PUPIL PREMIUM STRATEGY STATEMENT

September 2024 to July 2027

This statement details our school's use of pupil premium for the 2025 to 2026 academic year 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	Oakwood Primary School
Number of pupils in school	279
Proportion (%) of pupil premium eligible pupils	41%
Academic year/years that our current pupil premium strategy plan covers	2024/25 – 2027/28
Date this statement was published	September 2024 Updated September 26
Date on which it will be reviewed	Annually
Statement authorised by	Emily Hayet-Patino/ Robin Jacks
Pupil premium lead	Emily Hayet-Patino/ Robin Jacks
Governor / Trustee lead	Julie Hunt

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£218870
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£218870

Part A: Pupil premium strategy plan

Statement of intent

The objectives of this strategy are:

- to increase the number of disadvantaged children meeting the expected standard in all Reading/Writing/Maths so that the gap between our performance and the national figure is narrowed.
- to increase the number of disadvantaged children meeting the higher standard in all Reading/Writing/Maths so that the gap between our performance and the national figure is narrowed.
- to establish/embed/maintain a broad, coherent curriculum experience for all children.
- to support the whole child – focusing on SEMH as well as academic development.
- to enable all subject leaders to have a comprehensive view of the standards in their curriculum area and its progression across the school.
- to engage with and support families who are facing most challenge
- to raise attendance and reduce the amount of persistent absence

This plan aims to fulfil these objectives by:

- funding TA hours to enable targeted support in the key skills of Literacy and Numeracy across KS1 and KS2.
- funding 1 Parent Support Advisor & 1 Attendance Officer to work with families in need of help; to enhance our safeguarding offer and to improve attendance by supporting and challenging families whose children are frequently absent.
- funding a Pastoral support to aid children with SEMH needs.
- funding Coordinator release days to enable the curriculum to develop and grow so that it provides the best opportunities for children to progress.
- providing funding towards learning experiences outside of school, so that all children have access to them.
- funding an Attendance Officer to monitor, challenge and support pupil attendance.

The principle underpinning this strategy is that:

We believe that by supporting children and their families, through targeted academic, social and emotional interventions, outcomes will enhance and cement the children's foundations for future success in life.

Challenges

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

Challenge number	Detail of challenge
1	Low academic levels on entry to school
2	Poor attendance
3	Adverse Childhood Experiences (ACEs)
4	The narrowness of children's lived experiences
5	Learning with no or emerging English
6	SEND and disadvantaged
7	Child Protection/ CIN and Early Help required

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
Attendance at school improves and is in line with the national figure. Persistent absence decreases and nears the national figure	Through the Attendance Team working closely with parents and the Local Authority rates of attendance improve. Attendance to improve each year and move towards National average Case Studies of PP children and their attendance show improvement.
The school curriculum provides the opportunity for challenge for all children to extend their knowledge, skills and understanding, whilst considering their prior experiences	Making 2.5 Subject Leader release days per subject per year, book scrutinies and pupil conferencing, leaders will be enabled to monitor and refine their curriculum area – Subject leaders will be able to talk in depth and with clarity about the standards, progression and development needs in their subject area/s.
Targeted learning interventions as catch-up	Additional targeted learning sessions in Literacy, Numeracy and SEMH. Children in targeted groups show progress across termly assessments with baselines identified at start of focus learning sessions.
SEND and disadvantaged	SEND children are identified in a timely fashion; needs assessed and actions taken to aid them in their academic/emotional development.
Safeguarding ~ CP/ CIN/ Early Help	Safeguarding is prioritised; concerns identified; early help sourced and parents/children are supported effectively throughout the whole year.

