

Pupil Premium Strategy Statement



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 | Oaklands Primary School |
| Number of pupils in school | 443 |
| Proportion (%) of pupil premium eligible pupils | 41% |
| Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended) | 2025/2026 to 2028-2029 |
| Date this statement was published | July 2025 |
| Date on which it will be reviewed | September 2026 September 2027 September 2028 |
| Statement authorised by | Miss Karen Parr Headteacher |
| Pupil premium lead | Mrs Kerry Exon Deputy Headteacher |
| Governor / Trustee lead | Mrs Naomi Abou El Aala PPG Governor |

Funding overview

| Detail | Amount |
|---|-----------|
| Pupil premium funding allocation this academic year | £238, 931 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £238, 931 |

Part A: Pupil Premium Strategy Plan

Statement of intent

Pupils at Oaklands enjoy a broad and balanced curriculum which focuses on skills and knowledge. We develop a love of learning that will prepare pupils for secondary school and beyond. Children's lives are enriched by quality, first hand experiences that support their learning and well-being.

We know that high-quality, inclusive teaching within the classroom is regarded as the most effective way to secure sustained improvements in student outcomes. Alongside this, meticulous pastoral care is necessary to assist our most vulnerable pupils, irrespective of whether they are disadvantaged or not, in overcoming social, emotional and behavioural barriers to success. We therefore aim to ensure that all pupils achieve their full potential through quality first teaching to achieve the highest academic standards, focused support, curriculum enrichment and pastoral care.

This will ensure that irrespective of background, pupils make accelerated progress where necessary to be at least in line with National expectations by the end of Key Stage 2 in Reading, Writing & Maths. For those children who are capable of attaining higher, we will ensure they reach the higher attaining standard.

We know and understand the challenges faced by our pupils; we use this knowledge to ensure each and every pupil receives appropriate help and support. To do this effectively, we ensure that the following are implemented:

- Ensure that all pupils are challenged in the work they are set and that teachers have high expectations for all
- Use robust, diagnostic assessment to ensure intervention is timely
- The impact of interventions is continuously reviewed and adapted to meet the needs of all pupils.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | Through observations, detailed assessments and data analysis, we know that upon starting EYFS, children's baseline levels for many areas of development, particularly the prime areas, are below age-related expectations . Communication and Language, PSED, Literacy and Number are significantly below for those children eligible for PPG. |
| 2 | Observations, discussions with parents and external data shows that our catchment is in the bottom 3% nationally for education, skills and training (source 'Indices of Deprivation'). This impacts our pupils who demonstrate low confidence, a lack of resilience, poor motivation for learning and low aspiration . |
| 3 | Our internal and external data suggests that attainment of our disadvantaged pupils is below their peers. Assessments and observations show this gap to have been detrimentally affected by the pandemic and the subsequent school closures. |
| 4 | The global Corona Virus pandemic and national lockdowns have increased anxiety levels in our school community and had an adverse effect on attendance. Pupil attendance , although improved, is an area that needs constant action. Research 'March 2016 Gov.DFE.UK' report states that 'pupils with no absences are 1.3 times more likely to achieve age related expectations and 3.1 times more likely to make above expected level than pupils that miss 10-15% of all sessions'. |
| 5 | Discussions with teachers, pupils and parents and engagement in workshops shows that parental engagement in supporting pupils in developing learning and behaviour at home and in school needs support. |

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 for PPG pupils | Success criteria |
|---|--|
| Accelerated progress for pupils in EYFS will ensure pupils catch up rapidly. | External and internal data shows that pupils in EYFS make rapid progress from their low starting points in all prime areas. Aspirational targets support accelerated progress. This is evident when triangulated with observations, ongoing formative assessment and pupil's work. |
| Engagement, learning attitudes and behaviours of pupils are improved; they are able to take responsibility for their own learning and rise to challenges set. High aspirations are evident and children have an awareness of how their learning links to later life. | Teachers and pupils report, and lesson observations show, pupils' greater confidence and engagement in their learning. PPG children will make at least good progress (1 standard per year) in all subjects. PPG children will take more responsibility in school life (Buddies, Ambassadors, Leadership roles) and will be able to discuss their aspirations for a range of careers. |
| Pupils emotional well-being is promoted and supported. | Pupil Voice and Parent Surveys shows that pupils mental and emotional health is good. When support is required, evidence shows that this is timely and effective. |
| Pupils have a broad range of experiences that broaden their cultural capital . | Pupils have opportunities to engage in a wide range of experiences that furthers their understanding of the world they live in; they use these experiences to further their learning. |
| Accelerated progress across Key Stage 2 ensures children working below expectation catch up rapidly. | The % of PPG pupils passing the Year 1 phonics check is in line with National data. The % of PPG pupils meeting the age-related expectation at the end of Year 6 is in line with National for Reading, Writing and Maths. The % of PPG pupils passing the Year 4 Multiplication check is in line with National. |
| Opportunities for 'More-Able' children are available to support them to reach the Greater Depth standard in both Key Stages. | The % of PPG pupils meeting the Greater Depth standard in all areas is at least in line with National expectations in both Key Stage 1 & Key Stage 2. |
| Combined attainment at Key Stage 2 meets National standards. | The % of PPG pupils meeting the expected standard in Reading, Writing and Maths meets National standards. |
| Attendance is in line with National benchmarks. | The attendance % is in line or above National figures and the % of Persistently Absent pupils is in line or below National data. Students arrive on time. The % of families engaging with the school family learning programmes and family support services increase so that basic needs are met. |

