OAKDENE
PRIMARY ACADEMY

GROWING FOR EXCELLENCE

# Pupil Premium Strategy Statement

## 2026-2028

**Version Number:** 01
**Ratified by Local Governing Body:** July 2026
**Next Review Date:** July 2028
**Academy Link:** L Young

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# Pupil Premium Strategy Statement 2025 - 2028

This statement details Oakdene Primary Academy's use of pupil premium (and recovery premium for the 2025 to 2028 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 | Oakdene Primary Academy |
| Number of pupils in school | 210 (2026) 206 (2025) |
| Proportion (%) of pupil premium eligible pupils | 11% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2025 – 2028 |
| Date this statement was published | September 2025 |
| Date on which it will be reviewed | Annually<br>Full review July 2028 |
| Statement authorised by | Chair of Governors: Paul Forester |
| Pupil premium lead | Headteacher: Lynsey Young |
| Governor lead | Paul Forester |

## Funding overview 2025 - 2026

| Detail | Amount |
|---|---|
| Pupil premium funding allocation this academic year | £1515 per pupil 2025 (20 children)<br>£1515 per pupil 2026(23 children) |
| Recovery premium funding allocation this academic year | £0 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| **Total budget for this academic year**<br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £30,300 2025<br>£34,845 2026 |

| Detail | Amount |
|---|---|
| Pupil premium LAC an PLAC funding allocation this academic year | £2630 per pupil £10,520 (2025)<br>£2630 per pupil £13,150 (2026) |
| Recovery premium funding allocation this academic year | NA |

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| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| **Total budget for this academic year**<br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £13,150 + £34,845 = £47,995 |

Pupil premium strategy plan

# Statement of intent

**Oakdene Primary Academy: Our Commitment to Equity and Excellence**

At **Oakdene Primary Academy**, we are unwavering in our belief that every child deserves the opportunity to achieve highly, regardless of background, need, or ability. As a school where every child belongs, matters, and is valued, we are committed to ensuring that disadvantage never becomes a barrier to success. Guided by our vision of **Growing Through Excellence**, we strive to develop confident, resilient, and ambitious learners who are prepared for the next stage of their education and for life beyond school.

We recognise that some children face additional barriers to learning and achievement. We are therefore resolute in our mission to diminish the attainment gap between disadvantaged pupils and their peers. This is achieved through a holistic approach that combines high-quality teaching, targeted academic support, curriculum enrichment, excellent attendance, positive relationships, strong pastoral care, and a relentless focus on inclusion.

Research from the Education Endowment Foundation (EEF, 2021) highlights that disadvantaged pupils were disproportionately affected by the disruption caused by partial school closures, widening existing attainment gaps. In response, we have strengthened our focus on reading, language development, personal development, and wider curriculum opportunities. We use rigorous assessment and gap analysis to identify need quickly and ensure that support is carefully targeted and responsive to each child's individual circumstances.

At Oakdene, we believe that reading is the key to unlocking future success. We are committed to fostering a strong reading culture from the earliest years, ensuring that all pupils develop the knowledge, vocabulary, fluency, and confidence needed to access the full curriculum. Alongside this, we place significant importance on developing pupils' character, aspirations, wellbeing and cultural capital so that every child can thrive both academically and personally.

To realise our vision, we will:

- Use robust assessment systems and national standardised tests to identify barriers and inform teaching.
- Deliver high-quality, evidence-informed teaching in every classroom.
- Intervene early and effectively when pupils fall behind.
- Provide targeted support and appropriate challenge for disadvantaged learners.
- Implement evidence-based interventions and carefully evaluate their impact.
- Promote excellent attendance and engagement in learning.
- Develop pupils' confidence, resilience, and readiness to learn.
- Enrich the curriculum through trips, clubs, experiences, and opportunities that broaden horizons and build cultural capital.
- Strengthen partnerships with families to support learning and raise aspirations.

- Remain flexible and responsive to emerging needs within our school community.

Our strategy is delivered by skilled, dedicated, and well-trained staff who share our commitment to achieving the best outcomes for every child. We are determined that disadvantaged pupils will not only attain well academically but will also fully participate in the rich opportunities that school life offers. Through strong relationships, ambitious expectations, and an inclusive culture, we ensure that all pupils feel safe, valued, and capable of success.

This strategy is closely aligned with our School Improvement Plan, Reading Strategy, Personal Development Framework, Attendance Strategy, Sports Premium Plan, Safeguarding Policy and SEND Action Plan. Together, these approaches ensure a cohesive and strategic commitment to improving outcomes, broadening opportunities, and enabling every child to flourish at Oakdene Primary Academy.

