Pupil premium strategy statement

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
School name	Oakleigh Special School
Number of pupils in school	133 pupils 2025-2026
Proportion (%) of pupil premium eligible pupils	52 %
Academic year/years that our current pupil premium strategy plan covers	2023-2026
Date this statement was published	December 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Clare Power Head Teacher
Pupil premium lead	Anna-Maria Nelson/Clare Power
Governor / Trustee lead	Julia Kaye

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£108693
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£108693

Part A: Pupil premium strategy plan

Statement of intent

At Oakleigh we are committed to using Pupil Premium funding to achieve and sustain positive outcomes for our disadvantaged pupils. While socio-economic disadvantage is not always the primary challenge faced by our pupils, we recognise that there can be a variance in outcomes for disadvantaged pupils compared to their peers. This is particularly evident in areas such as:

- Social opportunities and experiences, as well as communication development.
- Physical development.

Our Aims

Our primary aim is to close these gaps and ensure equity for all pupils by addressing barriers to learning and fostering an inclusive, supportive environment. Specifically, we aim to:

1. Close the Attainment Gap: Target academic underachievement by focusing on high-quality teaching and personalised interventions for disadvantaged pupils.
2. Support Wellbeing and Development: Provide robust support for physical, emotional, social, and communication needs to help pupils thrive.
3. Prepare for Independence: Equip pupils with the skills and experiences they need to become as independent as possible and transition smoothly to secondary education.
4. Promote Inclusive Opportunities: Ensure all pupils have access to enriching experiences that build cultural capital and foster lifelong skills.

Our Approach

Our strategy is rooted in evidence-informed practices and guided by the individual needs and strengths of each pupil, based on both formal and informal assessments. We focus on:

- High-Quality Teaching: Ensuring outstanding teaching practices benefit all pupils, with a particular focus on areas where disadvantaged pupils need it most.
- Targeted Support: Providing personalized interventions informed by robust diagnostic assessments, enabling pupils to overcome specific barriers to learning.
- Broad and Balanced Curriculum: Helping all pupils access a rich and varied curriculum that prepares them for future success.
- Whole-School Approaches: Implementing initiatives that benefit all pupils, such as improvements in teaching quality and universal access to enriching opportunities.

Our Wider Strategy

We understand that our approach must address challenges both at school and at home. To this end:

- We identify and respond to barriers affecting learning, ensuring that support is tailored to each pupil's unique needs.

- Our strategy includes helping disadvantaged pupils develop independent life skills, improve communication, and enhance physical development.

Our Commitment

Implicit in our strategy is the understanding that outcomes for non-disadvantaged pupils will also improve alongside those of their disadvantaged peers, particularly when whole-school approaches are implemented. We are dedicated to reflecting on and refining our practices, introducing wider strategies where needed to ensure every child has the opportunity to succeed.

By being flexible and driven by pupil-specific needs, we aim to provide all children with the tools, support, and experiences they require to achieve their full potential.

Challenges

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

Challenge number	Detail of challenge
In-school and external barriers	
1	***Delayed processing and limited communication*** All of our pupils attending school including those not from disadvantaged backgrounds have either moderate, severe or profound learning difficulties. There is a huge variation in terms of communication and language used across the school as the needs and abilities vary amongst the pupils. The majority of our pupils present with delayed processing and limited communication as well as being nonverbal. Our teacher assessments and observations show that the pupils make better progress when working in either small groups or 1-1, where they receive more focussed teaching.
2	***Behaviour, sensory processing difficulties and emotional regulation*** All of our pupils need to be emotionally regulated to be able to access learning. There are many factors, which can influence the emotional state and wellbeing of our disadvantaged pupils, including difficulties with sleeping due to housing, difficulty in following / understanding routines especially if these have changed suddenly, as well as a pupil's diet and eating routine having an impact. All of these, as well as other external barriers pupils may face before even coming into school in the morning have a huge impact on their behaviour and state of emotional regulation across the day. We know that when our pupils are deregulated, we see an increase in negative or challenging behaviours that directly influence their ability to focus and learn. This inadvertently will impact further in progress being made. Calmer pupils reflect in lower number of incidents and inappropriate behaviours, Improved focus, concentration and cognitive development.
3	***Physical barriers*** Almost one quarter of our pupils that are entitled to Pupil Premium are non-ambulant and use a wheelchair. This has a huge impact in their ability to access the curriculum as readily as our other disadvantaged pupils do. For these pupils, their position needs to be changed regularly throughout the day and they need

