

Pupil premium strategy statement Oaklands 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	194
Proportion (%) of pupil premium eligible pupils	5.15%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2025-2026 2026-2027 2027-2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Tom Hassan
Pupil premium lead	Steph Morgan
Governor / Trustee lead	Shelley Woods

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£18,895
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£18,895

Part A: Pupil premium strategy plan

Statement of intent

At Oaklands Primary School our intention is that all pupils, irrespective of their background, make good progress and achieve their full potential across all subject areas. The focus of our Pupil Premium Strategy is to support disadvantaged children to achieve this goal, including those who are already high attainers or may have additional needs.

We also take into consideration the challenges that are faced by vulnerable pupils such as those who have, or have previously had, a social worker or are young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High quality teaching is at the centre of our approach, with all staff taking responsibility for disadvantaged pupils' outcomes, ensuring high expectations of what they can achieve.

Our approach will be responsive to common challenges and individual needs, supported by careful and systematic monitoring of attainment and progress of our disadvantaged pupils.

To ensure that our strategy is effective we must:

- adopt a whole school approach, in which all staff take responsibility of disadvantaged pupils' outcomes.
- act early to intervene at the point where a need is identified.

Challenges

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

Challenge number	Detail of challenge
1	Internal and external assessments indicate that maths attainment is lower among our disadvantaged pupils in KS2.
2	Internal and external assessments indicate that writing attainment is lower among our disadvantaged pupils compared to the school as a whole.
3	The school has identified that all pupils currently on roll and identified as disadvantaged are also in receipt of targeted pastoral intervention. The

	children's individual pastoral needs can act as a barrier to progress and attainment if not addressed.
4	Observations and pupil voice indicate that pupils from disadvantaged backgrounds have less opportunity to access extra-curricular clubs, compete in sporting events or widen their cultural capital through trips and visits to places of interest.

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
Improved learning outcomes for disadvantaged pupils in Maths.	Internal and external assessments show improved attainment in this area.
Improved learning outcomes for disadvantaged pupils in Writing.	Internal and external assessments show improved attainment in this area.
Through targeted pastoral interventions, barriers to learning are reduced or removed, enabling children to feel safe, happy and ready to learn.	Sustained high levels of well-being by 2027/28 demonstrated by: <ul style="list-style-type: none"> • information from pupil voice and teacher observations. • A reduction in teacher referrals to pastoral groups.
To ensure that all pupils eligible for PPG access the same enrichment activities as their peers, as part of their year group curriculum.	All disadvantaged children to access 1 extra-curricular club per term. KS2 children to have opportunity to take part in at least 1 sporting event per year. All children to have the opportunity to attend a class trip to enrich classroom learning.

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: £9000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provision of high-quality Maths CPD – White Rose	High quality, targeted CPD allows adults to appropriately support all pupils, including PPG pupils. CPD on adaptative teaching in maths.	1
Cornerstones	A highly engaging, clearly sequenced curriculum enables children to read for meaning across the NC, exposing them to new and ambitious, tier 3 vocab	2
Teacher mentoring	Experienced teacher mentoring ECTs.	1,2

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

Budgeted cost: £3000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Little Wandle keep up (R and Year 1) and catch up (KS2)	Quality small group or 1:1 sessions. Regular assessment to support filling gaps quickly. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	2
White Rose Maths Infinity	Quality small group or 1:1 sessions. Pre-teaching, vocabulary building activities. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1

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

Budgeted cost: £6895

Activity	Evidence that supports this approach	Challenge number(s) addressed
Mental health and resilience groups, ELSA and counselling.	Educational research suggests that Mental health has a significant impact on achievement https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	3
RHSE teaching through SCARF	Educational research suggests that Mental health has a significant impact on achievement	3
School Family support worker	Allowing families to receive the support and guidance they need.	3
Reduced fee for clubs	Enabling PPG children to experience a wider range of activities.	4
Reduced fee for school trips.	Enabling PPG children to experience a wider range of activities.	4
Outdoor play and learning	Participation in outdoor play and learning improves pupil's wellbeing and impacts on attainment in the classroom. https://outdoorplayandlearning.org.uk/evidence/research-and-evidence/	3

Total budgeted cost: £18,895

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Attainment data 24/25

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal data measures.

Pupil premium children		Achieved GLD	
Reception – 0 children		N/A	
Pupil premium children	ARE + Reading	ARE + Writing	ARE + Maths
Year 1 – 2 children	100%	100%	100%
Year 2 – 1 child	100%	100%	100%
Year 3 – 2 children	50%	50%	50%
Year 4 – 1 child	100%	100%	100%
Year 5 – 3 children	66%	33%	33%
Year 6 – 3 children	66%	33%	66%

1 additional pupil premium pupil educated in alternative provision during 24-25 academic year.

4 of these children also have EHCPs.

2 of the Year 5 pupils only joined the school in January 2025.

1 of the Year 6 pupils joined the school in October 2023.

1 of the Year 6 pupils joined the school in May 2024.

Enrichment activities

100% of our disadvantaged pupils accessed an extra-curricular club each term, at a discounted rate. These clubs included sports clubs such as football, multisports, dance and gymnastics, art club and choir. Pupil voice showed that children appreciated the opportunity to try clubs that they had not been able to before. Children in Year 4 and 5 were also offered reduced cost swimming lessons.

100% of our KS2 PPG pupils attended at least one sporting event over the school year. Many reported increased confidence, feeling proud and discovering a new hobby or interest as a result.

100% of PPG children attended a whole school pantomime trip during the 24/25 academic year, for many this was their first time visiting a theatre. Children in Year 1 had a visit from a small farm and exotic animal group where they were able to hold and interact with the animals. Children in Year 2, 3 and 4 also all attended an additional school trip within the academic year. These linked with curriculum areas and provided opportunities for children to learn outside the classroom. Children in Year 5 and 6 attended a residential trip away. Year 5 were away for 2 nights, and Year 6 were away for 4 nights. On these residential trips pupils were able to take part in a variety of outdoor adventure activities as well as having the experience of staying away from home. All of these trips were given at a reduced rate for pupil premium children.