



Pupil premium strategy statement – Oakwood Primary School

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	414
Proportion (%) of pupil premium eligible pupils	26%
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 - 2027
Date this statement was published	January 2025
Date on which it will be reviewed	December 2025
Statement authorised by	Maria Whitmarsh
Pupil premium lead	Maria Whitmarsh
Governor / Trustee lead	Matt Maiden

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£145,850
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£145,850



Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery. Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified

adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with literacy,



	notably application of writing skills. This negatively impacts their development as writers.
2	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted post pandemic to a greater extent than for other pupils. This has resulted in some knowledge gaps leading to pupils falling further behind age-related expectations
3	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment.
4	Our attendance data over the last year indicates that attendance among disadvantaged pupils has been 2.43% lower than for non-disadvantaged pupils. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
5	Discussions with pupils and families indicate that a lack of cultural capital opportunities narrows pupils' experiences and reduces their ambitions and aspirations.

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
Improved writing attainment among disadvantaged pupils	KS2 writing outcomes show that more than 80% of disadvantaged pupils meet the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing demonstrated by qualitative data from student voice, student and parent surveys and teacher observations
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance demonstrated by the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 1.5%.
Behaviour and attitudes to learning to be consistently good for all children	Sustained positive behaviour across the school, demonstrated by:



	<ul style="list-style-type: none"> • Children showing enthusiasm for and enjoyment of learning • Children able to talk about their hopes and aspirations
Attainment and progress for all children is good – children are knowing more and remembering more	<ul style="list-style-type: none"> • No significant attainment gaps between disadvantaged and non-disadvantaged pupils • Disadvantaged pupils make as much progress as all pupils
Curriculum is well-sequenced and supports children to know more and remember more. There is a wealth of opportunity to enhance cultural capital.	<ul style="list-style-type: none"> • Children know more and remember more, particularly children from vulnerable groups • Children have a breadth of opportunities to develop cultural capital

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 (for example, CPD, recruitment and retention)

Budgeted cost: £ 70,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality focused CPD for all staff across the curriculum	High quality teaching for all children is reliant on highly skilled staff	1,2,5
Pedagogical action research	Peer support CPD rooted in action research	2
Writing development including external CPD, release time for writing lead beyond TLR release, purchase of supplementary resources	High quality teaching for all children	1,2



Maths Mastery and Mastering Early Number - We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).	EEF Teaching toolkit – Mastery Approach +5 months	2
Feedback – continued CPD	EEF Teaching Toolkit +6 months	2
Release time for coaching, TLR time and subject leadership time	Dedication to improving provision and outcomes for children across the curriculum	1, 2, 5
3 members of staff undertaking NPQ training – release time and coaching time	Dedication to improving provision and outcomes for children across the curriculum	1, 2, 3

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

Budgeted cost: £ 25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	EEF Teaching Toolkit +4 months One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1, 2
Continued investment in high quality phonetically	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading	1



decodable books to support early reading	(though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF Validated phonics scheme for consistency across school EEF Toolkit +4 months	
Structured interventions	EEF Toolkit +4 months	1, 2
Additional booster teacher for Year 6 and other key groups	Small group tuition Toolkit Strand Education Endowment Foundation EEF	1,2

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

Budgeted cost: £ 80,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Behaviour Support Assistant	EEF toolkit – Social and Emotional Learning +4 months	3, 5
Extra-curricular offer	Clubs offered for free or at reduced rates to encourage greater attendance from disadvantaged pupils.	3,6
Cultural capital within school day (subsidised trips/experiences)	Opportunities provided that children may not otherwise get to experience	6
Forest School	EEF Toolkit - Outdoor and adventure learning +4 months	3
Whole staff training on behaviour management approaches with the aim of developing our school ethos and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	5
Embedding principles of good practice set out in the DfE's Improving School Attendance advice.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	4



Activities to increase parental engagement	EEF Toolkit – Parental engagement +4 months	1, 2, 3, 4
Specialist music provision from Years 1-6	Specialist music tuition provided free to all pupils in years 3 and 4 in line with recommendations in the National Plan for Music Education	2,6
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £ 175,000



Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

The data demonstrated that:

- Our disadvantaged cohort's overall absence decreased by 1.0%
- Our disadvantaged cohort's persistent absence decreased by 6.6%
- 85.7% of our Year 1 Disadvantaged cohort achieved the expected standard in phonics – this is 2% higher than the national Non-Disadvantaged.
- Our Year 2 Disadvantaged cohort's phonics expected standard increased by 16.7%
- Our Year 4 Disadvantaged cohort's MTC Average Point Score increased by 2.0 and the gap to Non-Disadvantaged nationally improved by 1.5.
- Our Year 6 Disadvantaged cohort's RWM Expected standard decreased by 11%.
- Our Year 6 Disadvantaged cohort's RWM High standard was 1.4% higher than Non-disadvantaged nationally and increased by 11% from the year before.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level and to results achieved by our non-disadvantaged pupils (though we know that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).

The data demonstrates that strategies in the earlier years are having a positive impact on our Disadvantaged cohorts. The impact was not seen in our Year 6 cohort – however, this is also reflective of the lower results for this cohort in our school across the board.

Based on all the information above, the performance of our disadvantaged pupils did not fully meet expectations, and we are at present on course to achieve the outcomes we set out to achieve by 2026/27, as stated in the Intended Outcomes section above.

Our evaluation of the approaches delivered last academic year indicates that a continued focus on embedding positive learning behaviour and delivering consistently high quality teaching are integral to the success of the strategy.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year.



Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**

The impact of that spending on service pupil premium eligible pupils