	to be able to access standing frames, walkers, amongst other pieces of specialist seating equipment etc. This all takes up a considerable amount of time across the day. As a school we ensure that even while pupils are transitioning to equipment and using equipment, we try to maximise the teaching and learning alongside so as to optimise their learning opportunities. We continue to provide as many opportunities for our pupils to go for walks to the local parks, shops etc. as we recognise how challenging this can be for some of our families. At Oakleigh we do have pupils who find using their hands, arms, and legs physically challenging so it is vital that both occupational and physio therapists support staff to ensure that the pupils receive appropriate support and that they are able to access as much as possible and that suitable adaptions, training needs etc. are in place to meet their needs so that they can access the curriculum. At Oakleigh we recognise the importance of physical exercise and activities and we are continually adding to and improving our playground so that all pupils despite physical challenges can access it.
4	***Limited stimulating, rich, life experiences (such as shopping, cafes, libraries, parks, seaside etc)*** Due to the high level of needs of our cohort of pupils it can be extremely challenging for parents to enable their children to experience a wide variety of experiences in the community such as shopping, visiting cafes and libraries etc. particularly if they have additional siblings. Sometimes as a result of personal, social and emotional challenges of our families, some of our pupils face the challenge of relearning skills and managing their emotions in a variety of different contexts and settings.
5	***Limited self-help skills*** We want our pupils to leave our school with as much independence as possible. Our experience is that pupils need support to be taught these skills as they would do when learning other things. For a lot of our pupils being able to feed and dress themselves are vital skills to have. With limited self-help skills the pupils experience difficulty in all aspects of their learning.
6	***Health and Medical conditions (e.g. seizures, on feeds etc)*** Approximately 30% of our disadvantaged Pupils have health Care Plans in place. The health care plans are for those pupils who are medically vulnerable and have additional medical needs such as Epilepsy, suctioning, need regular medication or are fed through a gastrostomy tube. All of these conditions/ needs can have an impact on the pupil's ability to focus and attend to a session. As seizures are often unpredictable and can affect the pupil for a time during and after a seizure, which may mean, parts or all of sessions can be missed. Timings of children's gastrostomy feeds can also impact on the sessions taking place. We have recently seen an increase in children attending Oakleigh that are immune oppressive and suffering from life limiting conditions, which mean that they are hospitalised frequently, we work with families, carers and hospitals in these cases to ensure that the children can still have access to learning even when not at school.

7	***Poor memory and retention of information and skills*** Pupils can experience some difficulty in remembering new routines and can experience difficulty retaining new information and in particular maintaining newly learnt skills. Some conditions can be degenerative and the children gradually lose their skills.
8	***Pupil attention and motivation to access and engage in their learning*** Pupils need to be motivated by activities to be able to want to attend and engage. Without this learning cannot take place. Activities and learning opportunities also need to be at an appropriate level to meet the child's needs as well as providing extension activities or clear differentiation.
9	***Attendance and levels of persistent absence*** Pupils whose attendance was less than 90% last year was marginally less for children from disadvantaged backgrounds in comparison to all other pupils. Irrespective of this, good attendance is vital for pupils to maximise their learning and to maintain learnt skills.
10	***Family's emotional state/wellbeing/mental health and Safeguarding.*** Families being able to cope emotionally with having a child with additional needs alongside other challenges that they may be facing can be over whelming. Children can/ will pick up on these emotions and this can impact behaviour, learning and social and emotional wellbeing also. Oakleigh believe strongly in a holistic approach and supporting our families is paramount.
11	***Suitable accommodation within Barnet*** Pupil's which are in unsuitable or temporary housing that does not meet the needs of their family's circumstances. (Location, size, equipment or adaptions needed etc…) Such an impact can affect the pupils sleep, emotional wellbeing and ability to maintain and develop their physical skills. This has also shown to have an effect on families physical and mental wellbeing. Pupils who live on the other side of the borough and have a lengthy journey to and from school on transport can find it incredibly challenging to regulate their emotions as soon as the school day starts.
12	***Financial barriers, access to technology and educational resources*** Pupils not having access to play resources, equipment or opportunities that will maintain or further develop their learning including play, social and self-help skills.