## Challenges

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

| Challenge number | Detail of challenge |
|---|---|
| 1 | Challenge 1: Communication, Language and Literacy on Entry<br>Baseline assessments on entry to Oakdene Primary Academy consistently indicate that disadvantaged pupils often start school with lower levels of attainment in communication, language, and literacy than their peers. This is evidenced through baseline assessment data, professional observations, and ongoing monitoring of children's development.<br>Over time, we have identified a decline in children's starting points, particularly in speech, language, vocabulary development, and early literacy skills. We recognise that wider societal factors, including reduced access to early years services and changing family circumstances, have contributed to this trend. Our reception cohort is drawn from a wide range of early years settings, typically between 8 and 13 providers each year, resulting in significant variation in children's experiences and levels of school readiness.<br>At Oakdene, we believe that early identification and timely intervention are critical to securing long-term success. We use robust assessment information to inform curriculum design, targeted support, and staff deployment, ensuring that disadvantaged pupils receive the additional help they need from the very start of their educational journey. Through high-quality teaching, a strong focus on communication and language, and our commitment to developing a lifelong love of reading, we aim to accelerate progress and ensure every child has the foundations needed to thrive.<br>This approach reflects our vision of Growing Through Excellence, ensuring that all children, regardless of background, feel they belong, achieve well, and are equipped to make the most of future opportunities. |
| 2 | Attainment in Reading, Writing and Mathematics<br>Robust assessment systems, standardised testing, and national performance data demonstrate that disadvantaged pupils attain less highly than their non-disadvantaged peers in reading, writing, and mathematics. This attainment gap is evident both nationally and within our own internal school data, highlighting the need for sustained and targeted support.<br>At Oakdene Primary Academy, we use a rigorous cycle of assessment, monitoring, and pupil progress review to identify barriers to learning and respond swiftly to emerging needs. Through high-quality teaching, targeted interventions and carefully planned |

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| | academic support, we aim to accelerate progress, improve outcomes, and ensure that disadvantaged pupils achieve in line with, or better than, their peers.<br>Our strategy prioritises early identification, responsive classroom practice, and evidence-informed interventions to ensure that all pupils develop the knowledge, skills and confidence required to succeed across the curriculum and beyond. |
| 3 | Challenge 3: Impact of Lost Learning<br>Evidence from assessment information and school performance data indicates that the disruption to education during the 2020 and 2021 partial school closures had a disproportionate impact on disadvantaged pupils. In particular, outcomes for disadvantaged pupils at the end of Key Stage 2 were lower than historical trends and pre-pandemic expectations.<br>While significant progress has been made in addressing learning gaps, the legacy of lost learning continues to affect some disadvantaged pupils, particularly in reading, writing, and mathematics. As a result, we remain committed to providing targeted academic support, high-quality teaching, and timely interventions to ensure that pupils can successfully catch up and achieve their full potential.<br>Our approach focuses on securing strong foundations, accelerating progress, and building confidence so that disadvantage does not limit future achievement, aspirations, or life chances. |
| 4 | Challenge 4: Early Reading and Phonics<br>Robust assessment information from our structured synthetic phonics programme demonstrates that disadvantaged pupils consistently achieve less well than their peers in the Year 1 Phonics Screening Check. This attainment gap is evident from pupils' starting points and highlights the additional barriers some disadvantaged children face in developing early reading skills.<br>Strong phonics knowledge is fundamental to future success in reading. Where pupils do not secure these early foundations, there can be a lasting impact on reading fluency, comprehension, confidence, and access to the wider curriculum throughout Key Stage 1 and into Key Stage 2. Despite high-quality phonics teaching delivered by fully trained staff, disadvantaged pupils remain overrepresented among those requiring additional support to meet age-related expectations.<br>At Oakdene Primary Academy, we prioritise early identification, targeted intervention, and a relentless focus on reading. Through high-quality teaching, timely support, effective assessment and continued investment in phonics, language development, and reading fluency, we aim to ensure that all pupils become confident, fluent readers.<br>Addressing this disparity is essential to our vision of Growing Through Excellence, ensuring that disadvantaged pupils can fully access the curriculum, achieve well academically and develop the literacy skills needed for lifelong learning and future success |
| 5 | Challenge 5: Attendance and Persistent Absence<br>Over the last three academic years, attendance data has shown that attendance rates for some disadvantaged pupils, including those with SEND, have been lower than those of their non-disadvantaged peers. In addition, disadvantaged pupils are disproportionately represented among those meeting the threshold for persistent absence.<br>Our analysis of school attendance, assessment information and pupil progress data indicates that lower attendance is negatively affecting the attainment, progress, and engagement of some disadvantaged pupils. Lost learning time reduces opportunities to develop essential knowledge, skills, and social relationships, making it more difficult for pupils to access the full curriculum and achieve their potential.<br>At Oakdene Primary Academy, we recognise that attendance is a key driver of educational success. We therefore prioritise early identification of attendance concerns, strong partnerships with families and targeted support for pupils facing barriers to regular attendance. Through robust monitoring, pastoral support, and a culture of high expectations, we aim to improve attendance rates and reduce persistent absence among disadvantaged pupils.<br>Improving attendance is central to our vision of Growing Through Excellence, ensuring that all pupils are present, engaged, and able to benefit fully from the rich educational opportunities available to them |
| 6 | Challenge 6: Social, Emotional and Mental Health (SEMH) and Personal, Social and Emotional Development (PSED) |

