Handwriting and keyboarding strategy to help children who find typical writing challenging and therefore allowing them to develop life skills	1, 5
<i>Equals Curriculum</i>	The EEF research suggest that with a tailored and targeted intervention it has a high impact on outcomes for pupils/students. The equals curriculum allows all pupils/students to access a varied curriculum which is differentiated to the needs of the pupils/students at Oak Tree	1, 2, 5
<i>Individual resources</i>	Individual resources to remove barriers to learning for all children and allow access to all areas of the wider curriculum including community visits	6

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

Budgeted cost: £18,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>CPI training</i>	De-escalation approaches to support dysregulated students. Trauma informed practice to help support strategies for all students on their behaviour plan. Provides restrictive physical intervention approaches.	2, 3
<i>Recruitment of a family liaison officer</i>	Government data shows that pupils/students with less than 90% attendance and engagement within school are less likely to succeed within KS4. Supporting the journey of our students at Oak Tree through a family liaison officer allows positive home-school relationships and higher engagement within learning	1, 3, 6
<i>Therapeutic Interventions</i>	Students have a range of needs at OTS and many respond positively to different therapists (e.g. play, art, music, BRYIM, ELSA...) and therefore engaging students within these programmes removes barriers created by past events or trauma	2,3,6

Total budgeted cost: £ £38,633.78

Performance will be assessed through a vigorous process, using both quantitative and qualitative assessment tools to capture each child's potential irrespective of any challenges that they face in order to allow maximum progress for each and every pupil/student at The Oak Tree School. As a new school we currently do not have any previous data at KS2 or KS4 but this will be reviewed as and when appropriate in order to ensure that pupils/students are making positive progress and attainment. We will be using baseline assessments through the Earwig assessment tool in order to ensure that the pupils/students are following the appropriate curriculum pathway and this will be reported back termly.

Over the forthcoming years we will continually review this strategy document and ensure that we add or remove progress to best fit our setting and that allow students to make maximum gains in all areas of their school lives.

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
Equals	Equals curriculum
Earwig	Earwig Ltd
White Rose Maths	White Rose Education
Star Reading and Maths	Renaissance
Therapeutic Interventions	Variety of different providers
Proloquo2go	Proloquo2go

Further information (optional)

We will ensure that all pupils/students are supported through a rigorous process and that any barriers to their learning they face are removed