



Pupil Premium Strategy Statement – Oaklands 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

School name	Oaklands Primary School
Pupils in school	138
Proportion of disadvantaged pupils	40%
Academic year that our current pupil premium strategy plan covers	2025/2026
Academic year or years covered by statement	2025-28
Date this statement was published	October 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Sarah Osborne, Head Teacher
Pupil premium lead	Vicky Bland, Assistant Head Teacher
Governor lead	Hilary Garnett

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£83,325
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£7,031
Total budget for this academic year	£90,356

Part A: Pupil Premium Strategy Plan

Statement of intent

Our aim is to use pupil premium (and recovery) 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 outcomes for disadvantaged pupils across the school when compared to their mainstream-schooled peers, particularly in terms of:

- Access to community learning and other facilities
- Social opportunities which impact on their social & emotional wellbeing

At the heart of our approach is high-quality teaching focused on areas that disadvantaged pupils require it most, targeted support based on robust diagnostic 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.

We will also provide disadvantaged pupils with support to develop independent life and social skills and continue to ensure that high-quality community learning experiences, cultural, science and arts events are available to all.

Our strategy will be driven by the needs and strengths of each young person, based on formal and informal assessments, not assumptions or labels. Our bespoke assessment system OPAL ensures that each child is treated as a unique individual and that all staff have high expectations for their progress, regardless of the SEN or other disadvantaging factors. This will help us to ensure that we offer them the relevant skills and experience they require to be prepared for adulthood.

Aims 2025 - 2028:

As a school we understand that for pupils to learn they need to be able to effectively communicate, interact appropriately with others and have the correct behaviours for learning so these key skills underpin all of the work that we do.

The long term aims of this strategy are underpinned by research by the EEF (Education Endowment Foundation) research on Mastery Learning ([Mastery learning | EEF](#)). The mastery approach slows down and deepens topics so that all learners have developed at least sound foundational knowledge of a key concept before the topic changes. In this way children learn the building blocks sequentially. If children 'master' each new concept, meaning that they can apply it in different ways and explain their reasoning, then they should have no gaps that will affect their future learning.

We value the relationships that all of our pupils have and feel that to meet the aims of this strategy it is imperative to work in collaboration with parents. The research by the EEF (Education Endowment Foundation) on Parental Engagement ([Parental Engagement](#)) is a key factor in our strategy.

Challenges	
1	SEND: Oaklands pupils have significant learning difficulties across a range of skills
2	SEMH: Social anxiety related to ASD can be a significant barrier in accessing a broad range of out of school activities
3	SEND support: Access to specialist and additional support such as CAMHS limited by funding/ personnel available
4	Cultural & social capital: Due to their SEND needs, children's worlds and therefore cultural and social capital can be quite restricted, affecting future learning post-Primary schooling
5	Family finances and the Cost of Living Crisis: Parental financial hardship can affect access to in-school events and being able to access wider opportunities.
6	Community family support: Availability of ASD-friendly services/ venues to support families with community learning
7	Parental social capital: Parental knowledge of services and support available can be limited and their own language skills/ SEND can impact on their access to community resources
8	EAL: The school is now 64% EAL with many families at the lower end of English proficiency
9	Access to technology/ online learning resources: Additional hardships may significantly disadvantage already financially insecure families, especially in relation to access to technology and high-speed broadband.

Intended Outcomes

Intended Outcome	Success Criteria
To develop all pupils' reading fluency through the introduction of the tiers of vocabulary and the Lexicon of Learning.	• All Nurture pupils will have made good progress in the relevant sections of the OPEAL ladders. • All Willow, Elm and Cherry pupils will have made good progress in the literacy OPAL ladder. • CPD opportunities support leads and staff to support pupils effectively. • All staff feel confident use the Lexicon of Learning and the tiers of vocabulary to extend pupils reading fluency.
To further develop the use of communication aids to support all pupils to have a voice.	• All Nurture pupils will have made good progress in the relevant sections of the OPEAL ladders. • All Willow, Elm and Cherry pupils will have made good progress in their CISS OPAL ladder. • Communication leads and facilitators and CPD opportunities support staff to facilitate communication using a range of strategies. • All staff are communicating effectively and providing planned means, reasons and opportunities (MRO) so that children's chosen voices are heard every day across the curriculum.
To support pupils to develop emotional self-awareness through the introduction of the Interoception Curriculum.	• Interoception Curriculum is embedded across the school where appropriate. • All Nurture pupils will have made good progress in the relevant sections of the OPEAL ladders. • All Willow, Elm and Cherry pupils will have made good progress in their ER&W OPAL ladder. • Staff feel confident to support pupils to develop their understanding of themselves and their emotions and feelings.
To implement the use of pathway specific Educational Visits and Cooking Curricula to impact on pupils' I&LS progress	• All educational visits and use of onsite facilities support meaningful learning at all stages of development.