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
1. Delayed processing and limited communication will be supported All pupils to have a robust communication system suited to their individual needs. All pupils to make and sustain good progress with their communication systems and to	Through teacher observations, assessments such as BSquared, Engagement steps, Routes for Learning and SCERTS. As well as evidence against EHCP yearly outcomes /PLP termly outcomes indicating achieved outcomes discussed with parents at annual reviews.

develop their receptive understanding and expressive communication skills. Additional and external therapy provision will provide bespoke and individual packages for specialist AAC users of Eye Gaze, PODD and electronic communication devices as well as support for our pupils who are early verbal communicators. Parents to be confident in also supporting their child's communication development. Targeted groups set up across the school to enable communication focus work for pupils experiencing difficulty as well as to stretch and challenge the more able.	Pupils able to use their communication systems in a range of contexts, places and with different people. Pupils being able to carry out some of their work independently Evidence seen in observations of children being supported to use their communication systems, both high and low tech effectively across all sessions. Children bringing their communication systems between home and school daily. We continue to support our families to use Tapestry, our online journal which they can access on their phone. This enables them to see progress as well as examples of how they can support their own children to develop and work on key skills, through effective modelling by class staff. Language groups established for pupils at pre-key stage skills, social communication groups both verbal as well as High tech. Parents are invited to attend communication drop ins with leadership leads.
2. Behaviour, sensory processing difficulties and emotional regulation. Pupils to be emotionally regulated and ready to learn. Strong communication links established between class team and parents to ensure that the pupil's emotional state is supported to enable pupils to transition to school and into their day at school as smoothly as possible. Through individual targeted support from Family support worker and teacher to work closely with families to support with routines, behaviour and other challenges they may face at home, sharing strategies. Families to be skilled and emotionally supported to enable consistency across home and school.	Behaviour monitoring sheets analysed by Deputy head and discussed with class teachers to identify patterns, triggers etc. Behavioural support plans updated regularly to reflect changes in behaviours and strategies used to support these. Behaviour support plans written and shared with parents to enable consistent approaches and strategies to be used by all adults working with the pupils. Meetings with families and deputy to discuss and reflect on how things are going, what is working etc. Staff are trained in Team teach approach. This now includes opportunities for our agency staff as well. SCERTS assessments up to date and all staff following and using key SCERTS transitional strategies consistently. Behaviour incidences reduced across the school.

Consistent symbols used throughout the school. All staff having keyrings with the agreed symbols on, which are used consistently as needed throughout the day. 'In-task' timetables used as a teaching tool throughout the school, evident in planning. Sensory stimulation activities / equipment available to pupils when needed. Sensory circuits set up to provide calming and alerting activities. Additional OT input to observe and provide sensory diets and programmes. Staff trained in sensory processing and sensory circuits, confident in supporting and delivering programmes to children to support with regulation. Staff are aware of individual pupils' sensory needs.	Parents experiencing emotional challenges are offered /receiving some therapy and support where requested from Psychotherapist. Family support worker supporting families to implement key routines at home and support with strategies. In observations, evidence seen of how OT advice is implemented into the pupil's daily routine. Pupils are well regulated and attentive in sessions to the best of their ability and able to focus their attention for longer periods.
3. Physical barriers All pupils to have the appropriate equipment and resources to meet their needs. Pupils to be assessed regularly by OT and Physio as stated on their EHCP. Staff to be trained in carrying out exercises/ stretches and delivering programmes set by Physiotherapists / Occupational therapist etc. including supporting with eating and drinking, toileting and dressing. Communication, Social emotional and Cognitive skills continue to be worked on and developed in conjunction with using various pieces of physio equipment. Physio and Occupational therapist will liaise closely with class teachers, department leads and parents in supporting pupil progress and outcomes. Pupils will swim at least fortnightly either off site or in the hydrotherapy pool.	Pupils accessing a range of sessions and learning opportunities both inside and outside of the class in standing frames, walkers etc. Shown as strategies on PLP's/videos and photographs. All pupils to have an updated Physio / OT programme if stated on EHCP and staff delivering this across the week. Pupils becoming more independent in eating, drinking and personal care. Pupils with specific physical difficulties being able to communicate and make their needs known through appropriate means, (Eye Gaze, pointing etc.) Through discussions at meetings and annual reviews showing progress against EHCP and PLP outcomes. During observations and through questioning staff it will be evident what physical skills are being developed and what progress is being made.

