

Pupil premium strategy statement – Oakdale Primary School

This statement details our school's use of pupil premium (and recovery 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	401
Proportion (%) of pupil premium eligible pupils	15%
Academic year/years that our current pupil premium strategy plan covers	2025-2028
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Ilona Wrigley
Pupil premium lead	Kirsti Britton
Governor lead	Diane Ward

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£99,106.25
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years	0
Total budget for this academic year	£99,106.25

Part A: Pupil premium strategy plan

Statement of intent

Our Vision

Our aim is that all pupils, regardless of background, reach their full potential and make strong progress both academically and socially. We take a holistic approach to support, ensuring that every child achieves positive outcomes and develops the skills and confidence to thrive.

Our Approach

High-quality teaching lies at the heart of our strategy. Evidence consistently shows that excellent teaching has the greatest impact on closing the attainment gap for disadvantaged pupils. Our curriculum is carefully designed to meet the diverse needs of all learners, ensuring inclusivity, challenge, and support for every individual.

We are committed to stretching our high achievers and providing targeted support for those with additional needs, enabling every pupil to achieve their very best.

Engaging Families

We recognise the vital role parents and carers play in supporting their children's education. We aim to engage families meaningfully and work in partnership with them to raise aspirations and ensure every pupil has the opportunity to succeed.

Our CORE Values

We want all pupils to embody and aspire to our CORE Values:

Respect – valuing ourselves, others, and our community

Challenge – striving for excellence and resilience in learning

Collaboration – working together to achieve shared goals

Aspiration – aiming high and believing in success

Care – showing kindness, empathy, and responsibility

Implementation

Our approach is responsive to both common challenges and individual needs. It is rooted in assessment, professional knowledge of each child, and not assumptions about the impact of disadvantage.

The Pupil Premium strategy is closely aligned with our School Development Plan, ensuring clear priorities and coherent implementation across all areas of school life.

Key Approaches Include:

Using assessment for learning to inform effective teaching and intervention
Early identification of barriers to learning, followed by targeted and timely support
Fostering a culture of collective responsibility, where all staff have high expectations and aspirations for every child

Challenges

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

Challenge number	Detail of challenge
1	A high proportion of our disadvantaged pupils also have a barrier to learning and are identified as SEND (36%) Increased SEND and EHCP numbers, particularly in Key Stage 1 and EYFS, groups created due to a lack of specialist school placements
2	A high proportion of our disadvantaged pupils (pupil premium, previously known to social care) and families require additional support through access to the Early Help pathway or working with external services (77% of children previously known to CSC are pupil premium)
3	Less pupils are likely to achieve Age Related Expectations than non-disadvantaged children. (phonics 2025 data greatest gap)
4	Barriers to learning due to social, emotional and mental health needs
5	Attendance for this group of children is lower than that of their peers

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
1. Enhance provision for disadvantaged pupils with SEND across the school by strengthening staff knowledge and practice, ensuring individual needs are met and enabling pupils to make sustained progress against their personalised plans.	There will be systematic approach to the case studying of individual pupils who are on the SEND register and are in receipt of PPG to ensure steps in progress can be more readily measured in Pupil Progress Meetings This could include <ul style="list-style-type: none"> Assess, Plan, Do, Review approach Alternative provision Intervention

