



# 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	418
Proportion (%) of pupil premium eligible pupils	26.5%
Academic year/years that our current pupil premium strategy plan covers <b>(3-year plans are recommended – you must still publish an updated statement each academic year)</b>	<b>This academic Year</b> 2025-26  <b>Three Year plan</b> 2024 - 2027
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Maria Whitmarsh Headteacher
Pupil premium lead	Becky Vanes Deputy Head
Governor / Trustee lead	Rachel Gander

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year 2025-26	£164,615
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
<b>Total budget for this academic year</b> <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>	£



## 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 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
- ensure that all pupils access high quality teaching with a commitment to continuous CPD for staff
- continue to distribute resources, including TA support, effectively to ensure the most impact
- 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	There has been an increase in the number of children starting school with delayed and underdeveloped speech. This has negatively impacted the phonic development of pupils and particularly our most disadvantaged.
3	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.
4	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 and well-being.
5	Our attendance data over the last year indicates that attendance among disadvantaged pupils has been 3.94% lower than for non-disadvantaged pupils. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
6	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
A higher proportion of disadvantaged pupils to achieve GLD at the end of Year R to close the gap to National (currently 33.3% in school and 51.5% National)	At least 50% of disadvantaged pupils achieve GLD at the end of Year R
Increase the number of all pupils achieving the 'expected' standard in Y1 Phonics Screening	Pupils will achieve above the national average in the Y1 Phonics Screening
Targeted interventions to support pupils learning and close gaps	Summative and formative assessment used to identify gaps in learning and plan interventions across the school



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, to ensure they are all in school and ready to learn	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%.
A positive behaviour culture where pupils make consistent choices enabling them to be confident young people	Sustained positive behaviour across the school, demonstrated by: <ul style="list-style-type: none"><li>• Children following 'The Oakwood Way' consistently</li><li>• A reduction in amber/red Trackit lights</li><li>• Children showing enthusiasm for and enjoyment of learning</li><li>• Children able to talk about their hopes and aspirations</li></ul>
Attainment and progress for all children is good – children are knowing more and remembering more	<ul style="list-style-type: none"><li>• No significant attainment gaps between disadvantaged and non-disadvantaged pupils</li><li>• Disadvantaged pupils make as much progress as all pupils</li></ul>

## 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: £ 25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality focused CPD for all staff across the curriculum – external partners supporting CPD	High quality teaching for all children is reliant on highly skilled staff	All



Teaching Sprints – research based CPD	<a href="#">EEF Professional Development Guidance</a>	2, 3, 4
Writing development including external CPD, release time for writing lead beyond TLR release, purchase of supplementary resources, Local Network Meetings	High quality teaching for all children	1, 2, 3, 4
Release time for coaching, TLR time and subject leadership time	Dedication to improving provision and outcomes for children across the curriculum	All
Staff undertaking NPQ training – release time and coaching time	Dedication to improving provision and outcomes for children across the curriculum	2, 3, 4

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

Budgeted cost: £ 100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued investment in high quality phonetically decodable books to support early reading	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a> Validated phonics scheme for consistency across school EEF Toolkit +4 months	1, 2
Continued investment in high quality library books	Reading for Pleasure is a key indicator of future success	1
Dedicated Speech Intervention	<a href="#">EEF Toolkit</a>	1,2
Structured interventions	<a href="#">EEF Toolkit</a> +4 months	1, 2
Additional booster teacher for Year 6 maths, Y6 reading interventions. Booster teacher for Y1 and Y2 maths and phonics Booster teacher for Y1,2 and 3 reading groups	<a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	1,2, 3,



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

Budgeted cost: £ 60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Behaviour Support Assistant	<a href="#">EEF toolkit – Social and Emotional Learning</a> +4 months	5,6
Extra-curricular offer	Clubs offered for free or at reduced rates to encourage greater attendance from disadvantaged pupils.	5,6
Cultural capital within school day (subsidised trips/experiences)	Opportunities provided that children may not otherwise get to experience	6
Forest School and Beach School	EEF Toolkit - Outdoor and adventure learning +4 months	1, 4, 5, 6
TA Training focus on EBSA, Independence and Zones of Regulation	Both targeted interventions and universal approaches can have positive overall effects: <a href="#">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a>	5,6
Whole staff My Happy Mind CPD		
Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	5
Activities to increase parental engagement	<a href="#">EEF Toolkit – Parental engagement</a> +4 months	1, 2, 3, 4, 5
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 <a href="#">National Plan for Music Education</a>	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: £ 185,000**



## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Intended Out-come	Success Criteria	2024-25	2025-26	2026-27
Improved writing attainment among disadvantaged pupils	<p>KS2 writing outcomes show that more than 80% of disadvantaged pupils meet the expected standard.</p> <p><b>2024-25</b></p> <p>21 pupils out of 60 achieved 43% at expected (59% National)</p> <p>Writing Journeys across the school have been reduced with a greater focus on basic skills and embedding.</p>			
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils, to ensure they are all in school and ready to learn	<p>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%.</p> <p><b>2024-25</b></p>			
A positive behaviour culture where pupils make consistent choices enabling them to be confident young people	<p>Sustained positive behaviour across the school, demonstrated by:</p> <ul style="list-style-type: none"><li>• Children following 'The Oakwood Way' consistently</li><li>• A reduction in amber/red Track it lights</li><li>• Children showing enthusiasm for and enjoyment of learning</li></ul> <p>Children able to talk about their hopes and aspirations</p> <p><b>2024-25</b></p> <p>Observations and feedback demonstrate increased consistency addressing behaviour.</p>  <p><b>2023-24</b></p>  <p>School captains and House captains modelling expectations</p>			



		and reinforcing rules across school. Gold Book and Golden Ticket success has increased, pupils are motivated by this			
<b>Success Criteria Met</b>	<b>On track to meet success criteria</b>		<b>Success criteria not met</b>		

## 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
Literacy Gold Reading Intervention	Literacy Gold
Spelling Shed	
Times Table Rockstars and Numbots	

## Service pupil premium funding (optional)

<i>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</i>
<b>The impact of that spending on service pupil premium eligible pupils</b>