



THE OAKS

COMMUNITY PRIMARY SCHOOL

MAKE A DIFFERENCE

Pupil Premium Strategy Statement: The Oaks Community Primary School

At The Oaks Community Primary School, we want our pupils to be inspired and love learning, to be confident in who they are, and to leave us with the skills and knowledge to take on the next stage of their school journey. We are committed to ensuring that every individual pupil is given the best possible chance of making excellent progress and achieving their full potential. We believe that 'social disadvantage' must not be allowed to be a barrier to a child's future.

The Pupil Premium Grant is additional funding given to publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers.

Our primary aim in using the Pupil Premium Grant is to diminish the differences between pupil groups.

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 2025 - 2026

School name	The Oaks Community Primary School
Number of pupils in school	171
Proportion (%) of pupil premium eligible pupils	49%
Academic year/years that our current pupil premium strategy plan covers	2024 – 2025, 2025 – 2026, 2026 - 2027
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Governing Body
Pupil premium lead	David Wearing
Governor / Trustee lead	Jenni Ogden

Funding Overview 2025 - 2026

Pupil premium funding allocation this academic year	£124,580
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£124,580

Part A: Pupil Premium Strategy Plan

Statement of Intent

Our approach for using Pupil Premium funding is based on a tiered approach:

- Investing in high-quality teaching
- Targeted academic support
- Wider strategies

At The Oaks Community Primary School, our intention is to ensure all children will be happy and confident learners, achieve their full potential, and develop a love of learning. We provide a purposeful, inspiring, and inclusive learning environment where children access high-quality teaching and learning opportunities. We want all children to leave the school with the essential knowledge and skills that they need for future success.

We have high expectations and ambitions for all of our pupils, including those eligible for pupil premium funding. When creating our Pupil Premium Strategy, we recognise the importance of considering the context of our school, the starting points of our children, and the subsequent challenges faced. We use the Education Endowment Foundation (EEF) guide to support decisions made in how we invest our Pupil Premium funding and we base spending decisions on current research and best practice.

Common barriers to learning for disadvantaged pupils can be for different reasons: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. We recognise that the challenges are varied and there is no “one size fits all”. As identified by the EEF, we acknowledge that ‘good teaching is the most important lever schools have to improve outcomes for disadvantaged students’ and we intend to focus heavily on developing the quality of teaching through focused CPD of teachers and strong recruitment processes.

Targeted support is used to narrow gaps and support children to reach their full potential not only academically but through providing wellbeing support to ensure pupils are emotionally ready to learn. This is regularly reviewed to ensure the pupils who need support receive it, and when support is no longer required, another pupil can benefit from this.

A further barrier for our disadvantaged pupils is their lack of wider experiences (cultural capital) and therefore we aim to maximise opportunities to provide such experiences through both our curriculum design and wider school offer. We recognise the importance of strong home-school links and aim to work with parents to form a partnership so that parents are fully involved in encouraging and supporting their child’s progress.

Our ultimate objectives are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils
- For all disadvantaged pupils in school to make or exceed nationally expected progress rates
- To support our children’s health and wellbeing to enable them to access learning at an appropriate level

We aim to do this through:

- Ensuring that teaching and learning opportunities meet the needs of all the pupils by providing appropriate adaptations and levels of support
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups - this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals

The range of provision we consider making for this group include:

- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved
- To allocate a Teaching Assistant to each class - providing small group work focussed on overcoming gaps in learning including fluid same-day intervention and targeted intervention daily
- 1-1 support
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations
- Support payment for activities, educational visits and residential. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Relationship support

This list is not exhaustive and will change according to the needs and support our socially disadvantaged pupils require.