	<ul style="list-style-type: none"> • Assertive mentoring approach • Individual testing to identify barriers • Support from external services • Nurture curriculum • SEMH support <p>Disadvantaged children on SEND register make appropriate progress for their ability as evidenced during Assess, Plan, Do, Review</p>						
<p>2. Parents of disadvantaged pupils collaborate with the school to support their child's academic progress through active engagement in school-led events and ongoing partnership with staff.</p>	<p>Increase parental engagement through: Sharing curriculum content.</p> <p>Increasing the offer of parent workshops in relevant curriculum areas such as phonics, maths and reading as well as parent consultations, to provide guidance on how best to support pupils at home.</p> <p>Supporting vulnerable families working with external services to ensure best outcomes for pupils wellbeing and safety.</p>						
<p>3. Maintain % of Pupil Premium pupils who achieve ARE outcomes at the end of KS2 in comparison to all children nationally</p> <p>RWM Expected Standard</p> <hr/> <p>58.3% of your school's Disadvantaged cohort achieved the expected standard in Reading, Writing & Maths, 7 pupils out of 12.</p> <p>This is 10.6% lower than the national Non-Disadvantaged cohort at 68.9%.</p> <p>Your school's gap to Non-Disadvantaged pupils nationally has decreased by 3.2% from -7.4% in 2023/24, to -10.6% in 2024/25.</p> <p>Your Disadvantaged cohort's Reading, Writing & Maths Expected Standard has decreased by 1.7% from 60.0% in 2023/24, to 58.3% in 2024/25.</p> <p>The Disadvantaged pupil(s) in your school are in percentile 31 for Reading, Writing & Maths Expected Standard when compared to other schools.</p> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>GAP TO:</p> <table border="0"> <tr> <td>National: Non-Disadvantaged</td> <td style="text-align: right;">-10.6%</td> </tr> <tr> <td>National: Disadvantaged</td> <td style="text-align: right;">+10.8%</td> </tr> <tr> <td>School: Non-Disadvantaged</td> <td style="text-align: right;">-25.0%</td> </tr> </table> </div> <div style="width: 45%; text-align: center;"> <p>— [Calendar Icon] — — [Up/Down Arrow] —</p> <p>-1.7% 31st</p> <p>TREND PERCENTILE RANK</p> </div> </div>	National: Non-Disadvantaged	-10.6%	National: Disadvantaged	+10.8%	School: Non-Disadvantaged	-25.0%	<p>Aim to continue to lessen the gap to National overtime maintaining a percentile rank of above 50%</p>
National: Non-Disadvantaged	-10.6%						
National: Disadvantaged	+10.8%						
School: Non-Disadvantaged	-25.0%						
<p>4. Close the gap of pupil premium pupils meeting the expected standard in phonics at the end of Year 1</p> <p>Expected Standard (Year 1)</p> <hr/> <p>22.2% of your school's Year 1 Disadvantaged cohort achieved the expected standard in Phonics, 2 pupils out of 9.</p> <p>This is 61.2% lower than the national Non-Disadvantaged cohort at 83.4%.</p> <p>Your school's gap to Non-Disadvantaged pupils nationally has decreased by 66.6% from +5.4% in 2023/24, to -61.2% in 2024/25.</p>	<p>Significantly close the gap from 2024/25</p>						

<p>5. Children are able to access their classroom learning due to the nurture support they receive</p>	<p>By the time the children get to KS2 there is less need for SEMH intervention</p>
<p>6. Close the attendance gap:</p> <p>Overall Absence</p> <hr/> <p>Your school's Disadvantaged cohort of 66 enrolments have an Overall Absence of 7.7%.</p> <p>This is 3.5% higher than the national Non-Disadvantaged cohort at 4.2%.</p> <p>Your school's gap to Non-Disadvantaged pupils nationally has increased by 3.2% from +0.3% in 2023/24, to +3.5% in 2024/25.</p>	<p>Close the gap to National non-disadvantaged pupils.</p>