	• All pupils are able to access wider curriculum opportunities. • All Nurture pupils will have made good progress in the relevant sections of the OPEAL ladders. • All Willow, Elm and Cherry pupils will have made good progress in the I&LS OPAL ladder.
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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

Budgeted cost: £39,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure all relevant staff (including new staff) are highly skilled and knowledgeable about early reading & reading development, through • Development of sensory theatre units for Nurture and Willow pupils • Development of TESOL style vocabulary resources & teacher guides • To provide a Forest School lead that will plan sessions for each class focusing on reading the world around them and communication. • Development of <i>World of Books</i> Days • Power of Reading CLPE Whole School Subscription • Bespoke support for Literacy leads as needed	• EEF guidance on Pupil Premium best practice • Effective Professional Development – EEF and linked report https://www.tes.com/news/eyfs-why-we-need-high-quality-cpd • EEF Toolkit on Mastery Learning • EEF Toolkit: Phonics • Autism Education Trust Good Autism Practice	1,2, 4 and 8
Ensure all staff can support pupils' progress in the development of communication skills, through • Increasing staff up to date knowledge through membership to communication subscriptions/groups • Resources to support the implementation of the Reggio approach to learning to support communication and interaction skills of pupils • Purchase of high-quality resources to support communication • Bespoke support for Communication leads as needed • Relevant training for staff e.g. Smile Therapy, Communication Matters Conference	• Effective Professional Development - EEF guidance • Oral language interventions EEF (educationendowmentfoundation.org.uk) • EEF Toolkit on Mastery Learning • Understanding and developing communication (autism.org.uk)	1,2, 4 and 8

To ensure that the Interoception curriculum is embedded across the school through • Staff CPD • Resource purchasing • Bespoke support for Emotional Regulation & Wellbeing leads as needed	• EEF Guidance: Effective Professional Development • EEF Toolkit on Mastery Learning • EEF Toolkit on Metacognition and self-regulation • National Autistic Society (NAS) guidance • Autism Education Trust Good Autism Practice • Kuyper's Zones of Regulation evidence base	1,2, 4 and 8
To continue to develop the Area of Learning; Independence & Life Skills; and to utilise learning opportunities outside of the classroom, through • Staff CPD • Resource purchasing, including life skills equipment such as personal hygiene aids & persona dolls • Development of outdoor learning spaces especially the Forest School Area • Resources to support trips and activities in the community	• EEF Guidance: Effective Professional Development • EEF Toolkit on Mastery Learning • Autism Education Trust Good Autism Practice	1,2, 4 and 8

Targeted academic support for current academic year

Budgeted cost: £38,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To support pupils to develop reading and communication skills, through: • Purchasing Letterbox Club Parcels and communication resources per PP child that the children can use with families at home • To have a communication facilitator to work alongside SALTs 4 days a week	• EEF guidance on Pupil Premium best practice • Effective Professional Development – EEF and linked report • Autism Education Trust Good Autism Practice • Oral language interventions EEF (educationendowmentfoundation.org.uk) • Understanding and developing communication (autism.org.uk)	2, 3, 4, 5, 6, 7 and 8
To support pupils to develop emotional self-awareness and their ability to co & self-regulate, through: • Purchase of bespoke resources	• EEF Guidance: Effective Professional Development • EEF Toolkit on Metacognition and self-regulation • National Autistic Society (NAS) guidance • Autism Education Trust Good Autism Practice • Kuyper's Zones of Regulation evidence base	2, 3, 4, 5, 6, 7 and 8