Challenges

Challenge Number	Detail of Challenge
1	Narrowing the attainment gap in maths and reading
2	Attendance and punctuality for disadvantaged pupils is below national standards
3	Some home learning environments lack support for pupils' early communication and literacy skills
4	Barriers to learning related to SEND or SEMH (Social Emotional Mental Health)
5	Some pupils are not emotionally ready to access learning and require support in self-regulation
6	Limited life experiences that impact engagement with the wider curriculum

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
Disadvantaged pupils will make accelerated progress in maths, writing and reading	Increase in percentage of pupils reaching expected standard in reading, writing and maths An increased percentage of pupils will reach the expected standard in maths, reading and writing from their current assessment level Gap will close in attainment made between PP and non PP Where a child has complex SEND needs, they will make progress towards their long term EHCP targets.
Achieve and sustain improved attendance and punctuality	Percentage attendance and punctuality rates for disadvantaged pupils improves Improved attendance for those identified will be noted and evaluated using or including ➤ CPOMs records ➤ Attendance letters ➤ Attendance reports (weekly/monthly) ➤ Attendance action plans
Pupils access a wide range of interventions to meet their learning needs and gaps in knowledge	As the children's learning needs are analysed and addressed, PP pupils make at least expected progress or exceed the targets set
Achieve and sustain improved mental wellbeing for all pupils in school, particularly those identified as disadvantaged	Improved wellbeing for those identified will be evaluated using different tools and resources: Pupil Voice Staff Voice Parent voice Feedback from Family Link Workers Feedback from Passion for Learning staff Reduced incidents of heightened anxiety as logged on CPOMS (Child Protection Online Management System) Reduced incidents of heightened behaviours due to emotions as logged on CPOMS
Improve early communication and language skills	Targeted interventions demonstrate improvement in assessments
Provide emotional wellbeing support	Reduction in behavioural incidents and increased readiness to learn
Ensure equitable access to enrichment activities	Increased participation in extracurricular activities

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £33,879

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality First Teaching across all classes	<i>The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</i> EEF High Quality Teaching	1, 4
CPD opportunities for all subject leads: Staff CPD linked to improving oracy, basic skills and effective subject leadership. Engage with the Subject Specialists from the Local Authority and Learning Hubs to improve pedagogy in Maths and English to help all pupils access deep learning.	<i>‘Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium. While the Pupil Premium is provided as a different grant from core funding, this financial split shouldn’t create an artificial separation from whole class teaching.’</i> EEF Guide to Pupil Premium 2023	1, 3, 4
All pupils can evidence that they know more and remember more in all subjects, embedding concepts in their long term memory. <i>Teachers promote opportunities for discussion and check pupil understanding routinely and systematically in all lessons.</i>	<i>Subject matter is broken into blocks or units with predetermined objectives and specified outcomes.</i> <i>A high level of success should be required before pupils move on to new content – it is crucial to monitor and communicate pupil progress and to provide additional support for pupils that take longer to reach the required level of knowledge.</i> EEF Mastery Learning	1, 3, 4, 5

Consistent use of DfE validated Systematic Synthetic Phonics programme. Deliver RWI Phonics and Early Reading in EYFS, KS1 and struggling achievers in KS2 (Rapid Catch-up). Training and support for all staff and for parents	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for the disadvantaged. <i>“Early literacy approaches typically increase children’s learning by about four months. Approaches that develop literacy skills and knowledge can have an important effect on early reading. The evidence for the positive impact of early literacy approaches is extensive.</i> <i>Careful monitoring of progress in reading is particularly important to target approaches effectively. For example, moving from knowledge of letter names and sounds to early phonics.”</i> EEF Early Literacy Approaches	3, 4
Explicitly teach the strategies linked to Zones of Regulation to improve behaviour for learning, motivation and self-regulation.	<i>Effective social and emotional learning (SEL) can increase positive pupil behaviour, mental health and well-being, and academic performance.</i> <i>It stresses this is especially important for children from disadvantaged backgrounds and other vulnerable groups, who, on average, have weaker SEL skills at all ages than their better-off classmates.</i> <i>Evidence from the EEF’s Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year.</i> EEF Social and Emotional Learning	3, 5, 6, 7

Targeted academic support (for example, tutoring, one-to-one support structured interventions) Budgeted cost: £29,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
Tutoring – Reading & Maths	<i>We know from a wide body of evidence that targeted academic support can have a positive impact on learning, particularly for those Pupil Premium pupils who are not making good progress. Considering how classroom teachers and teaching assistants can provide targeted academic support—including through structured small-group interventions that link to classroom teaching and the curriculum—is an essential part of an effective Pupil Premium strategy.</i> EEF Guide to Pupil Premium	1,3, 4
Pupil Progress meetings track progress of PP pupils and appropriate, timely interventions are put in place	<i>Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact.</i> <i>It is particularly important to ensure that when pupils are receiving support from a teaching assistant, this supplements teaching but does not reduce the amount of high-quality interactions they have with their classroom teacher both in and out-of-class.</i> <i>The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year.</i> EEF Teaching Assistant Interventions	1, 3, 4, 5, 6
Early Language and Communication Delay Additional Welfare Assistant in KS1 to provide higher adult to child ratio Teaching Assistant small group work and assessment for language and communication programmes, e.g. Bucket Therapy, SALT	<i>"All children appear to benefit from early literacy approaches, but there is some evidence that certain strategies, particularly those involving targeted small group interaction, may have particularly positive effects on children from disadvantaged backgrounds"</i> EEF Early Literacy Approaches	3, 4

