



Review of outcomes in the previous academic year (2024-2025)

Pupil premium strategy outcomes

This report details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

EYFS

Our internal data shows that pupils continue to make accelerated progress in EYFS, despite their low starting points, the gap between them and their peers is closing. As a cohort, the children qualifying for Pupil Premium were all target to exceed 'expected' progress in every area. As a result of targeted support, the percentage of children meeting the expected standard in every area of the EYFS profile increased. In every area, pupils made outstanding progress. This can be evidenced in the table below:



Foundation Stage Data Analysis

This data shows our termly data taken from Teacher Assessments

PPG Cohort 2024 2025 (24 children)

	Communication and Language		Personal, Social & Emotional Development			Physical Development		Literacy			Mathematics		GLD
	Listening, Attention & Understanding	Speaking	Self-Regulation	Managing Self	Building Relationships	Gross Motor	Fine Motor	Comprehension	Word Reading	Writing	Number	Numerical Patterns	On Track
ARE End of Autumn	11%	26%	32%	37%	16%	32%	32%	16%	5%	11%	5%	0%	0%
ARE End of Spring	71%	67%	75%	83%	79%	88%	75%	71%	67%	54%	63%	67%	44%
ARE End of Year	69%	73%	85%	88%	92%	88%	85%	77%	65%	62%	73%	73%	48%
GLD	58%		81%			81%		58%			73%		

The percentage of Pupil Premium pupils achieving a Good Level of Development (GLD) was 48%. Although we are still awaiting more information of this year's National picture, it is clear that rapid progress is ensuring Pupil Premium pupils are catching up with their peers. We must continue to ensure that this progress is then sustained throughout Key Stage 1.

Accelerated Progress Evident Across Key Stage 1

Pupils across Key Stage 1 continue to be a focus. When comparing to National percentages for Pupil Premium pupils, strengths can be seen in Reading at both the 'Expected' level and 'Greater Depth'. Despite this positive to comparison to National data, when comparing to the rest of the cohort, non-pupil premium pupils are still out performing their counterparts.

Writing continues to be a focus throughout Key Stage One. As of yet, not enough pupils are reaching the 'Expected' standard for their age. This is despite intervention and a phonics focus for the year.

Maths is a strength for Key Stage 1 with pupils exceeding their National counterparts. The gap for pupils between pupil premium and their peers is negligible although this is more noticeable at the 'Greater Depth' standard.

When examining the percentage of pupils who passed the **Year 1 phonics check**, there was a 6% disparity between pupils eligible for the PPG and the whole cohort. For the third year running, a whole school focus on phonics, consisting of whole school training as well as new resources has had a positive impact on all pupils, especially those eligible for the PP grant. In comparison to the National picture (67%), the percentage of pupil premium pupils passing the check was far higher (80%). When looking at pupils who needed to be retested in Year 2, 100% of Pupil Premium pupils passed the check ensuring good phonetical awareness skills to take them into Key Stage 2.

Key Stage 2

Times table data for the Pupil Premium cohort is strong when compared both against the National data and their in-school peers with only a 0.2 difference in terms of mean score.

Our internal data continues to show that **Reading** is strong across Key Stage 2. Our Year 6 data shows that 63% of PP pupils achieved the expected standard with 15% achieving 'Greater Depth'. Although these percentages are closely in line with National, more needs to be done to ensure that these pupils have the skills and strategies to achieve the standard at the end of KS2.

Writing was a focus on our School Development Plan and we knew that despite our pupils outperforming their national counterparts, there was a continuing need to seek improvements for our most disadvantaged pupils. Attainment in Writing this year is broadly in line with the cohort and above the National picture. Targeted interventions, a whole school focus and high quality CPD continue to underpin the strategy again for next academic year to ensure high results for our Pupil Premium pupils can be maintained.

PP **Maths** results at the end of Key Stage 2 continue to be strong in pupils achieving both the 'Expected' and 'Greater Depth' standard and exceed National expectations.

Attendance

The continued focus on attendance for the year showed real impact in driving up attendance percentages. Strategies to target families and build confidence and relationships have been overwhelmingly positive and based around a family focused approach. School attendance for last academic year was 95.7% and compared favourably to national (94%). For PP pupils, attendance was at 94.23%, which again compares favourably to the national picture of 88.9% (2024 data). Although these percentages sit well in comparison to National, attendance must continue to be a high priority next academic year as there is still a disparity of 1.4% between the PP cohort and their peers.

Persistent absenteeism for Pupil Premium pupils was 16.6% which is again lower than last academic year. In 2024 the national picture was 37% and therefore targeted attendance strategy meetings, CSC involvement, and a raft of further personalised interactions have ensured we have made every effort to ensure our parent community are supportive of our high attendance targets moving forward. The whole school figure of 9.4% shows a differential of 7.2% which clearly shows

that although outperforming national targets, we still need to do more to ensure PP pupils continue to be positively prioritized to ensure absenteeism continues to fall.

Learning attitudes and behavior

In our recent OFSTED inspection, behaviour and attitudes was graded 'Outstanding'. This is because we ensure that **pupils' behaviour does not disturb the learning of others**. We continue to use a raft of measures to support pupils to ensure their learning, and that of others, continues to be of the highest priority.

In class, pupils continue to be actively engaged in their learning. This is evident through book looks and learning walks. Proactive teaching has supported pupils in becoming independent learners and this needs to continue into next academic year.

Children need to continue to be taught about **career choices** and **high aspirations**. This has been extended this year with a well-received careers event. Pupils from every year group talked positively about careers week and all pupils had the opportunity to meet a variety of people and ask them about their careers. This is particularly pertinent to our catchment as we know that many of our families have not accessed higher education (Indices of Deprivation, government website shows that part of our catchment is in the lowest 3% for education, skills and training.)

Parental engagement

Parent engagement has continued to be strong; parental feedback continues to be overwhelmingly positive and the school has continued to be creative in how to engage parents in their child's life at school. Parents engaged in face-to-face workshops again this year in every year group: feedback from this was positive.

Our recent OFSTED inspection supports these positive parental relationships with an overwhelming percentage of parents stating that they would recommend Oaklands to other parents.

Cultural capital

Over the last year, pupils have continued to have the opportunity build their **cultural capital**. This has been through visitors to the school, class trips and a range of sporting events where pupils compete against other local schools. These opportunities bring their learning to life. Examples of these events are varied and included a WWII evacuation, fossil hunting and visits from a variety of people with a variety of faiths and those with none. Our work with the South West Heritage Centre focused around PP pupils and was an excellent opportunity for pupils to take part in a regional program. These activities have been hugely enjoyed by the children and have provided vital context to their learning.

Emotional wellbeing

Our provision for children who need additional support with their **emotional well-being** continues to be strong with individualised programmes in place. The training of two more ELSA practitioners has ensured more pupils access support and ensures pupils access school in a supportive and

inclusive way that meets their individual needs. This provision will continue to be adapted to meet the ever-changing needs of our pupils.