Staff will initiate, model and engage in play with pupils in the playground and during set times across the day. Pupils will have access to appropriate differentiated communication systems that meet their physical needs. Pupils accessing the wheelchair swing, wheelchair bike, roundabout and floor trampoline. Pupils identified as needing more physical exercise taking part in regular adult led sessions. Pupils being able to explore their local environment through walking, walkers, scooters and bike.	Pupils will be more physically active across the day. Pupils using the wheelchair adapted equipment in the playground more frequently. Daily walks in the local environment.
4. Limited stimulating, rich, life experiences (such as shopping, cafes, libraries, parks, seaside etc) Pupils given the opportunity to access a wide breadth of curricular opportunities both on and off site. Increased opportunities to have off site educational visits. Recent fundraising should ensure two new mini buses- which will enable more outing for our children taught at the satellite classes as well as enabling those children more physically challenged being able to get out into the community more. Staffing to enable wheelchair users to be able to access suitably adapted parks and other places of educational interest. Parents being supported to build confidence in taking their children to new places. More opportunities to have live workshops at school including music and theatrical. Pupils to use their communication systems out in the community, to greet, request and comment. Two new TLRs have been appointed to develop our enrichment curriculum at Oakleigh.	Groups of pupils visiting places of worship. Pupils going on trips using mini bus Parents confident and able to take children to the shops, swimming or similar places at the weekend and during holidays. Bamboozle theatre performing workshops or live interactive performances. (Differentiated to need) Live music Now- bringing live music into the school - doing performances to small groups / classes. Pupils using their communication systems to greet, request and comment on their outings. Evidenced through photos and videos and shared between school and parents on tapestry. TLRs will support class teacher to ensure that all children in the school have increased opportunities for enrichment activities throughout the year.

5. Limited self-help skills	Increased number of pupils toilet trained.
For some of our disadvantaged pupils to be able to make progress and develop their eating, drinking and dressing skills including being more independent in going to the toilet.	Pupils PLP's and EHCP outcomes reflecting key skills to be worked on in class alongside principal strategies to use.
For those children with physical difficulties access to advice from OT in terms of appropriate toileting slings, programme and specially adapted equipment, e.g. sea horse chair, Heathfield potty chair.	Pupils showing progress with their eating and drinking skills during snack and lunch. For some, being able to feed themselves, using appropriate utensils.
For some of our disadvantaged pupil's with more profound difficulties, to accept and tolerate hand under hand, hand over hand support to help with eating, drinking and dressing. As well as being provided with the proper feeding equipment / utensils to enable them to become more independent.	Pupils actively taking part in dressing and undressing for PE, toileting, swimming, using back chaining where necessary and or following a jig.
6. Health and Medical conditions (e.g. seizures, suctioning, gastrostomy's etc…)	Class staff trained in epilepsy where there are identified children in those classes.
All class staff are able to identify a pupil's seizure and know the protocol of the seizure management plan.	Class session able to continue while pupils are put on or taken off feeds.
All seizures are recorded and parents informed.	Any medical situations in class are managed well and sessions continue where appropriate.
Class teams provide updates on pupil's health and care needs for the paediatric clinics that takes place at school.	Continued improved links and sharing of information between health professional and school to ensure a multi-disciplinary approach is used for individual Pupil's.
Classes display a timetable showing important information of pupil's gastrostomy times and timings of when nurses give medication. This information is taken into account when planning sessions.	TAC meetings and maintaining good links with the social services team. Working with families, carers and hospitals in cases where our most vulnerable are unable to attend school to ensure that the children can still have access to learning.
7. Poor memory and retention of information and skills	
Enabling environments throughout the school, which consistently support memory sequencing and retention of skills.	Pupils following appropriate systems and cues to support their understanding of routine, e.g. Visual timetables, symbols, photographs, objects of reference, auditory, musical and touch cues.

