

Old Park School Pupil premium strategy statement 2025 - 2026

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Old Park School
Number of pupils in school	144
Number of pupil premium eligible pupils	77
Academic year/years that our current pupil premium strategy plan covers	2025 – 2026
Date this statement was published	September 2025
Last review date	July 2026
Statement authorised by	Miss Tina Partridge
Pupil premium lead	Miss Tina Partridge
Governor / Trustee lead	Mr Andrew Hegedus

Funding overview

Detail	Amount
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Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
Total budget for this academic year	£89,620

Part A: Pupil premium strategy plan

Statement of intent

At Old Park School, our aim is to use Pupil Premium funding to help us achieve and sustain positive outcomes for our disadvantaged pupils.

Old Park School caters for children and young people with a range of complex learning difficulties (PMLD/SLD) and associated conditions including Autism. All our pupils have an Education Health Care Plan (EHCP).

At the heart of our approach is high-quality and adaptive teaching focussed on areas that disadvantaged pupils require it most, targeted support based on robust assessment of need, and helping pupils to access a broad and balanced curriculum at all times.

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 and training. 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.

Old Park Schools strategy will be driven by the needs and strengths of each pupil based on formal and informal assessments, not assumptions or labels. This will help us to ensure that we offer them the relevant support, skills and experience they require to be prepared for adulthood.

At Old Park, all members of staff including the governing board recognise the additional barriers pupils from socially disadvantaged backgrounds can face and are committed to meeting their pastoral, social and academic needs within the school environment. We have high aspirations for all pupils including those who are disadvantaged and aim to work collaboratively with parents and carers and other multiagencies to ensure they share these aspirations.

Challenges

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

Challenge number	Detail of challenge
1	Communication and Interaction – Many pupils have communication difficulties and are non-verbal. They are supported in their receptive and expressive communication through a Total Communication approach including Makaton signing, use of symbols and photographs, AAC, objects of reference, Picture Exchange Communication (PECs), communication aids and on-body signing. Old Park has access to the NHS Speech and Language consultative service. We also commission independent therapy provision. The majority of pupils currently in receipt of pupil premium have a primary need of Speech Language and Communication Needs or Autistic Spectrum Conditions.
2	Cognition and Learning - All our pupils have learning difficulties ranging from severe to profound needs. Many pupils also have difficulties with engagement and application of learning. Support needed includes high staff to pupil ratio, multisensory/practical curriculum approaches, adapted equipment and resources, external agency support. Old Park School uses the Evidence for Learning software to gather evidence of teaching and learning. Half of pupils currently in receipt of pupil premium are working at a pre-subject specific level.
3	Social, Emotional and Mental Health – Many pupils require direct teaching of appropriate social interaction with familiar adults and peers. This teaching is expanded to include more unfamiliar adults as young people approach adulthood. Some pupils require additional support to regulate their emotions and manage their behaviour. The school has introduced whole school training on the principles of nurture. Staff are trained in Team Teach and deescalation techniques are embedded into our positive behaviour support approach. Old Park has access to advice from the Dudley special school NHS LD nurse. Most pupils currently in receipt of pupil premium have an Agreed Behaviour Support Plan (ABSP) in place.
4	Physical and Sensory - Many of our pupils have significant physical difficulties which may require moving and handling intervention including hoisting. In addition, several of our pupils have sensory processing difficulties which impact on their daily functioning. Support needed includes high staff to pupil ratio, moving and handling training, external OT support, sensory integration equipment. A number of pupils currently in receipt of pupil premium have a Personal Handling Plan (PHP) in place.

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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	Impact Measures
To ensure that pupils are able to use a range of communication systems to aid their understanding and to develop expressive communication skills. A Total Communication environment is embedded across school ensuring that all opportunities for the development of <i>communication</i>, early phonics and reading.	Pupils will consistently use AAC, where it is required, to communicate their thoughts, feelings and wishes or demonstrate their knowledge Pupils will have an improved ability to understand symbolic representations/words and be able to use this knowledge to improve their communication skills Pupils will have access to use Makaton and On Body signing to further need the needs of our cohort Pupils will have improved literacy, written and oral communication skills Pupils will make their individual progress on E4L and against their EHCP targets Lesson Walks and Observations will show Total communication environments being implemented effectively and pupils engaging