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| | Since the disruption caused by the pandemic, school assessments, pastoral records, and staff observations have identified an increasing number of disadvantaged pupils presenting with social, emotional, and behavioural needs. A number of pupils have experienced challenges in developing self-regulation, resilience, and social interaction skills, which can affect their readiness to learn and engagement in school life.<br>This is particularly evident among pupils in Reception through to Year 4, many of whom experienced disruption to early education, reduced opportunities for socialisation and limited exposure to established routines during key stages of their development. As a result, some pupils demonstrate lower levels of confidence, self-esteem, and independence, alongside difficulties maintaining attention, managing emotions, forming positive relationships, and sustaining friendships.<br>These barriers can have a significant impact on pupils' academic progress, attendance, behaviour, and overall wellbeing. At Oakdene Primary Academy, we recognise that positive mental health and emotional wellbeing are fundamental to successful learning. We therefore prioritise the development of self-regulation, emotional literacy, resilience and social skills through high-quality pastoral support, targeted interventions, and a nurturing school culture.<br>Through our inclusive approach and commitment to Growing Through Excellence, we aim to ensure that disadvantaged pupils develop the confidence, emotional security and readiness for learning needed to access the curriculum successfully, build positive relationships and thrive both in school and beyond. |
| 7a | Challenge 7: Personal Development, Cultural Capital, and Enrichment<br>Observations, pupil voice, and participation data indicate that some disadvantaged pupils have had fewer opportunities to access wider learning experiences, enrichment activities, and cultural opportunities than their peers. This can limit the development of cultural capital, confidence, aspirations and the broader knowledge and experiences that support success in school and later life.<br>The disruption caused by the pandemic further reduced opportunities for many pupils to engage in educational visits, extracurricular activities, community experiences, and social development opportunities. As a result, some disadvantaged pupils have lower levels of confidence, curiosity, and ambition, and are less likely to access experiences that broaden horizons and support personal development.<br>At Oakdene Primary Academy, we believe that every child deserves access to a rich and varied education that extends beyond the classroom. We are committed to ensuring that disadvantaged pupils can fully participate in trips, clubs, sporting events, arts experiences, outdoor learning, and wider curriculum opportunities. Through these experiences, pupils develop resilience, independence, leadership skills, social awareness, and a greater understanding of the world around them.<br>We will continue to strengthen our enrichment offer and remove barriers to participation so that all pupils can benefit from the experiences that help raise aspirations and support future success. The impact of this work will be evaluated through pupil voice, participation rates, attendance, engagement, and personal development outcomes.<br>This work supports our vision of Growing Through Excellence, ensuring that every child, regardless of background, develops the knowledge, experiences, confidence, and aspirations needed to thrive both in school and beyond. |
| 7b | Challenge 8: Parental Engagement, Aspirations and Cultural Capital<br>School observations, engagement records, and pupil outcomes indicate that parental engagement with education can be a barrier for some disadvantaged pupils. Where engagement is lower, pupils may have reduced support with learning at home, lower educational aspirations, and fewer opportunities to reinforce and extend learning beyond the classroom.<br>At Oakdene Primary Academy, we recognise the vital role that parents and carers play in shaping children's attitudes towards learning, achievement, and future aspirations. While we place great importance on promoting children's wellbeing and emotional development, we also recognise the need to maintain high expectations for academic achievement and future success. Strengthening parental understanding of the impact of attendance, reading, learning habits and aspiration is therefore a key priority.<br>In addition, some disadvantaged pupils have fewer opportunities to access experiences that contribute to cultural capital and broaden their understanding of the world beyond their immediate community. Limited exposure to enrichment activities, educational visits, the arts, and wider life experiences can affect confidence, ambition and readiness for future education and employment pathways. |

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| | To address these challenges, we are committed to strengthening home-school partnerships, improving communication with families, increasing parental engagement in learning, and raising aspirations for all pupils. We will continue to provide targeted support for families, work collaboratively with external agencies where appropriate and ensure disadvantaged pupils can access a wide range of enrichment opportunities that develop confidence, resilience, and cultural awareness.<br>Through our vision of Growing Through Excellence, we aim to create a culture of high expectations, ambition, and opportunity, ensuring that every child, regardless of background, is equipped with the knowledge, experiences and support needed to thrive both academically and personally. |

