

Pupil premium strategy statement – The Old School House

This statement details our school's use of pupil premium plus 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	10
Proportion (%) of pupil premium plus eligible pupils	40%
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	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Sharon English
Pupil premium lead	Sue Clark
Proprietor	Jason Wright

Funding overview

Detail	Amount
Pupil premium plus funding received 2024/2025	£2,815.00
Pupil premium plus funding carried over from previous years	£0

Part A: Pupil premium strategy plan

Statement of intent

The Old School House is committed to providing individually tailored support for children who are looked after or previously looked after. These pupils often experience challenges associated with trauma, attachment difficulties, disrupted education, and SEMH needs.

- Our use of Pupil Premium Plus aims to:
- improve emotional stability and wellbeing
- support communication and behavioural regulation
- strengthen engagement and readiness to learn
- provide therapeutic and enriching experiences
- remove barriers created by early adversity
- ensure pupils receive targeted, skilled support based on clear assessment of need

All staff share responsibility for promoting high expectations, relational practice, and a safe environment in which PP+ pupils can thrive.

Challenges

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

Challenge number	Detail of challenge
1	Many PP+ pupils join with significant communication difficulties, limited early intervention, and behaviour for learning that is well below age-related expectations
2	Sensory dysregulation presents a significant barrier to engagement and meaningful learning.
3	Pupils often require targeted support with phonics, early reading, and speech and language needs
4	Increasing levels of emotional and social need require enhanced therapeutic and SEMH intervention.

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

2023-2024

- PP+ funding was used during the year to enrich learning, promote wellbeing, and enhance engagement. The impact of this spending included:
- Free access to educational trips (including Sacrewell Farm, Pleasurewood Hills, and Tallington Lakes), which broadened pupils' cultural experiences and supported their emotional and social development.
- Weekly swimming lessons, which increased pupils' confidence, improved physical wellbeing, and supported sensory regulation.
- Additional sports equipment, which enhanced engagement in physical education and encouraged healthier daily routines.
- Music resources (mixing decks), which supported creativity and self-expression and helped pupils regulate their emotions.
- Votes for Schools, which strengthened pupils' oracy, critical-thinking skills, and confidence when discussing real-world issues.
- Weekly specialist ICT teaching, which improved digital literacy, boosted engagement, and increased motivation in computing.
- Digital cameras, which supported visual learning and enabled pupils to record, explore, and reflect on their learning experiences.
- Read Write software, which enhanced reading and writing skills and promoted greater independence in learning.

Overall, PP+ funding contributed to:

- improved engagement
- greater emotional regulation
- wider participation in learning activities
- enhanced confidence and communication
- stronger progress in literacy and personal development

- Pupil Premium Plus (PP+) funding was used throughout the year to enrich learning, promote wellbeing, and enhance pupil engagement. The funding supported a range of targeted initiatives, each contributing to academic progress and personal development.
- Key funded activities and their impact included:
- Meta Quest headsets – Provided immersive and interactive learning experiences, leading to higher engagement, improved focus, and increased motivation across subjects.
- Karate lessons, hall hire, and dogis – Supported pupils' physical wellbeing while building confidence, discipline, resilience, and emotional regulation.
- Dictionaries – Improved vocabulary acquisition, strengthened reading and writing outcomes, and encouraged greater independence in learning.
- Science Centre trip – Broadened scientific understanding, nurtured curiosity, and developed cultural capital through real-world STEM experiences.
- Scholastic reading books – Promoted a love of reading, enhanced comprehension, and supported continued progress in literacy.
- Sensory equipment for the sensory room – Enabled ongoing improvements to the sensory environment, helping pupils to regulate emotions, reduce anxiety, and engage more positively in learning.
- Overall, PP+ funding contributed to:
- improved engagement and participation
- greater emotional regulation
- wider access to enriching learning opportunities
- strengthened confidence and communication skills
- continued progress in literacy and personal development