

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	144
Proportion (%) of pupil premium eligible pupils	37%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2026
Date this statement was published	February 2026
Date on which it will be reviewed	July 2026
Statement authorised by	A. Davis
Pupil premium lead	Emma Starling
Governor / Trustee lead	Mohammed Asghar

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£70, 869
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>	£70869

Part A: Pupil premium strategy plan

Statement of intent

At Oak Tree School, we strive to use our resources in a purposeful and efficient way to achieve the greatest possible impact on the progress and achievement of pupils eligible for Pupil Premium (PP). Our long-term goal is to establish sustainable support for all learners, with particular focus on those from socio-economically disadvantaged backgrounds. Our PP Strategy is closely aligned with funding decisions and wider school improvement priorities. It runs alongside the Maiden Erlegh Trust Disadvantage strategy; it operates as part of a continuous strategic cycle and is designed to run over a three-year period, supported by regular monitoring and annual evaluation.

To create a strong and effective Pupil Premium strategy, we have developed a detailed understanding of the specific challenges faced by our disadvantaged pupils. This has included thorough assessment of academic needs alongside identification of wider barriers to learning. The strategy has been shaped to respond directly to these key issues. In line with guidance from the Education Endowment Foundation (EEF), the Department for Education (DfE), and Ofsted, the school follows a three-tiered model of support, balancing high-quality teaching, targeted interventions, and wider support strategies. This approach enables us to concentrate on a focused set of evidence-based practices that are most likely to have a significant impact.

All pupils benefit from adapted teaching approaches that address special educational needs and disabilities. Within this tiered framework, we use research-informed methods to guide our work. Evidence highlights the effectiveness of targeted interventions in improving outcomes, particularly for pupils who are not making expected progress. As a result, the strategy outlines how teachers and teaching assistants provide focused academic support, including structured one-to-one and small group interventions that are closely linked to classroom learning. Whole school approaches, such as the Zones of Regulation, and visual timetables in every classroom support students' engagement with learning. In addition, wider strategies have been developed to address the main non-academic barriers affecting pupils at Oak Tree School, particularly in relation to social skills, emotional regulation, and independence.

Successful implementation is central to the effectiveness of the strategy. The school is committed to two key principles: first, implementation is viewed as an ongoing process rather than a one-off event, and is carefully planned in stages; second, we aim to foster a positive leadership culture and school environment that supports high-quality implementation. Senior leaders regularly review the progress of the PP Strategy and make adjustments where necessary throughout the year. Staff are provided with appropriate guidance and support to ensure they feel confident in delivering the agreed approaches. Emerging challenges are addressed through flexible and supportive leadership, and implementation data is used to refine and strengthen practice over time.

Challenges

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

Challenge number	Detail of challenge
1	Delayed or uneven development of expressive and receptive language.
2	Engagement with the curriculum
3	Behaviour and regulation; Difficulties managing change, routines, and transitions.
4	Providing appropriate individualised curricula to specifically target literacy, numeracy and communication skills
5	Over-reliance on adult support.
6	Low self-esteem resulting from repeated experiences of failure or misunderstanding.

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 (with challenge number)	Success criteria
Therapy input embedded throughout the school day 1,2,3,4,5,6	Through the consistent implementation of personalised Speech and Language Therapy (SaLT) and Occupational Therapy (OT) support for identified pupils, leading to improved engagement with the curriculum, evidenced by increased participation, sustained attention, and completion of learning tasks. Pupils will show enhanced behaviour regulation, including a reduction in incidents of dysregulation and increased independent use of self-regulation strategies. They will also demonstrate improved communication and functional skills against identified therapy targets. Additionally, pupils will report and/or display increased feelings of safety and support within the school environment, supported by staff who consistently apply SaLT and OT strategies to ensure inclusive, responsive classroom practice.
Improved levels of literacy, numeracy and communication skills (1, 2, 4,5)	All relevant staff will be able to deliver the RWI programme as part of either classroom teaching or targeted interventions to support the pupils in accessing the curriculum at the appropriate level. Relevant staff will receive training on the fresh start programme VIPERs sessions will be delivered to support and develop children's reading comprehension once they have completed the phonics programme, and are able to answer Blanks Level 4 questions. Star reader assessments will be used by confident readers to assess progress through reading beyond RWI.