Consistent symbols used throughout the school. All staff having keyrings with the agreed symbols on, which are used consistently as needed throughout the day. 'In-task' timetables used as a teaching tool throughout the school, evident in planning. Monitoring pupils and sharing information to ensure and enable where they can that the skills learnt are maintained for the children who may have lost these due to illness.	Pupils transitioning calmly from one session to another and from one area of the school to another. Pupils well-regulated when out and about in the local environment for walks etc. Pupils being able to complete work station tasks independently or with minimal support
8. Pupil attention and motivation to access and engage in their learning To provide a highly motivating, personalised learning programme tailored to each individual student's needs. Monitor pupils' level of engagement within sessions and across a period of time. To provide resources that are highly motivating to encourage engagement.	Increased pupil engagement in learning and a reduction in behaviours that challenge.
9. Attendance and levels of persistent absence Persistent absences monitored closely and discussed in leadership meetings, Leadership lead meets with parents to discuss and offer support if needed. Non-attendance is followed up immediately by a phone call. Any concerns or patterns discussed with leadership and recorded on CPOMS Regular contact between school and home with families is made, where a child is absent for medical reason and hospitalised. Families offered online sessions once a week / fortnight and school liaise with hospitals also to share the children's targets. Oakleigh's attendance policy has been updated to reflect our expectations and shared with all families.	Improved attendance Teachers continuing to provide some contact/ support for pupils who are not able to attend due to long periods of ill health. Pupils seen by therapists at home where needed. (Stated on EHCP) Children able to access learning from home / hospital.

10. Family emotional state/wellbeing/mental health and safeguarding.	
All families in need of support known to teachers and relevant professionals. Families offered support from school therapists and where necessary given guidance towards relevant services that support other external challenges.	Parents receiving counselling from Psychotherapist or help from Family Support Team.
Oakleigh believe strongly in a holistic approach and supporting our families is paramount.	Family support team working closely with parents/ families through offering support and regularly visiting home to model programmes, share strategies and discuss difficulties.
A family support meeting is held twice a term, this will include the schools allocated social worker, Governor responsible for safe guarding, entire leadership team, family support workers, Jill Smith and School psychotherapist.	Barnet Social services knowing and understanding the needs of the family.
11. Suitable accommodation within Barnet	Pupils have access to specialist equipment where needed.
All class teachers carrying out one home visit every academic year. Reporting back to leadership lead and recording on CPOMS where felt needed.	Local authority aware of the housing needs of our families.
Discussions at annual reviews to highlight needs the families may have.	Parents are supported and encouraged to be active in liaising with the council and social services.
Teachers supporting families by doing MASH referral to the social services team.	
Family support worker aware of family circumstances and needs. Discussed in family support meetings held twice a term with Leadership, family support workers, Early Help, nursing team, governor, therapists.	
12. Financial barriers, access to technology and educational resources	Pupils able to continue to make progress and learn including through play at home.
All pupils including those who are disadvantaged will have access to some play resources and where appropriate/ necessary, provided with resources to help their development.	
Monitored through home visit by class teacher.	