## 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 |
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| Improve attainment and progress for disadvantaged pupils across the curriculum by developing effective metacognitive strategies and self-regulated learning behaviours.<br>Pupils will be equipped with the knowledge, skills and confidence to plan, monitor and evaluate their own learning, enabling them to access the curriculum successfully and achieve highly.<br>A particular focus will be placed on:<br>Reading across the curriculum, including fluency, vocabulary, and comprehension.<br>Metacognition and self-regulation, enabling pupils to become reflective and independent learners.<br>High-quality questioning to deepen understanding and promote critical thinking.<br>Effective feedback that supports pupils to identify next steps and improve their learning | Standardised assessments demonstrate improved attainment and progress for disadvantaged pupils in reading, writing and mathematics, with outcomes continuing to strengthen across the school by 2027.<br>The attainment gap between disadvantaged pupils and their non-disadvantaged peers diminishes across year groups and key stages.<br>Evidence from pupil progress meetings, book reviews, learning walks, and formative assessment demonstrates that pupils are successfully applying prior learning and making connections between new and existing knowledge, supporting long-term memory development.<br>Curriculum planning across all subjects systematically incorporates retrieval practice, review activities, and assessment opportunities to identify and address misconceptions and gaps in learning.<br>Teaching staff consistently use effective questioning, assessment for learning and high-quality feedback to identify next steps, address misconceptions and accelerate pupil progress.<br>Targeted interventions, including reading fluency, precision teaching and mastering number approaches, are carefully matched to identified needs and demonstrate measurable impact on pupils' knowledge, skills, and confidence.<br>Disadvantaged pupils demonstrate increased independence, resilience, and metacognitive skills, enabling them to plan, monitor and evaluate their own learning more effectively.<br>An increasing proportion of disadvantaged pupils achieve age-related expectations and higher standards, ensuring they are fully equipped to access the wider curriculum and achieve their potential. |
| Improve end of Key Stage 2 outcomes for disadvantaged pupils, ensuring they are academically, socially, and | End of Key Stage 2 assessment outcomes for disadvantaged pupils improve in reading, writing, and mathematics. |

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| emotionally prepared for a successful transition to secondary education.<br>Through high-quality teaching, targeted intervention and effective use of assessment, disadvantaged pupils will achieve highly in reading, writing and mathematics and leave Oakdene equipped with the knowledge, skills and confidence needed for the next stage of their education | An increasing proportion of disadvantaged pupils achieve the expected standard and higher standard at Key Stage 2.<br>The attainment gap between disadvantaged and non-disadvantaged pupils at the end of Key Stage 2 diminishes.<br>Standardised assessments, teacher assessment, and pupil progress data demonstrate accelerated progress from pupils' starting points.<br>Targeted intervention programmes effectively address identified gaps in knowledge and skills, particularly in reading, writing, and mathematics.<br>Pupils demonstrate increased confidence, independence, resilience, and readiness for the academic demands of secondary school.<br>Transition information from receiving secondary schools indicates that pupils are well prepared for the next stage of their education and able to access the Key Stage 3 curriculum successfully. |
| Improve the quality of teaching and learning in early phonics, reading and reading fluency so that disadvantaged pupils develop strong foundations in literacy and become confident, fluent, and enthusiastic readers.<br>Through the delivery of a high-quality, systematic synthetic phonics programme, targeted intervention and a whole-school focus on reading, pupils will rapidly acquire the knowledge and skills needed to decode, read accurately, develop fluency, and access the wider curriculum. | Phonics outcomes for all pupils, including disadvantaged pupils, are at least in line with national averages, with an increasing proportion achieving the expected standard in the Year 1 Phonics Screening Check.<br>The attainment gap between disadvantaged pupils and their peers in phonics and early reading diminishes over time, with outcomes continuing to improve year on year.<br>Standardised reading assessments demonstrate strong progress in phonics, decoding, fluency and comprehension across Reception, Key Stage 1, and Key Stage 2.<br>Phonics teaching is delivered through well-organised, responsive groupings that are regularly reviewed using robust assessment information to ensure teaching closely matches pupils' needs.<br>All staff are fully trained in the Read Write Inc. programme and receive ongoing coaching, quality assurance, and targeted professional development to ensure consistent and effective delivery.<br>Regular phonics assessments are used throughout the academic year to identify gaps promptly, inform teaching and measure pupil progress against age-related expectations.<br>Read Write Inc. consultant reviews evidence strong programme fidelity, continuous improvement and consistently good or better teaching across the school.<br>Pupils who do not meet the national threshold demonstrate clear progress from their starting points, with assessment evidence showing improvements in decoding, accuracy, and reading confidence.<br>Specialist phonics provision continues for pupils who require ongoing support beyond the Phonics Screening Check, ensuring that no child is left behind in developing early reading skills.<br>Effective fluency interventions support pupils in bridging the gap between decoding and comprehension, enabling them to read with greater accuracy, automaticity, expression and understanding.<br>Reading fluency, vocabulary and comprehension improve across the curriculum, allowing disadvantaged pupils to access learning more successfully in all subjects.<br>Pupil voice, assessment outcomes, and classroom evidence demonstrate that pupils develop confidence, enjoyment, and engagement in reading. |
| Improve attendance and punctuality for all pupils, with a particular focus on disadvantaged pupils, pupils with SEND and those with a history of poor attendance. By removing barriers to attendance and providing timely support, pupils will attend school regularly, engage fully in learning and achieve improved educational outcomes | Attendance data demonstrates that the gap between disadvantaged pupils and their non-disadvantaged peers continues to narrow and moves closer to national figures, enabling pupils to access the full curriculum and maximise their learning opportunities.<br>Overall attendance for disadvantaged pupils, pupils with SEND and other vulnerable groups is at least good and shows sustained improvement over time.<br>The proportion of pupils who are persistently absent is below 10%, with the attendance rate of disadvantaged pupils being no more than 2 percentage points below that of their peers.<br>Attendance and punctuality data demonstrate year-on-year improvements for identified vulnerable groups and individuals.<br>Robust systems for monitoring attendance enable early identification of concerns, ensuring timely intervention and support.<br>Attendance action plans demonstrate clear, measurable impact, with individual pupils showing sustained improvements in attendance following targeted intervention.<br>Effective support structures, including Education Welfare Officer (EWO) involvement, pastoral support, family engagement, and multi-agency working, successfully remove barriers to attendance for vulnerable pupils. |