	<p>A substantive Maths teacher will be in post and developing an appropriate curriculum across the school.</p> <p>Appropriate communication aids will be used to support different communication preferences across the school.</p> <p>The school oracy lead will monitor progress in oracy across the school and advise teachers and TAs on how to develop these skills for their particular class groups.</p>
Improved engagement with the curriculum (2, 3, 6)	<p>Appropriate curriculum resources will be available to students at all key stages- equals curriculum at primary and adapted national curriculum, or AQA unit awards at secondary.</p> <p>Teachers will adapt learning to make it relevant to all pupils, using Engage, Meaningful, Consolidate (EMC) at Primary and PORIC (Picture, Object, Representation, Independent, Consolidate) at Secondary. Key stage 4 planning is in place and is a) tailored to the different pathways b) suitable for the needs and aspirations of all disadvantaged learners.</p>
Staff understand the diverse needs of disadvantaged pupils and how to adapt for these within lessons and within the appropriate curriculum pathway (1,2,4,5,6)	<p>Training from external agencies in the nature of autism and how to account for this in the classroom.</p> <p>Ongoing support from specialists in communication methods to ensure pupils have a voice that is heard by staff, and acted upon.</p> <p>Provide individual resources to pupils/students to allow them to access all areas of the curriculum as and when this is needed.</p> <p>Develop a robust approach to sharing good practice.</p>
Barriers to wider learning issues are addressed (1,3,6)	<p>Behaviour support is available to help students with previous trauma to develop skills in resilience and regulation- behaviour incidents decrease for these students.</p> <p>A range of bespoke and targeted interventions to support students' regulation, self esteem, confidence and ability to express themselves will be in place.</p> <p>A range of therapeutic interventions in communication and other life skills will be running to support wider issues, beyond academic progress.</p> <p>Pupils will have access to arts programmes to develop confidence, resilience and self esteem as well as communication, self expression and social skills.</p>

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: £**10265**

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<i>Effective planning, assessment and next steps to ensure progress is being made (through the use of 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+	2, 4
<i>Recruitment of specific support staff</i>	The evidence indicates that small group and one to one interventions can be a powerful tool for supporting these pupils when they are used carefully. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs.	1,2,4,6
<i>CPD about working effectively with autistic children.</i>	EEF says 'the evidence tells us that teachers should instead prioritise familiar but powerful strategies, like scaffolding and explicit instruction, to support their pupils with SEND. This means understanding the needs of individual pupils and weaving specific approaches into everyday, high quality classroom teaching—being inclusive by design not as an afterthought.' 'Continuing Professional Development (CPD) is critical for understanding Special Educational Needs (SEN) because it transforms teacher attitudes, boosts confidence, and equips educators with practical, evidence-based strategies to support diverse learning needs. With over 15% of the school population in England identified as having SEND, ongoing training is essential to move from outdated practices to tailored, inclusive education.'	1,2,3,4,5,6

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

Budgeted cost: £5888

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Therapy training</i>	Training is crucial for the effective delivery of targeted interventions, with research indicating that structured support for staff can result in significantly improved outcomes—such as three to four months of additional progress for pupils. This will be important as part of trauma informed practice and bridging gaps between disadvantaged and non-disadvantaged pupils.	1,2,3,4,5,6