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: **£29440**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional Occupational Therapy To provide additional OT support across the school. Focussing on individualised assessments, advice on sensory processing, developing programmes and training for staff. Training- Fairground writing programme	Bespoke individual and group sessions delivered and modelled to a range of classes is giving teaching staff the skills and confidence to continue as well as to adapt and use strategies in other aspects of the children's learning. Delivered to all staff the Fairground writing programme. Modelled this in classes and with specific cohorts of children.	2, 3, 5, 6, 12
HLTA 4 *Family support worker x2* Working with families at home to support behaviour and implement communication strategies used in school. Training to staff on the use of POD and creation of ACE books for individual pupils to use between home and school.	The record of success that this approach has previously had. During home visits picking up on financial struggles, lack or limited use of play resources that are stimulating and age appropriate. Providing advice and support to families on communication, self-help skills, daily routines (e.g. sleep, toileting) Family support worker Ongoing liaising with leadership lead in monitoring the situation and providing support where needed. Consistency in teaching between home and school has a direct impact on pupil progress for their individual personalised learning targets and children's ability to express themselves to their full potential.	1, 4, 5, 7, 8, 9, 10

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

Budgeted cost: £26910

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional LSA hours to provide targets 1-1 support for individual or groups of pupils. Class teachers request for additional support needed for each pupil. Outcomes are set, monitored and reviewed. Evidence is collected to support achievement and progress.	*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.* *These interventions should be targeted at specific pupils using information gathered from assessments and their effectiveness and intensity should be continually monitored.* The EEF Guide to the Pupil Premium— Autumn 2025 Discussions at Spring and Summer term with teachers reflecting on progress made. Evidence collected via video and Tapestry linking to targets.	1,4, 5, 8
Specialist SLT 0.5 days a week to support pupils with communication specifically users of Grid 3, and Eye Gaze.	Success over the past few years has seen children being referred to Nikky Steiner (Specialist SLT from the ACS Hub Westminster). Where they have received specialist AAC systems such as Eye Gaze, high tech devices and PODD and will continue to receive this support and device throughout their schooling and beyond.	1, 6, 8

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

Budgeted cost: **£52343**

Activity	Evidence that supports this approach	Challenge number(s) addressed

Jess and Caroline- Music, Drama and Family group therapy. ***+ Jane (Governor and former teacher)*** Pupils are referred for by class teachers for therapy. Music and Drama therapy are provided either as a 1-1 session or as a group. Pupils receive a block of sessions. Family therapy is run once a week by the drama therapist and another member of staff for a parents group and their children.	The development of self-regulation (drawing upon the EEF guidance report) is a key feature of our strategic plan for targeted academic support. We offer specialist interventions such as occupational therapy, speech and language therapy, whilst also providing an array of other supportive interventions run by professionals, such as our Music, Drama and Family Therapy. These specialist therapists also work closely with the teaching and learning team to ensure that the best practice is embedded throughout high quality teaching, such as ensuring consistency in the use of visuals. Teacher, therapist and parent testimonials support the benefits and use of alternative therapies. Parents becoming more confident in engaging in playful interactions to support their children- following strategies given. Parents making friends/ links with other parents. This has a big impact on the parent's emotional and mental wellbeing.	1, 2, 8, 10
Family support worker and parent workshops. To work with parents offering advice on communication, behaviour, toileting, routines etc. Giving support and strategies to use at home. Liaising with class teachers and Early help consultant to support the emotional wellbeing of both the pupils and their families. Organise workshops for parents, to provide emotional support as well as specific training sessions.	*'There is an established link between the home learning environment at all ages and children's performance at school. Schools and parents have a shared priority to deliver the best outcomes for their children.'* The EEF Guide to Working with Parents to Support Children's Learning Ensure parents of disadvantaged pupils' feel safe and confident engaging with school. Home visits completed to engage the hard-to-reach parents and carers. Improved attendance and behaviour During annual reviews with class teacher's and leadership leads, parents have asked for help and guidance at home so that they can support their children to communicate at home as in	1, 2, 5, 7, 9, 10