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: £12,580

Activity	Evidence that supports this approach	Challenge number(s) addressed
£6880 total - (Manipulatives, Lexia for 1 yr and Maths for life) Provide additional training to support the effective delivery of the Phonics Scheme Purchase supporting intervention program Lexia to implement across the school to improve reading outcomes Work with Mangotsfield Hub to ensure that teaching is of the highest quality. Invest in a Maths scheme for SEND learners to allow them to gain foundational knowledge in order to progress "Maths for Life" Purchase manipulatives to use across the school in Maths and CPD for staff to allow them to be used effectively	EEF research shows Phonics has a positive impact overall with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. The average impact of the adoption of phonics approaches is about an additional five months' progress over the course of a year. Data shows that there are a group of PP children who sit "just below" ARE in reading outcomes. Lexia based on evidence raises the attainment Research suggests that Maths for Life allows children to gain the foundational skills and knowledge they need to access the rest of the Maths curriculum Work with GLOW Maths hub and EEF research – manipulatives support reducing the barriers to learning and allow all pupils to access Maths	**1, 5, 6**
£5700 To give each Subject Leaders 2.5 days during the year to focus on their curriculum area to ensure that it meets the needs of the children and the new scheme of work is implemented consistently; evaluated and monitored.	Research by Mary Myatt indicates that a well-constructed, well-taught curriculum will lead to good results because those results will reflect what pupils have learned. There need be no conflict between teaching a broad, rich curriculum and achieving success in examinations and tests	**1, 4, 5, 6**

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

Budgeted cost: £177,304

Activity	Evidence that supports this approach	Challenge number(s) addressed
£78,488 To fund additional TA hours and Parent Support Advisors/Attendance Officer to provide in class and out of class support, ensure that children receive the correct support and to work with families to bring about improvements for children	EEF research shows that the average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year.	**1, 3, 5, 6**
To use £46884 to fund Intervention lead and additional SENDCo provision to addressing high level SEMH needs across the school	EEF research shows that Social and Emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. DFE research has shown that: • Higher overall absence leads to lower attainment at KS2 and KS4 • There's a clear link between poor attendance and lower academic achievement • Pupils with persistent absence are less likely to stay in education	**1, 2, 3, 4, 5, 7**
To use £27880 to fund Pastoral Support and to address the SEMH needs of children to develop the self-esteem and resilience to successfully re-engage with their learning		
To use £14268 to fund Parent Support Advisor/Attendance Officer to work throughout the year (including holidays) supporting MHWB/Attendance improvement/Safeguarding needs.		
To use £7564 to fund mentoring, play therapy, blox therapy, draw and talk and Hamish and Milo to support MHWB and SEMH needs		
£1200 (600 reading spine + 600 for other terms/library books) Investment in reading spine and library books across the school to update class library resources.	CLPE Reading for Pleasure Research outlines the benefits of children reading at home.	**1,5,6**

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

Budgeted cost: £28,986

Activity	Evidence that supports this approach	Challenge number(s) addressed
£10960 Subsidised Trips and visitors to ensure access for all children. (£80pc with PP from whole sch)	Research shows that benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.	**1, 2, 3, 4, 7**
£18026 Subsidised Breakfast Club provision to encourage improved attendance to school and provide a positive start to the school day.	DFE research has shown that: Higher overall absence leads to lower attainment at KS2 and KS4 There's a clear link between poor attendance and lower academic achievement Pupils with persistent absence are less likely to stay in education	**1, 2, 3, 4, 7**

Total budgeted cost: £218870

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024-25 academic year.

Outcome 1: School has a better understanding of the challenges facing our new intake each year so that we are fully prepared to meet need

The strong relationships that continue to grow between nurseries and our EYFS classroom staff have meant that children are able to make a strong start in Reception. Staff are better informed of the children's needs and provision can be tailored to suit these within the classroom setting. Staff are made aware of SEND needs and many children are already on the pathway before starting school. Further work on developing shared teaching methodologies; shared training opportunities and working together to meet SEN needs will continue to enhance this area.

Early Years Baseline Data 2024/25– 4% (On track)

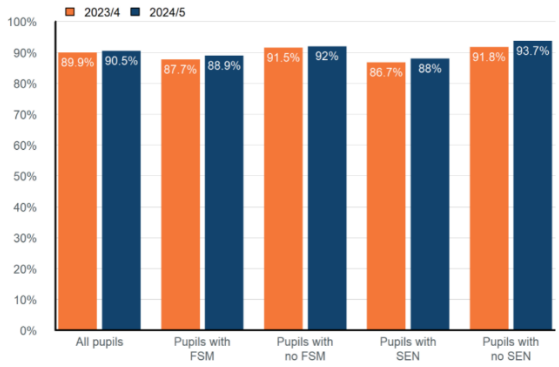
GLD 2024/25 - 36%

Outcome 2: Attendance at school improves and is in line with the national figure.