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: £34,356

- Phonics Lead – 1 day release per half term £1395
- Maths subscriptions £862
- Reading resources £2000
- SEND Assessments (internal and external) £2450
- SENCo support % of time £4748
- Curriculum development, coaching and CPD delivery (maths and literacy subject leaders) % £16901
- Nurture area development of the outside space £6000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Phonics training: Subject leader release time to plan, monitor and feedback to continually improve provision. This also includes dedicated time to train new staff and develop a peer coaching model.</p> <p>Leadership handover support and shadowing for this year.</p> <p>Parental engagement events</p>	<p>Ongoing Little Wandle Training for new staff or change of staffing to key year groups. Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly disadvantaged pupils.</p> <p>The evidence base related to phonics is very secure. There have been a number of studies, reviews and meta-analyses that have consistently found that the systematic teaching of phonics is beneficial: Phonics EEF</p> <p>Working with parents to increase understanding and engagement: Parental engagement EEF</p>	1,2,4
<p>Reading development and resources: Resourcing for increased group sets and books to read at home</p> <p>Continued development for new staff.</p>	<p>A previous use of e-books at home diminished reading support. Increasing texts to support parental engagement and aspiration alongside reading events in school will enable opportunities to read more at home: Parental engagement EEF</p> <p>Effective Professional Development EEF Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.</p> <p>On average, reading comprehension approaches appear to be more effective than Phonics or Oral language approaches for upper primary. Reading comprehension strategies EEF</p> <p>Taking part in the EEF Lightning Squad research this year- no cost</p>	1,2,3,4
<p>Maths Mastery training: Maths lead CPD peer coaching, ECT support and TA training.</p> <p>TTR subscription to support arithmetic progress for all pupils and supports the teaching of basic skills. Parent workshop Aut 2</p>	<p>Mastery learning is followed in maths across the school. It is particularly effective as pupils are given opportunities to work in pairs or teams and take responsibility for supporting each other's progress. We continue to develop this approach as led by our Maths Hub specialist lead teacher.</p> <p>Mastery learning EEF</p> <p>Collaborative learning approaches EEF</p>	1,2,3

<p>Writing support for teaching and learning:</p> <p>Nessy programme for identified pupils with a specific barrier to learning</p> <p>Subject lead release to support the development of writing</p>	<p>Individualised support for pupils utilising teaching resources: Individualised instruction EEF</p> <p>CPD for Assessment for learning and quality feedback in lessons. Feedback has effects across all age groups. Research in schools has focused particularly on its impact on English, mathematics and, to a lesser extent, science.</p> <p>Feedback EEF</p>	<p>1,3</p>
<p>SEND</p> <p>SENCO lead time for monitoring support and training 15% of 3 days release costs</p> <p>Specialist training CPD for staff e.g. Autism training and advisory service</p>	<p>CPD: Supporting high quality teaching is pivotal in improving children’s outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. Effective Professional Development EEF</p> <p>The research evidence indicates that explicitly teaching strategies to help pupils to plan, monitor and evaluate specific aspects of learning can be effective. Research suggests these should be taught and applied to the usual curriculum content, rather than taught discretely through ‘thinking skills’ lessons. Teachers can promote metacognition by modelling their thinking aloud.</p> <p>Metacognition and self-regulation EEF</p> <p>Identification of learning barriers is essential in the development of effective learning plans which are designed to ensure progress. This includes:</p> <ul style="list-style-type: none"> • Support for Learning SEND assessments to assess barriers to learning service level agreement. • LASS screening tests to identify possible barriers to learning. <p>Individualised instruction can be an effective approach to increasing pupil attainment: Individualised instruction EEF</p> <p>Tapestry access for SEND pupils to demonstrate learning and increase parental engagement: Parental engagement EEF</p> <p>Development of outdoor provision for nurture pupils. Physical activity has important benefits in terms of health, wellbeing and physical development. These benefits have important value in themselves and can also raise attainment outcomes: Physical activity EEF</p>	<p>1,2,3,4,5</p>

<p>Wellbeing</p> <p>CPD Mental health training, nurture based curriculum and tools- no cost</p> <p>Subsidy for 1:1 behaviour TA when required</p> <p>Development of an outside space for our new nurture hub.</p>	<p>Behaviour is a form of communication. We follow a prosocial approach. Some children require more direct, small group nurture provision to allow them to be successful in the classroom environment. Behaviour interventions seek to improve attainment by reducing challenging behaviour in school.</p> <p>Behaviour interventions EEF</p> <p>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.</p> <p>Social and emotional learning EEF</p>	<p>1, 5,6</p>
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £56413