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

Budgeted cost: £49,896

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA	EEF (+4) <i>Social and Emotional Learning – interventions which target social and emotional learning seek to improve pupil's interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family and community. These include specialised programmes which are targeted at pupils with particular social or emotional needs.</i> EEF Social and Emotional Learning	3, 5, 6, 7
Employment of full time Pastoral Manager. Co-ordinated and layered response to families in need and pupils requiring mental health/behaviour support.	EEF (+4) <i>Social and Emotional Learning – interventions which target social and emotional learning seek to improve pupil's interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family and community. These include specialised programmes which are targeted at pupils with particular social or emotional needs.</i> EEF Social and Emotional Learning	
Attendance Support - Individual targets set for each identified pupil - Analysis of punctuality	<i>Pupils' attainment can only be improved if they are attending school. NFER briefing for school leaders identifies addressing attendance as a key step.</i> <i>As many as 1.8 million school age children</i>	2

and attendance • Meet with parents and EWO of families identified • Analyse attendance over time (including morning club) to identify PP pupils and evaluate improvements Breakfast provided for all pupils to ensure all have access to a nutritious breakfast and to encourage pupils to arrive in good time for the start of lessons	<i>in the UK are at risk of hunger in the morning. A hungry pupil cannot concentrate.</i> Sutton Trust <i>Persistent absence is an immediate issue facing schools across the country. According to the most recent data, almost one in four pupils missed more than 10 per cent of sessions in the autumn term of 2021, and 1.4 per cent of pupils missed at least 50 per cent of sessions.</i> <i>We know these pupils are disproportionately more like to come from socio-economically disadvantaged backgrounds. So tackling persistent absence is an important part of improving education outcomes for this group.</i> EEF Improving Attendance for Disadvantaged Pupils	
Family Link Worker to overcome and manage social and emotional barriers to learning • Curriculum to be fully accessed and disruption/distraction in lessons to be limited because of use of self-help strategies and increased self-esteem of learners • Guidance and support provided to parents/carers through targeted courses and meetings with Family Link Workers to develop further positive parenting Passion for Learning to work with identified pupils	A large number of pupils have barriers to learning that impact on their self-esteem and self-belief. Emotional well-being is key to supporting pupils' learning. Working with learning mentors on a regular basis has reduced the time spent out of class and prepared the pupils for better learning. This time has also proven invaluable for information sharing during CIN, TAF and CP meetings. There are a large number of families open to outside agencies and accessing support. Time is spent supporting and guiding families. <i>Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes. Evidence from our Teaching and Learning Toolkit suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year.</i>	2, 3, 5, 6, 7

	EEF Working with Parents to Support Children's Learning	
Financial support to ensure inclusion: pupils are supported financially in all educational trips and visits and subsidised residential visits	Studies of adventure learning consistently show positive benefits on academic learning and wider outcomes such as self-confidence. <i>On average pupils who participate in adventure learning appear to make approximately an additional four months' progress.</i> Outdoor Adventure Learning The overall impact of sports participation on academic achievement tends to be positive but low (about two additional months' progress). However, there is recent evidence from the UK that sports participation can have a larger effect on, for example, mathematics learning when combined with a structured numeracy programme (with one study showing an impact of up to ten months' additional progress). Sports Participation	7

Total budgeted cost: £ 124,850

Externally provided programmes

Programme	Provider
Data analysis/demographic analysis/assessment	Insight £950
Doodle	Doodle £1600
Passion for Learning	Passion For Learning £2800
Targeted sports clubs	£1500
Reading Lab	Literacy Trust £1500
Magic Breakfast Membership	£3775