Wider strategies for current academic year

Budgeted cost: £13,356

Activity	Evidence that supports this approach	Challenge number(s) addressed
To support disadvantaged pupils to develop greater independence skills and their ability to access learning opportunities outside of the classroom, through • Liaison within the CLASS schools to promote social, cultural and sports opportunities • To run half termly Sibling Saturdays events • A well-planned programme of cultural events & learning both in & out of school • Financial support to access trips/ events	• EEF Guidance: Effective Professional Development • EEF Toolkit on Mastery Learning • EEF Toolkit on Parental Engagement • Autism Education Trust Good Autism Practice	2, 4, 6 and 9
To increase parental engagement to a range of events and workshops thereby supporting families to develop strategies to support their child at home, through: • Parental support through training & specialist liaison • Support by Family Support Worker • Supporting families with communication tools and visual systems that can be used within the home • To increase parental engagement in workshops • Providing translation services when needed to support families	• EEF Guidance: Effective Professional Development • EEF Toolkit on Parental Engagement • Autism Education Trust Good Autism Practice	2, 3, 4, 5, 6, 7 and 8

Total budgeted cost: £90,356

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Quality of teaching for all – Total Spend: £37,488		
Action	Intended outcome	Evaluation of spend & impact
Ensure all relevant staff are highly skilled and knowledgeable about early reading and reading development including the development of Sensory Theatre.	All staff will feel confident in the delivery of early reading skills and reading the world skills and have the resources necessary to deliver this. School have developed a range of book study units and sensory theatre units and brought the necessary resources so that these can be delivered effectively.	Total spend: £1,434 A range of resources were purchased and teaching staff feel confident in the delivering book study units and Sensory Theatre sessions. Some staff went to the Bamboozle training and in Elm have used this to develop Ateliers linked to the book studies that they are doing and in Nurture they have developed Free Exploratory Play sessions as part of the pupils learning to read the world.

Ensure all staff can support pupils' progress in communication by providing the means, reasons and opportunities.	The school will have ensured that staff feel confident in the delivery of different methods of communication. The school will have increased the communication facilitator role so that it is 4 days and worked closely with SALT to ensure that key staff are effectively trained to support pupils. The school will have a Makaton Tutor that can train staff and parents. Pupils are able to communicate effectively.	Total spend: £34,693 All new permanent teachers received PECS training, CISS leads and Communication Facilitators have attended a range of training which they have disseminated to others including parents. The school are members of Communication Matters and have a Makaton and Widgit (InPrint) subscription. Resources were purchased to support different forms of communication including communication books. The school has trained a member of staff to become a Makaton Tutor and the resources that she will require to lead training. NAS feedback October 2024 - <i>There is a clear commitment from the school to empower pupils to use alternative communication methods to have their voices heard and Communication facilitators support pupils to extend their vocabulary and use their preferred communication methods to express their needs.</i>
To ensure that the Ways of Being documentation and is embedded across the school and to develop an interoception curriculum for learners in Nurture and Willow pathways	Ways of being documentation will be embedded within the school and all staff will have a clear understanding of positive behaviour support and restorative approaches. The interoception Curriculum will have been introduced and trailed in classes during the summer term.	Actual spend: £1,106 Ways of Being have been positively embedded across the school and staff have a clear understanding of the individual needs of the pupils and how to support their regulation. Interoception curriculum has been developed and trailed in a number of classes over the summer term.
To continue to develop the Area of Learning; Independence & Life Skills; and to utilise learning opportunities outside of the classroom	The school will have further developed this area of the curriculum and have brought resources and CPD so that staff feel confident in the delivery.	Actual spend: £255 Key staff have attended EVC training and then disseminated learning to others.
Targeted support– Total Spend: £25,472		
Action	Intended outcome	Evaluation of spend & impact
To support pupils to develop reading and communication skills.	To support individual children with their communication and reading skills by providing resources at home.	Actual spend: £5,800 All pupil premium children received a Letterbox Parcel Subscription for 6 months. 100% of parents said that their children liked the resources and that they used them with their child. One parent commented ' <i>They make my son engage with books</i> '.