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| | Improved attendance leads to stronger engagement, progress and attainment, evidenced through pupil progress data, assessment outcomes, and wider school performance measures.<br>Parents and carers demonstrate an increased understanding of the importance of regular attendance and punctuality in supporting educational success and future life chances.<br>Attendance remains a whole-school priority, underpinned by high expectations, strong relationships, and a culture where every day in school matters. |
| Improve engagement, readiness for learning and emotional wellbeing for disadvantaged pupils and those experiencing social, emotional, and mental health (SEMH) difficulties, ensuring that barriers to learning are identified early and effectively addressed.<br>Through a whole-school approach to personal, social, and emotional development, pupils will develop the self-regulation, resilience, confidence, and social skills needed to engage successfully in learning and achieve their potential. | Pupils demonstrate improved engagement, readiness for learning and emotional wellbeing, evidenced through pupil voice, pastoral records, classroom observations, and participation in school life.<br>PATHS assessment data demonstrates a positive shift in pupils' social and emotional development, including improvements in self-regulation, emotional literacy, resilience, and relationship skills.<br>Pupils are increasingly able to recognise, manage and regulate their emotions independently, applying strategies learned through the PATHS programme to support their own wellbeing and learning.<br>Behaviour, wellbeing, and safeguarding records, including CPOMS data, show a reduction in incidents linked to emotional regulation, wellbeing concerns, and barriers to learning.<br>Social, emotional, and mental health needs are identified early through robust assessment and monitoring systems, enabling timely and effective intervention.<br>Targeted pastoral support and intervention programmes successfully reduce barriers to learning for disadvantaged and vulnerable pupils.<br>Appropriate external agency support is accessed promptly where required, ensuring pupils and families receive specialist support that contributes to improved outcomes.<br>Classroom environments consistently promote positive mental health, inclusion and belonging, enabling pupils to feel safe, supported, and ready to learn.<br>Staff confidently identify and respond to SEMH needs through high-quality classroom practice, targeted intervention and effective partnership working with families.<br>Improved emotional wellbeing contributes to better attendance, behaviour, engagement and academic progress for disadvantaged pupils and other vulnerable groups. |
| Increase access to enrichment, cultural, sporting and leadership opportunities for disadvantaged pupils, ensuring they develop the knowledge, skills, confidence, and aspirations needed to succeed both in school and in later life.<br>Through a broad and ambitious curriculum, enhanced personal development opportunities and targeted support, disadvantaged pupils will participate fully in the wider life of the school, develop positive attitudes towards health and wellbeing, and gain the cultural capital necessary to thrive in modern Britain. | Disadvantaged pupils participate fully in a wide range of cultural, sporting, educational and enrichment experiences beyond the classroom.<br>Participation rates for disadvantaged pupils in clubs, educational visits, residentials, competitions, performances and leadership opportunities increase year on year.<br>Pupil voice demonstrates increased confidence, ambition and aspiration for future education, training, and career opportunities.<br>Pupils demonstrate a greater understanding of the world beyond their immediate experiences through exposure to cultural, creative, and community-based activities.<br>Participation in sporting activities continues to increase, supporting positive attitudes towards physical activity, healthy lifestyles, and personal wellbeing.<br>PE and Sport Premium funding is strategically aligned with the Pupil Premium Strategy to ensure disadvantaged pupils can access an enhanced range of sporting opportunities and experiences.<br>Disadvantaged pupils report improved levels of wellbeing, belonging and engagement in school life through pupil surveys, pastoral records, and pupil voice activities.<br>Personal Development outcomes demonstrate that pupils are developing resilience, leadership skills, confidence, and positive learning behaviours.<br>Vulnerable pupils are provided with targeted opportunities and support to overcome barriers to participation and access the full breadth of opportunities available at Oakdene.<br>The impact of the pandemic on pupils' wider experiences, aspirations and wellbeing continues to be addressed through a strong focus on mental health, enrichment, and personal development.<br>Attendance, engagement, and attainment improve as pupils become more connected to school life and motivated to achieve their potential.<br>All pupils, regardless of background, are supported to embody Oakdene's vision of Growing Through Excellence, leaving school with the cultural capital, aspirations and life experiences needed for future success. |

