

Pupil premium strategy statement – The Old School House

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
Number of pupils in school	8
Proportion (%) of pupil premium eligible pupils	50%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024-2025, 2025-2026 2026-2027
Date this statement was published	December 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Sharon English
Pupil premium lead	Sue Clark
Proprietor	Jason Wright

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year to date	£1,200
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0

Part A: Pupil premium strategy plan

Statement of intent

The Old School House is committed to ensuring that every child achieves to the best of their ability. Our aim is to use pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged pupils. Evidence shows that disadvantaged children generally face additional challenges in reaching their potential at school and often do not perform as well as other pupils. At the heart of our approach is high quality teaching focused on areas where disadvantage pupils require it most, targeted support based on robust diagnostic assessment of need, and helping people to access a broad and balanced curriculum.

It is the responsibility of all school staff to raise expectations, work collaboratively, intervene, support and challenge pupils in order that all children receive the best education and opportunities possible during their time at our school.

Challenges

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

Challenge number	Detail of challenge
1	Our observations and assessments show that the children within our school have limited communication skills and struggle to manage their behaviour. They have had limited early intervention from other professionals. Parents have not always received support to manage needs and behaviour. Communication skills and behaviour for learning skills for our children is well below average.
2	Our assessments and observations show that sensory regulation is a huge barrier for many of our children and that children can struggle to engage in meaningful learning as a result.
3	Observations and assessments show that pupils find early reading skills and phonics difficult to master and need for further speech and language interventions has been identified.
4	The mental health needs of children in our school are changing. The needs focus on emotional and social aspects and there is a need for further intervention to support our most vulnerable children.

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

2023-2024

Our premium funding has had significant impact on pupils outcomes over the academic year. People premium funding was used to provide school trips at no cost to learners meaning learners across the school had access to a range of trips and activities which enhanced learning and contributed to their cultural capital for example a visit to Sacrewell Farm, Pleasurewood Hills and Tallington Lakes. We provided weekly swimming lessons to all pupils and purchased sports equipment to enrich our PE lessons. We purchased mixing decks enabling pupils to explore their musical creativity. As part of our PSHE, SMSC, Citizenship and British Values curriculum we purchased votes for schools to encourage discussions around current affairs, bringing real live events into the classroom allowing students to build oracy, confidence and critical thinking. We sourced a weekly ICT teacher to all of our pupils and purchased digital cameras to help us reach the visual learners in our classroom. These visual aids helped enhance understanding and retention making learning more engaging and effective. We purchased read write software, which is a literacy support tool which offers help with everyday tasks such as reading text out loud, understanding unfamiliar words, researching assignments and proofing written work.