To increase parental engagement at school-based activities and workshops.	To ensure that parents felt they had the skills and understanding to support their child's progress at home.	Total spend: £19,356 Our family support worker has been very effective in supporting families across the school. This work is highly valued by parents (survey feedback). We have also brought resources for individual pupils to support their development at home. A number of events and workshops were offered to parents including Celebrate and Learn Sessions, parent forums and parents' evenings. We used some money to pay for parent attendance prizes at workshops and events. 57% of parents attended at least 3 over the course of the year with 15% attending 6 or more. Feedback from workshops indicated that 100% of parents attending found these sessions useful.
To support pupils to develop emotional self-awareness and their ability to co & self-regulate.	To buy resources to support pupils' regulation both at school and at home and to give training to parents enabling them to understand their child's needs and strategies that they can use to support their child.	Actual spend: £316 We brought resources to support emotional regulation, these included rocking chairs, chews. We also brought some sensory regulation tools so that children could have access to the same resources at home as well as school. A number of Parent workshops were delivered to support them with strategies that they could then use at home. One parent commented <i>'The workshop taught me how to build relationships and build a strong emotional connection built on trust.'</i>

Wider approaches (including links to personal, social and emotional wellbeing) – Total Spend: £9,456

Action	Intended outcome	Evaluation of spend & impact
To support disadvantaged pupils to develop greater independence skills and their ability to access community learning opportunities	Pupil Premium Pupils will experience music teaching, looking after pets, Spinney Sessions, After School Clubs and other special session such as trips into the community adding to their cumulative cultural capital and have access to learning in different environments. To develop wider learning areas across the school.	Actual spend: £9456 We spent some money on making the spinney area better equipped to facilitate learning and paid for a forest school lead to deliver sessions to all pupils. Music sessions were focused on social interaction, developing independence and understanding pattern and the lead delivered training so that staff could continue with the sessions after his retirement. We continued with our Big Days and resources were brought so that children could access the wider curriculum in an interactive and meaningful way. Children were able to access a number of trips and experiences including Carrot Production, a CLASS dance trip and a pop-up Santa's Grotto.

Further information

Additional activity: Our pupil premium strategy will be supplemented by additional activity that we are not funding using pupil premium. That will include:

- Working in partnership with a range of professionals (including but not limited to) NHS staff, the LA officers working groups, the National Autistic Society (NAS) and the City of Leicester Association of Special Schools (CLASS) to ensure we provide the highest quality learning and life experiences for all pupils
- Drawing on the expertise and services of local arts, faith and scientific organisations to develop transformative cultural and social experiences on 'Big Days'

Planning, implementation and evaluation: In planning our new pupil premium strategy, we referred to a range of good practice guides, including the latest [DfE Guidance](#) and relevant EEF toolkits & reports, including [Putting Evidence to Work](#). We looked at various reports and research papers about effective use of Pupil Premium and the intersection between socio-economic disadvantage and SEND, in particular how this correlates to % of the population identified as autistic. We also looked at studies about [the impact of the pandemic on disadvantaged learners](#) and the UNESCO report ([Microsoft Word - JEP-Vol.11 No.13 2020 \(unesco.org\)](#)) The pandemic has also given us deeper insights into family life for those from disadvantaged backgrounds and we have been able to forge stronger relationships with parents/guardians as a result of our (ongoing) support.

We also evaluated why some activity undertaken in previous years had not had the degree of impact that we had expected. We still need to reach all PP families as some are reluctant to make use of the additional funding available or struggle to engage more widely with school. Looking at the English language proficiency of some of these families, we will increase our use of translation / interpreting services.

In addition to the pupil premium funded activity outlined above, as a result of evaluating our curriculum offer for our changing cohort, since August 2022, we have made significant changes to both curriculum structure & foci and assessment practice that will benefit all pupils. We have put in place stronger expectations around non-negotiables and raising our ambition for all. We have also put a sharp focus on supporting teachers and teaching assistants to develop their professional practice in the key priority areas of our School Improvement Plan.

N.B hyperlinks are to key documents consulted, although others used