## 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: £20,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| We will continue to refine and develop our curriculum, with an increasing emphasis on metacognition, effective feedback, and self-regulation. Through high-quality teaching, pupils will be explicitly taught how to plan, monitor and evaluate their learning, enabling them to become more independent, resilient, and successful learners.<br>A strong focus on retrieval practice, questioning, feedback, and the purposeful activation of prior learning will support pupils in making connections between new and existing knowledge, strengthening long-term memory, and improving curriculum access.<br>Staff will receive ongoing professional development to ensure a consistent whole-school approach to metacognition and self-regulated learning. These evidence-informed strategies will be embedded across all subjects and year groups, with a particular focus on improving outcomes for disadvantaged pupils and diminishing the attainment gap.<br>The impact of this work will be evaluated through standardised assessment outcomes, pupil progress data, book reviews, lesson observations, and pupil voice, demonstrating improved attainment, engagement, and learner independence over time. | **1. Metacognition and Self-Regulation**<br>EEF Impact: +7 months<br>• Plan their learning<br>• Monitor their understanding<br>• Evaluate their success<br>• Reflect on their next steps<br><br>**2. Feedback**<br>EEF Impact: +6 months<br>• Effective feedback<br>• Identifying misconceptions<br>• Next-step learning<br>• Responsive teaching<br><br>**3. Reading Comprehension Strategies**<br>EEF Impact: +6 months<br>• Reading across the curriculum<br>• Vocabulary development<br>• Retrieval<br>• Understanding texts<br>• Curriculum access<br><br>**4. Oral Language Intervention**s<br>EEF Impact: +6 months<br>The focus on:<br>• questioning<br>• discussion<br>• vocabulary<br>• thinking aloud strategies | 1, 2, 3, 5. |
| Training on how to use PASS (Wellbeing) Year 1 – 6; Boxall Profile, NELI and Sandwell Maths | EEF Research into effectively training staff who will administer targeted interventions. | 1,2,3,4,5 |
| Provide access to Drawing Club sessions for pupils in EYFS and Year 1 to develop vocabulary, communication and language skills, storytelling, comprehension, creativity, and early writing. Through high-quality texts, discussion and imaginative activities, pupils will be supported to strengthen their oral language and literacy skills, particularly those from disadvantaged backgrounds. | This activity aligns with the EEF's recommendations on Communication and Language and Early Literacy, which highlight the importance of rich language experiences, high-quality interactions, and vocabulary development in improving long-term educational outcomes. It also supports the development of early writing and reading readiness. | 1,2,3,4, |

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| Utilise the Emile platform to deliver targeted small-group and individual interventions in spelling and mathematics for pupils identified as requiring additional support. The programme will provide personalised practice, immediate feedback, and frequent retrieval opportunities, helping pupils to secure key knowledge, address gaps in learning and improve confidence and attainment. | This activity aligns with the EEF's guidance on Digital Technology, Mastery Learning and Retrieval Practice, supporting pupils through targeted, structured practice that complements high-quality classroom teaching. Technology is used to enhance feedback, engagement, and curriculum access rather than replace effective teaching. | 1,2,3, |
| Provide access to Times Tables Rock Stars (TTRS) and NumBots to support the development of number fluency, recall of number facts and multiplication knowledge. Pupils will engage in regular, targeted practice both in school and at home, enabling them to develop automaticity in key mathematical skills and build strong foundations for future mathematical learning. | This activity aligns with the EEF's guidance on Mastery Learning, Retrieval Practice, and the effective use of Digital Technology to support learning. Frequent practice and rapid recall of core mathematical facts help improve mathematical fluency and enable pupils to access more complex mathematical concepts successfully. | 1,2,3 |
| Implement the Fluency Factory programme to provide targeted support in reading and mathematics, enabling pupils to practise and secure essential knowledge, skills, and recall. Through regular, structured fluency sessions, pupils will develop automaticity, confidence, and accuracy in key curriculum areas, helping them to access age-related learning more successfully. | This activity aligns with the EEF's recommendations around retrieval practice, mastery learning, and targeted academic support, helping pupils secure foundational knowledge through regular rehearsal and application. Consistent fluency practice supports disadvantaged pupils in closing learning gaps and developing greater independence. | 1,2,3,4 |
| Provide access to Spelling Shed to support the teaching and learning of spelling across the school. Pupils will engage in regular, structured practice linked to the school's spelling curriculum, enabling them to develop spelling accuracy, recall of spelling patterns and confidence in applying spelling knowledge within their writing. | This activity aligns with the EEF's guidance on Improving Literacy in Key Stage 1 and Key Stage 2, supporting the development of spelling, vocabulary and writing through regular practice, retrieval, and targeted intervention alongside high-quality classroom teaching. | 1,2,3,4 |
| Provide bespoke training, mentoring, and coaching in Read Write Inc., delivered through both external consultants and internal literacy leaders. This will ensure the consistent and effective implementation of the phonics and early reading programme, strengthen staff expertise, enhance classroom practice, | This activity aligns with the EEF's guidance that **high-quality teaching and effective professional development** are among the most effective approaches for improving pupil outcomes. Investing in staff expertise ensures that phonics instruction is delivered consistently and effectively, leading to stronger reading attainment. It also | 1,2,3 |