A comprehensive framework of curriculum opportunities is offered that are relevant to individuals' stage of development and designed with clear intent, implementation and impact measures that clearly reflect the school's vision and values.	Pupils are engaged and motivated by a stimulating curriculum which is relevant to individuals' stage of development and underpinned by a range of SMSC opportunities. Pupils have a range of opportunities to learn outside of the classroom, allowing for application of skills and preparation for transition/adult life The curriculum is well sequenced and subject leaders can clearly articulate how their subject develops through each curriculum pathway and within each termly theme/project. Resources (including the school environment) are fit for purpose, appropriate to the current cohort. Staff have increased opportunities to discuss, review and implement a range of pedagogical approaches relevant to pupil's needs. All staff can contribute to evaluation and future planning of curriculum foci. Progress to individual pupil skills/outcomes (linked to EHCP) is maximised.
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Positive emotional well-being and mental health for pupils is promoted throughout school, encouraging self-regulation and <i>positive</i> behaviour management through a consistent school approach	School values and rights are embedded and understood across the school. A comprehensive support and training package for all staff in relation to behaviour support, emotional well-being and mental health is delivered as an integral part of CPD at Old Park School. The school environment is used proactively to encourage emotional regulation and promote independence. Pupils are supported effectively to reduce challenging behaviour and engage fully in opportunities for learning and personal development. Advice and support from multi-agency professionals are used effectively to plan for individual approaches to managing challenging behaviour. Pupils and parents are active participants in developing behaviour support plans, ensuring consistency between home and school.
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Work in partnership with Parents and Multi-professionals to support the needs of our unique and independent learners to achieve as best they can and be ready for life beyond Old Park	Holistic approach across the school to supporting pupils and their families, ensures consistency, trust, and positive relationships. School welcomes and values the role of families as a pupil's prime educator, working collaboratively to meet outcomes and plan for the next stage. Learning experiences for pupils are enhanced by ensuring families are involved, well informed and have the knowledge and skills to reinforce and embed learning out of school. Working as a multi-professional team to meet the needs of our pupils – implementing whole school and individualised support where needed
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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) = COST: £15,000

Activity	Evidence	Challenge
To ensure that pupils are able to use a range of communication systems to aid their understanding and to develop expressive communication skills. Makaton Train the Trainer to then train staff across the school	All our pupils require additional support within the area of communication and interaction. There is an ongoing need to provide specialist training and support for staff and the wider community. https://ican.org.uk/ Case and group studies indicate that AAC interventions have been found to be useful in expanding the communication of many individuals with a broad range of underlying conditions affecting their communication potential. https://www.communicationmatters.org.uk/wp-content/uploads/2019/06/2013_Shining_a_Light_on_AAC.pdf 'What Works': Interventions for children and young people with speech, language and communication needs Improved Communication and Reduced Frustration: Makaton gives children a way to connect with others, taking away the frustration of being unable to communicate, which often leads to reduced anxiety and improved behaviour. https://www.thechildrenstrust.org.uk/brain-injury-information/latest/the-benefits-of-makaton-for-children-with-disabilities	1,2,3,4

A comprehensive framework of curriculum opportunities is offered that are relevant to individuals' stage of development and designed with clear intent, implementation and impact measures that clearly reflect the school's vision and values. Rebound Training Sherbourne Training	The Rochford Review, commissioned by the Department for Education, highlights the significance of sensory resources for students with PMLD, especially in developing communication, cognition, and social interaction skills. The report emphasizes that sensory-rich environments, including tools such as textured objects, lights, and sound-based resources, play a crucial role in engaging PMLD students, helping them build a sense of agency in their learning environment. https://www.gov.uk/government/publications/rochford-review-final-report Rebound Therapy is a specialised use of trampolines that enhances movement, balance, muscle tone, sensory integration, communication, and much more. The therapy uses a structured methodology and assessment framework to ensure measurable progress and safe, effective outcomes. https://www.reboundtherapy.org/about Awareness and self and of others through movement and sensory https://www.sherbornemovementuk.org/about/sherborne-developmental-movement/	2,3
Positive emotional well-being and mental health for pupils is promoted throughout school, encouraging self-regulation and <i>positive</i> behaviour management through a consistent school approach Team Teach Training	Having resources available to support emotional health and well-being sessions will increase the impact of these lessons and help develop the emotional understanding and resilience of pupils. Students are more able to engage with learning if they are emotionally strong and resilient. The Team Teach approach in Special Educational Needs and Disabilities (SEND) settings provides a holistic, person-centred framework that focuses on understanding behaviour as communication, emphasizing de-escalation over physical intervention. It is designed to create a safe, supportive, and inclusive environment https://www.teamteach.com/	3,4