- L2 Teaching Assistant support to deliver intervention and pastoral support % £41,471
- Specialist Staff Salaries: Nurture provision % £6867
- Alternative provision support for high level of need pupils £8075

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Intervention 1:1 and small group intervention- dedicated staff time to ensure this takes place regularly. Deploy TAs to support, challenge and offer nurture to PP children as required. (15% of staff pay)</p>	<p>Teaching Assistant Interventions EEF</p> <p>Early Language Skills</p> <ul style="list-style-type: none"> • NELI delivery • Speech and Language individualised program <p>Oral language interventions EEF</p> <p>Phonics</p> <ul style="list-style-type: none"> • Targeted support using gap analysis <p>Phonics EEF</p> <p>Reading</p> <ul style="list-style-type: none"> • Targeted small group intervention by Reading HLTA • Assertive mentoring • Echo reading group • Little Wandle reading program • FFT Lightning squad <p>Mentoring EEF</p>	<p>1,3,4,5</p>

<p>15% Specialist nurture team costs for pupils who need specific support to enable greater success in the classroom</p> <p>Alternative Provision support (based on one placement costs 24.25)</p>	<p>Reading comprehension strategies EEF</p> <p>One to one tuition EEF</p> <p>Peer tutoring EEF</p> <p>Writing</p> <ul style="list-style-type: none"> • Assertive mentoring • PIXL gap analysis to support progress and attainment of Grammar, punctuation and spelling • Handwriting (small group targeted intervention) <p>Mentoring EEF</p> <p>Small group tuition EEF</p> <p>Maths</p> <ul style="list-style-type: none"> • PIXL gap analysis to support progress and attainment • Same day intervention (Mastery approach) • Assertive mentoring 1:1 • Small group delivery for Year 6 <p>Mentoring EEF</p> <p>Reducing class size EEF</p> <p>Mastery learning EEF</p> <p>Behaviour interventions</p> <p>Specialist nurture support for high level of need Alternative provision including 1:1 therapy and off site provision e.g. forest school</p> <p>Behaviour interventions EEF</p> <p>Wellbeing mental health mentoring:</p> <p>1:1 pastoral support with Mental Health Champion including drawing therapy Young Carers group x2 per term</p> <p>Social and emotional learning EEF</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £8763

- Homework subscription KS2 % £413
- Uniform- Polo, Cardigan/Jumper, PE shorts, T-shirt and hoodie (Once in KS1/LKS2 and UKS2) £950
- Attendance officer % £1568
- Visits/trips subsidy (£100 parental contribution for residentials. Day-Full funding) £5832

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DfE’s Improving School Attendance advice.</p> <p>Recognition and supporting families.</p> <p>Attendance officer and working with EHA lead 7.5%</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Working together to improve school attendance - GOV.UK</p>	6
<p>Access to wider curriculum opportunities to develop essential knowledge, supporting children’s future success. (termly class visits, visitors to school, outdoor learning and opportunities for residential visits in KS2).</p> <p>15% homework subscription costs</p> <p>Uniform and enrichment opportunities- as specified in the budget section</p>	<p>Enrichment is a core part of our curriculum. To enable all children to access this we incur the costs of the full amount of day visits and pay towards residential visits. upon which to draw inspiration for in school learning, particularly writing, art and science.</p> <p>Residential and day visits – outdoor adventure learning: Outdoor adventure learning EEF</p> <p>Each pupil premium child is also entitled to support with uniform costs. School uniform EEF</p> <p>Homework platform for individualised learning for KS2 (proportion of subscription based on PPG access) Homework EEF</p> <p>Individualised instruction EEF</p> <p>We offer a laptop library service for those eligible for support to enable access to homework. These are setup to ensure they have safety systems in place.</p>	1,2,3,4,5,6

Total budgeted cost: £99,532

Externally provided programmes

Programme	Provider
Lightning Squad	FFT