<i>OT recruitment</i>	Employment of Occupational Therapist as well as an OT assistant will support staff and students in developing regulation strategies, to use with support and independently.	3,5
<i>Read Write Inc and fresh start</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	4,6
<i>Renaissance/ star reader and star maths (assessment of reading and maths, progress tracker)</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	4,5,6
<i>White rose (Primary and Secondary) Maths and Science to support curriculum in these areas.</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	2,3,6
<i>Symbol Stix- visual symbols programme that will be used to standard symbols across the school.</i>	Visuals are crucial for ASD students as they provide structure, predictability, and improved communication, which reduces anxiety and enhances independence. By transforming abstract verbal information into concrete, permanent, and organized visual cues, these tools support receptive and expressive language, executive functioning, and daily transitions at home or school.	1, 2, 3, 6
<i>ProloQuo2Go- communication aid for non-verbal and preverbal learners</i>	Proloquo2Go supports students with speech or communication difficulties by offering a customizable, symbol-supported voice output system. It helps students express needs, build language skills, increase classroom participation, and improve academic performance.	1,2,4,5
<i>See and Learn for those who cannot access phonics</i>	According to the EEF, literacy is foundational to academic success, unlocking the entire curriculum and significantly influencing future life opportunities. It is crucial for developing communication skills, enabling learners to comprehend complex information.	1, 2,3,4,6
<i>Learning without Tears- handwriting and keyboard strategy</i>	Writing is a vital skill for effective communication, critical thinking, and cognitive development, serving as a permanent record for sharing ideas across time and space. It enables personal expression, aids memory retention through active engagement, and is essential for academic success and professional opportunities.	2, 4,5,6
<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	2,4,6

	differentiated to the needs of the pupils/students at Oak Tree	
<i>Individual resources-uniform, community visits, etc</i>	Research indicates that "poverty-proofing" school days increases overall attainment (by ~5% in some studies) and fosters a stronger sense of belonging and connection.	6

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

Budgeted cost: £55113

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>CPI training</i>	CPI says: 'Safety extends beyond physical security to include emotional, psychological, and relational aspects, all of which contribute to a positive school culture. CPI's comprehensive approach to behaviour management recognises this need and is designed to help schools build a safer, more positive environment.' Working in a trauma informed way is important for Oak Tree Students.	3
<i>Recruitment of a family support worker.</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 support worker allows positive home-school relationships and higher engagement within learning. Parental engagement has a positive impact on average of 4 months' additional progress.	1, 3, 6
<i>Range of therapists and other provision- play, music, art, BRYIM, Poppies Farm, boxing, canine therapy, etc.</i>	Therapeutic interventions in SEN schools address barriers to learning by promoting emotional regulation, communication, physical development, and mental wellbeing. These tailored approaches—including Speech and Language Therapy (SALT), Occupational Therapy (OT), and counseling—help students manage behavior, improve social skills, and engage more effectively in the classroom, fostering independence and confidence.	3,5,6

Total budgeted cost: £ 71267

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 (or half termly for targeted intervention support).

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 and Science	White Rose Education
Star reading and maths	Renaissance
Therapy	Variety of different providers
Proloquo2go	Proloquo2go
Read Write Inc. and Fresh Start	Read Write Inc