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| <p>Parents of pupils are engaged in their children's learning and pupils are well supported at home.</p> | <p>Observations and records show that pupils are engaged in home learning: homework is completed and greater parental participation is evident in workshops, attendance at parents' evenings and other school events.</p> |
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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)

Budgeted cost: £47,825

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Specialist staffing support in EYFS classes 2 additional teaching assistants to ensure smaller numbers of pupils in focus groups and higher quality first teaching across the year group. | Additional support in class allows for greater feedback opportunities, more support for modelling self-regulation and the availability of timely rapid intervention in oracy, literacy and numeracy. Feedback Toolkit Strand Education Endowment Foundation EEF Oral language interventions Toolkit Strand Education Endowment Foundation EEF Early Literacy Toolkit Strand Education Endowment Fund EEF Early Numeracy Toolkit Strand Education Endowment Fund EEF | All |
| Highly trained teaching assistants to support key groups of PPG children in class | Targeted support through quality first teaching, class support and the use of small group interventions will enable our PPG children to make accelerated progress in Reading, Writing & Maths. Feedback Toolkit Strand Education Endowment Foundation EEF Teaching Assistant Interventions Toolkit Strand Education Endowment Fund EEF Small Group Tuition Toolkit Strand Education Endowment Foundation EEF | All |

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

Budgeted cost £138,378

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Speech & Language Support for pupils across the school Additional support for early identification as | As part of our Speech & Language package, all pupils causing concern will be screened for speech and language difficulties in order for timely referrals to be made and quality support for all pupils with a SLCP is in place. | 1, 2, 3, 5 |

| | | |
|---|--|------------|
| well as pupils identified Speech & Language Needs. | Oral language interventions Toolkit Strand Education Endowment Foundation EEF | |
| Experienced Teacher used to support in Year 6 Targeted support for key vulnerable pupils to ensure that they meet end of year and Key Stage expectations. | Accelerated progress ensures standards are met in Reading, Writing & Maths. Smaller groups mean higher adult:child ratios in classes creating more opportunities for feedback and small group work. Small Group Tuition Toolkit Strand Education Endowment Foundation EEF Feedback Toolkit Strand Education Endowment Foundation EEF | 2, 3, 4, 5 |
| Reading Champions to work with predominantly EYFS and KS1 pupils to boost their attainment in Phonics & Reading | Trained adults work to ensure rapid catch up of phonics and reading with our most vulnerable pupils Reading Toolkit Strand Education Endowment Fund EEF Small Group Tuition Toolkit Strand Education Endowment Foundation EEF Phonics Toolkit Strand Education Endowment Foundation EEF | All |

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

Budgeted cost: £63,355

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Emotional well-being support | To fund provision and provide ELSA training for 2 additional members of staff and to run sessions for those pupils identified as requiring support through Lego Therapy, ELSA, Nurture etc. This will support individual children's learning, pupil attendance as well as minimising negative impact on class learning. Social & Emotional Learning Toolkit Education Endowment Fund EEF | All |
| Breakfast Club Support - adults employed to oversee Breakfast Club provision for our students who may need a softer start to the school day. | Research has long shown that provision to include a healthy breakfast and enable children to arrive in school for the start of the school day is essential. This will ensure children do not miss vital learning in the mornings and can experience a settled start to school. Adolphus, K., Lawton, C. L., Champ, C. L., & Dye, L. (2016) | All |
| Embedding principles of good practice set out in the DfE's Improving School Attendance advice whilst building positive relationships with parents. | Inclusion Officer - The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. Improving School Attendance Parental Engagement Toolkit Education Endowment Fund EEF | All |

Total budgeted cost: £249,558