Attendance continues to be a challenge at Oakwood Primary school and this remains a whole school priority for development. Governors and Senior leaders recognise the need for this to improve and are utilising DFE guidance to implement a wide range of further strategies to raise attendance.

Improvement has been seen in individual cases where intensive support has been given and across the school.

The school recognises that further work is needed to improve whole school attendance.



OFSTED July 2024 – The school is aware of the need to improve school attendance and is working with families to reduce levels of absence.

Outcome 3: Staff have greater understanding of the impact of ACEs and how to cater for all children with tact and sensitivity.

A recent rise in children with additional SEMH needs has required staff to implement the knowledge from their training in these areas. The commitment to ACEs/Trauma informed

practice has been invaluable to ensuring children are supported; SEMH needs are met/identified.

Staff are increasingly equipped with the tools required to identify these needs and then support in class.

Further work on curriculum development; implementation of a strong and supportive PSHE program and broaden access to external MHWB agencies would continue to benefit pupils that face these challenges.

Work with parents is ongoing through our highly skilled Parent support advisor.

OFSTED July 2024 - Where some pupils struggle to manage their own behaviour, adults act swiftly. This enables pupils to learn without disruption. Pupils appreciate the actions adults take to help them resolve problems.

Outcome 4: The school curriculum provides the opportunity for challenge for all

children to extend their knowledge, skills and understanding, whilst considering their prior experiences.

The school has developed a clear set of principles that outline its intent to learning. These principles underpin the design and implementation of the curriculum at Oakwood. This is established in some areas. Significant time has been given to listen to staff views; provide opportunities for discussion and begin to implement the required changes that will benefit all children.

The curriculum is currently in its first cycle and the staff are becoming increasingly confidence with its deliver. The rationale has been clearly shared and monitoring of implementation and impact is robustly overseen.

Outcome 5: Staff have increased understanding of children's lived experiences.

The employment of an experienced Parent Support Advisor has ensured that Early Help can be targeted at families prior to referral being necessary. Our PSA has provided parent support with funding; housing; furniture & white goods; food; Christmas presents and much more that ensure our children are living in circumstances that lead to them attending school in a more positive frame of mind.

Regular check ins (including over holidays) ensure children are safe and supported. Parental mental health is supported and children's poor attendance is challenged.

Their work regarding safeguarding; supporting families in need and capturing the voice of the child is invaluable to helping us to build a picture of children and the circumstances that influence their behaviours at school.

Outcome 6: Targeted learning interventions

EYFS GLD 2024 (Pupil Premium) – 41%

Phonics Screening Test Y1 2025 (Pupil Premium) – 53%

School recognises the need to further focus interventions and quality first teaching in these areas and to further narrow the gap between disadvantaged and non-disadvantaged pupils at this stage of learning.

KS2 SATs (Pupil Premium)

Reading 2024 – 61% (14/23) / 2025 – 34.5% (10/29)

Maths 2024 – 26% (6/23) / 2025 – 24.1% (7/29)

Writing 2024 – 52% (12/23) / 2025 – 31% (9/29)

*NB 2025 Pupil Premium cohort contained 18/29 SEND pupils

Further Impact:

Funding has also been utilised to provide access to trips including our annual residential which is a fundamental part of our offer to improve cultural capital and ensure children have experiences in line with their peers from more affluent backgrounds.

Children talk positively about their experiences; the challenges they faced and the friendships that have been developed.

Approx. 130 children have received support from our Parent Support Advisors

100% of Y3/4 Pupil Premium children have attended the theatre funded through Pupil Premium

All Y6 Pupil Premium Pupils had the opportunity to attend the Y6 residential through pupil premium. This trip was also made accessible to all Y6 pupils through substantial Pupil Premium contribution.

51% (68/133) of Pupil Premium children continue to attend Breakfast Club.

8 Pupil Premium children have accessed mentoring support with opportunities provided to build trusted relationships, an ability to use regulating strategies and an increase in engagement with education.

8 children (including 3 pupil premium children) have accessed funded counselling. Children's confidence, self-esteem and ability to use regulating strategies has increased.

5 children (including 2 pupil premium children) have accessed funded play therapy to support with SEMH needs.