Running an Early Bird programme for some of our parents of children with autism. Once a week for 8 weeks.	school and to support with key routines around behaviour. This is giving the parents of some or our more challenging children the opportunity to work as a small group amongst other parents with similar experiences and in similar situations to be able to have support and build up their skills and knowledge about autism to enable them to be more confident and knowledgeable in how best to support the needs of their children.	
Early help consultant. Part of the family support team, who is also the link between Early Help, Social Care and external services that can support our families.	Jill has been able to help a number of our families find the right support that they need as well as helping towards some of our families being rehoused. She is an advocate for many of our parents.	9, 10, 11
Child & Adolescent Psychotherapist ***Adult Psychoanalytic Psychotherapist.*** Confidential 1-1 therapy sessions offered and provided for the parents of pupils should they want. Also available to staff.	Invaluable to the mental wellbeing of our parents who see Lola.	10
Special equipment/ resources. To provided specialist resources to support individualised programmes such as that used in sensory circuits or diets to support their vestibular and proprioceptive sensory development. (vibrating chewy, peanut balls, balance seats, etc.) As well as, to support with emotional regulation.	Resources are a much-needed commodity to ensure that programmes can be carried out successfully. Reduction in behavioural incidents. Maslow's hierarchy of needs clarifies how essential it is that our physiological and safety needs are met before anything else can be truly possible.	1, 2, 3, 6,8, 12

Individual packages of resources to support 1-1 work. To provide highly motivating resources to encourage and develop engagement in learning.	Through discussions with class teachers and LSA's when reporting on achievement and progress. Teacher assessments The range of resources purchased this year have included Communication packages for iPad. All resources and equipment purchased are discussed during Pupil Premium meetings with class teachers – As well as how it has made an impact into the learning and progress of the pupils.	1, 2, 3, 6, 8, 12

Combined Total Budget Approximately £108693

Part B: Review of outcomes in the previous academic year

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2024-2025 academic year.

All: The school's Ofsted inspection in December 2024 confirms that at Oakleigh 'There is a deep understanding of the challenges that families face, so support is tailored to their needs.'

Our assessments and observations over the past year have shown that the majority of pupils—both disadvantaged and non-disadvantaged—are making good progress. We have seen little difference in performance between these groups, which underscores the effectiveness of our inclusive strategies. However, challenges previously identified, including social and emotional development, communication skills, physical development, behaviour, wellbeing, and mental health, continue to affect pupils to varying degrees.

Our Pupil Premium funding continues to play a vital role in addressing the barriers and challenges to learning, by supporting wellbeing initiatives and targeted interventions. These efforts are aligned with evidence-based strategies. As the **Education Endowment Foundation (EEF)** notes:

"Targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment. These interventions should be carefully selected and driven by data to meet the specific needs of pupils."
This evidence supports our approach to tailoring interventions to the unique needs of each pupil, ensuring all learners benefit from our strategies.

External challenges, such as the rising cost of living, have further impacted some of our families. As a school, we have provided government-funded vouchers to identified families and continued to offer guidance on available benefits through our family support worker, Jill Smith. These measures have been essential in alleviating financial pressures and enabling families to better support their children's education. These strategies ensure that pupils with prolonged medical absences or other barriers to attending school can continue their education seamlessly. This continuity of learning remains an essential part of our provision, helping all pupils to stay engaged and progress in their education.

High-quality teaching remains at the core of our Pupil Premium strategy. Teachers focus directly on barriers to learning identified for disadvantaged pupils, ensuring personalised and impactful support. This focus is evident in the individual progress made by pupils, as documented through regular academic review meetings.

Progress and impact are reviewed continuously throughout the year, with a detailed evaluation in the summer term to assess the effectiveness of interventions and monitor whether targets have been achieved. Our analysis shows that there continues to no gaps in attainment of learning outcomes between pupil premium verses non -pupil premium pupils.

Through our robust assessment systems, targeted interventions, and a commitment to addressing barriers to learning, we strive to ensure that all pupils—disadvantaged or otherwise—can thrive. Guided by the principles set out by the EEF and evidence from our own practice, we remain dedicated to fostering equity, inclusion, and excellence across our school community.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Specialist SLT 0.5 days a week to support pupils with communication specifically users of PODD, Grid 3, and Eye Gaze users.	Success over the past few years has seen children being referred to Nikky Steiner (Specialist SLT from the ACS Hub Westminster). Where they have received specialist AAC systems such as Eye Gaze and PODD and will continue to receive this support throughout their schooling and beyond.

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

We are continuing to buy into additional Speech and Language therapy to focus on targeted groups of pupils for communication. To support a group of children using communication boards and devices. We also continue to use additional occupational therapy time to set up programmes for groups of children in fine motor etc. and to train learning support staff to lead on these sessions.