Targeted academic support (for example, tutoring, one-to-one support structured interventions) = COST: £60,000

Activity	Evidence	Challenge
Provision and multidisciplinary approach to supporting pupils with communication, interaction and challenging behaviour to enable pupils to access the curriculum and learning.	1:1 support to pupils enables learning to be personalised and closely matched to pupil need. Difficulties can be quickly spotted and therefore promptly addressed. On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas Children and young people with CLDD are a distinctive group of learners requiring educators to make personalised professional responses to their profile of learning need. (The CLDD Research Project. https://files.eric.ed.gov/fulltext/ED525543.pdf) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oralhttps://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventionslanguage-interventions	1, 2,3,4
Educational Psychology support		
Occupation Therapy support	Occupational therapy (OT) support in schools enables pupils with diverse needs to fully participate in education, play, and daily activities. OTs improve functional skills (handwriting, self-care), regulate sensory processing, enhance social interaction, and foster independence. By adapting environments and teaching strategies, they boost academic engagement, emotional regulation, and confidence https://www.rcot.co.uk/learn-about-occupational-therapy/about-rcot	3,4
Specialist Behaviour Support	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour	
HLTA for Nurture Provision	Nurture groups are designed to address the social and emotional needs that can create barriers to learning Supporting_children_with_challenging_behaviour_through_a_nurture_group_approach.pdf	3

Emily Jordan Work Experience	Work experience is a great way of introducing working with young people with SEND into a workplace. It can help pupils to access a wider range of work and engage with the local community, with the potential of employing longer term https://www.theemilyjordanfoundation.org.uk/ https://councilfordisabledchildren.org.uk/sites/default/files/uploads/attachments/Work%20experience%20that%20works.pdf	
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Wider Strategies (For example, behaviour, wellbeing, resources, whole school) = COST: £10,000

Activity	Evidence	Challenge
Resources to put Occupational Therapy Support in place	As above	1,2,3
Recourses for Team Teach Training	As above	2,3,4
Resources for Eating as Learning	The "Eating as Learning" (EaL) programme is a comprehensive, multi-disciplinary framework designed by The Feeding Trust (a UK charity) to support children with feeding differences, difficulties, and Paediatric Feeding Disorders (PFD). It shifts the focus from compliance-based feeding (forcing a child to eat) to a positive, developmental approach that treats eating as a skill to be learned https://www.feedingtrust.org/information-pack	1,4,

Total - £85,000

Review of Pupil Premium Strategy

Area	Impact
1 Communication	Makaton training, objects of reference, On Body Signing and total communication environments • Learning walks with a total communication focus shows all classes are using a total communication approach – This means all pupils are learning in total communication environments • More pupils communicating in their preferred way • Training has given staff more confidence in understanding and using different communication tools to meet the pupils needs • Staff understand next steps in communication progress • Behaviour is understood as a communication through Team Teach training
2 Curriculum	Rebound, Sherbourne, Eating as Learning, Emily Jordan , TEACCH • Learning covers all areas and pre-subject development • Curriculum is enhanced and wider reaching for our unique and individual learners • Pupils are ready to learn as they are engaged and regulated • Pupils are widening their life, health and learning experiences and building their confidence • Pupils are building a better knowledge of their likes and dislikes for foods, textures, movement and awareness of self and others • Curriculum is broad and learning takes place in all our pathways • Resources and training are provided to deliver the curriculums • Work Experience provides opportunities for pupils to learn outside of school and PFA • Pupils will have their own FDIS document to measure impact for Eating as Learning
3 Wellbeing	Nurture training and Woodlands room - Wellbeing award completed and awarded • The Wellbeing aware has given whole school approach to Wellbeing and how we support and develop pupil Wellbeing • All staff are aware and supporting the Wellbeing projects – they understand how important wellbeing is as a priority area • The nurture support and room break this down to supporting individual pupils • Staff trained in Nurture are confident is supporting pupils who need additional support • Pupils receive the nurture they require to enhance the feeling of belonging in their school community • Pupils ready to learn and access their learning environment • Pupils knowing and feeling they have a safe space
4	Impact reports from services

Multi-professional working	Pupils / classes who have been seen by the Educational Phycologist will have their own reports to show impact Pupils / classes who have been seen by the Behaviour Specialist will have their own reports  Impact%20Report%20OT%20Autumn%2  OP%20Impact%20Report%20OT%20Sun
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