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| and improve outcomes for pupils, particularly those who are disadvantaged or at risk of falling behind in reading. | supports the recommendations within the EEF's *Improving Literacy in Key Stage 1* guidance<br>Phonics \| EEF (educationendowmentfoundation.org.uk) | |
| Provide targeted professional development through the NCETM Mastering Number programme and support from the Maths Hub to strengthen teachers' mathematical subject knowledge, pedagogical expertise and understanding of how children develop early number sense. Staff will receive training, coaching and collaborative development opportunities to enhance mathematics teaching and ensure pupils secure strong foundations in number and calculation. | This activity aligns with the EEF's guidance that high-quality teaching has the greatest impact on pupil outcomes. Investing in subject-specific professional development improves teacher expertise, leading to stronger classroom practice and improved attainment in mathematics. It also supports the EEF recommendations relating to mastery approaches and developing fluency in foundational mathematical knowledge | 1,2,3 |
| Develop and strengthen the teaching of reading across the school through a structured approach to reading fluency, comprehension and reading for pleasure. This will include the continued development of assessment systems, targeted professional development for staff, implementation of Reading Plus, enhancement of reading resources and texts, and dedicated curriculum time for reading. Reading Leads will support the monitoring and promotion of reading, ensuring a consistent, evidence-informed approach that improves fluency, comprehension, and engagement, particularly for disadvantaged pupils. | EEF evidence suggests that Reading Comprehension Strategies can deliver an average of +6 months additional progress. Developing reading fluency, comprehension and reading for pleasure supports attainment across the curriculum, enhances vocabulary, and increases the likelihood of pupils becoming lifelong readers and successful learners.<br><br>EEF evidence suggests that Reading Comprehension Strategies can deliver +6 months' additional progress. Effective leadership, monitoring, and implementation help ensure consistent teaching of reading fluency and comprehension, while promoting reading for pleasure. This is particularly beneficial for disadvantaged pupils, helping to improve attainment and engagement in reading across the curriculum | 1,2,3,4 |
| Implement standardised diagnostic assessments, supported by staff training, CPD, resources and dedicated assessment time, to accurately identify barriers to learning, target intervention and improve outcomes for disadvantaged pupils | The EEF recommends the use of high-quality assessment to identify need early, inform teaching and target support effectively. Standardised diagnostic assessments provide reliable information that supports early intervention, responsive teaching, and precise deployment of resources, helping to improve outcomes for disadvantaged pupils | 1,2 |
| Deliver high-quality phonics and early reading provision through Read Write Inc., supported by regular assessment, targeted intervention, staff training, and ongoing quality assurance to improve | EEF evidence indicates that phonics approaches can deliver an average of +5 months' additional progress. High-quality systematic phonics teaching, supported by | 1,2,3,4 |

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| outcomes for disadvantaged pupils and ensure all children become confident, fluent readers. | robust assessment, targeted intervention and ongoing staff development, helps pupils develop secure decoding skills, reading fluency and comprehension, particularly those who are disadvantaged. | |
| Strengthen pupils' foundational skills in reading, language and mathematics through robust assessment, targeted intervention, staff CPD and high-quality classroom practice, ensuring disadvantaged pupils can successfully access the wider curriculum and achieve strong outcomes. | EEF evidence demonstrates that high-quality teaching, effective feedback (+6 months), metacognition and self-regulation (+7 months) and targeted academic support have a significant impact on pupil outcomes. Robust assessment and timely intervention help identify and address gaps in foundational reading, language, and mathematical skills, enabling disadvantaged pupils to access the wider curriculum and achieve strong outcomes. | 1, 2,3,4 |