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Intended outcome	Success Criteria	Progress against Intended Outcomes		RAG				
<p><i>All relevant staff will be trained in Read Write Inc (RWI) and fresh start programmes</i></p>	<p>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</p>	<table border="1"> <tr> <td data-bbox="584 528 932 633">Students with PP following RWI in KS1-2</td> <td data-bbox="932 528 1267 633">Average increase in points in speed sounds</td> </tr> <tr> <td data-bbox="584 633 932 710">12 students</td> <td data-bbox="932 633 1267 710">21.9</td> </tr> </table>	Students with PP following RWI in KS1-2	Average increase in points in speed sounds	12 students	21.9	<p>2 students were able progress through speed sounds and begin using their phonics knowledge to apply to RWI books.</p> <p>The Fresh Start programme is increasingly accessible within the secondary setting, with seven Pupil Premium (PP) students currently engaged. All PP pupils have made strong progress, reaching at least Module 4, with three students successfully completing the programme and now advancing to a focus on comprehension skills. Significant investment in staff training has strengthened delivery, enabling students to make rapid gains in reading. This progress not only supports their academic development but also enhances essential life skills, ensuring they are better equipped to access the wider curriculum and succeed in their learning.</p>	<div style="background-color: #00b050; width: 100%; height: 100%;"></div>
Students with PP following RWI in KS1-2	Average increase in points in speed sounds							
12 students	21.9							
<p>Allow all pupils/students to have the correct resources to be able to access the appropriate level of curriculum</p>	<p>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</p>	<p>Targeted, subject-specific workshops were delivered using Pupil Premium (PP) funding to address identified gaps in students' learning within the curriculum. In addition, appropriate classroom resources were provided to meet the needs of PP students, ensuring they could fully access all areas of learning and helping to remove potential barriers to their progress.</p> <p>Over the course of the academic year, all pupils eligible for Pupil Premium funding made strong progress from their individual starting points. Careful tracking and targeted support ensured that each</p>		<div style="background-color: #00b050; width: 100%; height: 100%;"></div>				

	implemented within the relevant key stages	pupil achieved at least 40% progress against their baseline assessments. This reflects the effectiveness of appropriate resources in relation to the correct curriculum pathway based on their EHC plan. High-quality teaching, and consistent monitoring, which together enabled pupils to close gaps in learning and build confidence across key areas.																							
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	<p>Students within the Forest Pathway made exceptional progress of over 65%, demonstrating that, with the supply of appropriate resources and targeted support, they were able to achieve higher academic outcomes and attain improved grades. In addition, all Early Years and Meadow Curriculum Pathway students made strong progress of over 30% from their individual starting points. This highlights that the curriculum is well-designed, fit for purpose, and successfully meets the diverse needs of all learners.</p>																							
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	<table border="1" data-bbox="592 1133 1283 1205"> <thead> <tr> <th>Pupil Premium Students</th> <th>SALT Groups Attended</th> <th>SaLT Progress Data</th> <th>OT Groups Attended</th> <th>OT</th> </tr> </thead> <tbody> <tr> <td>Average</td> <td>1.903225806</td> <td>0.193548387</td> <td>2.064516129</td> <td>0.032258065</td> </tr> </tbody> </table> <table border="1" data-bbox="692 1256 1171 1473"> <thead> <tr> <th colspan="2">Key</th> </tr> </thead> <tbody> <tr> <td>-2</td> <td>Significantly Less Than Expected</td> </tr> <tr> <td>-1</td> <td>Less Than Expected</td> </tr> <tr> <td>0</td> <td>Met Targets</td> </tr> <tr> <td>1</td> <td>More Than Expected</td> </tr> <tr> <td>2</td> <td>Exceeded</td> </tr> </tbody> </table> <p>As evidenced by the data, all Pupil Premium (PP) students have consistently attended the therapeutic interventions and have met expected standards in comparison to their peers, with some progressing more than expected. This clearly demonstrates that the interventions have had a positive impact on PP students. Their continued engagement and willingness to attend sessions reflects the value they place on this support, and their positive progress is enabling them to access and engage more effectively with the wider curriculum.</p>	Pupil Premium Students	SALT Groups Attended	SaLT Progress Data	OT Groups Attended	OT	Average	1.903225806	0.193548387	2.064516129	0.032258065	Key		-2	Significantly Less Than Expected	-1	Less Than Expected	0	Met Targets	1	More Than Expected	2	Exceeded	
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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
<i>All relevant staff will be trained in Read Write Inc (RWI) and fresh start programmes</i>	Read Write Inc (RWI)
Allow all pupils/students to have the correct resources to be able to access the appropriate level of curriculum	
Remove any barriers to pupils/students learning	
One to one therapy intervention to support for relevant pupils/students	

Further information

We will ensure that all pupils/students are supported through a rigorous process and that any barriers to their learning they face are removed, and impact of all strategies used will be measured and monitored.