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

Budgeted cost: £24000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| Invest in staff retention and the appointment of skilled teaching and support staff to ensure the consistent delivery of high-quality teaching, targeted interventions, and pastoral support. Maintaining a stable and experienced workforce will enable the school to provide effective academic and wellbeing programmes, respond swiftly to identified needs and secure improved outcomes for disadvantaged pupils. | EEF research on ensuring effective training for Learning Assistants who will administer targeted interventions.<br>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions<br>This activity is underpinned by the EEF's finding that high-quality teaching is the most important in-school factor influencing pupil outcomes. A stable, well-trained workforce supports effective implementation of evidence-informed interventions and ensures consistency for pupils who may be vulnerable to disruption | 1, 2, 3, 5 |
| National Standardised tests to be administered from Year 2 – Year 6 | Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: EEF research<br>EEF Impact of Standardised tests | 1, 2, 3. |

| | | |
|---|---|---|
| Implement structured reading fluency sessions for pupils, providing targeted support to improve accuracy, automaticity, prosody, and reading comprehension. Pupils will engage in repeated reading, modelled reading, and guided fluency practice to develop confidence, stamina and understanding when reading increasingly complex texts. | Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: EEF research<br>EEF Impact of Standardised tests | 1, 2. |
| Deploy Teaching Assistant hours to deliver high-quality small-group and targeted one-to-one interventions in reading and mathematics across the school. Support will be carefully matched to identified pupil needs through assessment and progress monitoring, enabling pupils to address gaps in learning, build confidence and make accelerated progress towards age-related expectations. | This activity aligns with the EEF's guidance on Teaching Assistant Interventions, which highlights that well-trained Teaching Assistants delivering structured, targeted interventions can have a positive impact on pupil progress. Support will complement high-quality classroom teaching and be regularly evaluated for effectiveness. | 1, 2, 3 |
| Fund an additional Learning Assistant to increase capacity across the school, enabling the HLTA to be released from routine classroom support to provide staff training, coaching and the coordination of targeted interventions. The Learning Assistant will also deliver one-to-one and small-group support for pupils requiring additional academic, pastoral or SEND support | This activity supports the EEF's recommendation that schools maximise the impact of Teaching Assistants through structured interventions, targeted support, and effective professional development. It also strengthens the school's capacity to deliver high-quality teaching and evidence-informed intervention programmes. | 1, 2, 3, 4, 5, |
| Fund a dedicated Pastoral Learning Mentor to provide targeted support for disadvantaged, vulnerable, and at-risk pupils. The role will focus on improving attendance, wellbeing, behaviour, emotional regulation, and engagement with learning through individual mentoring, small-group support, family liaison, and early intervention. The Pastoral Learning Mentor will work closely with pupils, families, and external agencies to address barriers to learning and ensure pupils are ready to achieve and thrive. | This activity aligns with EEF guidance on Social and Emotional Learning (SEL) and Behaviour Interventions, which highlight the positive impact of developing pupils' social, emotional, and self-regulation skills alongside targeted pastoral support. Such approaches can improve engagement, relationships, wellbeing, and academic outcomes. | 6 |

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

Budgeted cost: £8000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| Funding will support visits to galleries, museums, and religious buildings, enabling disadvantaged pupils to access enriching experiences that enhance curriculum knowledge, develop cultural awareness, and promote engagement with learning. | EEF research on importance of experiential learning. https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment<br>This action is informed by the Education Endowment Foundation (EEF) Teaching and Learning Toolkit, which identifies Arts Participation as having a positive impact on academic outcomes, with an average of +3 months' additional progress. Arts and cultural experiences can improve engagement, communication skills, and wider educational outcomes, particularly when linked meaningfully to curriculum learning | 6, 7 |
| Deliver a programme of whole-school professional development focused on adaptive teaching, SEND provision and trauma-informed approaches to strengthen inclusive classroom practice. Training will equip staff with the knowledge and strategies to identify and remove barriers to learning, respond effectively to individual needs, promote emotional regulation, and ensure all pupils, particularly disadvantaged and vulnerable learners, can access and succeed within the curriculum | This activity aligns with the EEF's guidance on Special Educational Needs in Mainstream Schools, which highlights the importance of high-quality teaching, effective adaptation, and targeted professional development for staff. Evidence suggests that improving classroom teaching has the greatest potential impact on disadvantaged pupils. | 1,2, 3. 4,6 |
| Strengthen and expand the school's Social, Emotional and Mental Health (SEMH) provision through targeted interventions, nurture approaches, emotional regulation programmes, pastoral support, and staff training. This will ensure pupils experiencing emotional, behavioural, or mental health difficulties receive timely support to improve wellbeing, engagement, attendance, and readiness to learn. | This activity aligns with the EEF's guidance on Improving Social and Emotional Learning in Primary Schools, which highlights that effective social and emotional learning approaches can lead to an average of +4 months' additional progress, while also improving behaviour, relationships, and emotional wellbeing. It also supports recommendations within the EEF's SEND in Mainstream Schools guidance regarding the removal of barriers to learning through inclusive and targeted support. | 6 |
| Reintroduce the World of Work programme for pupils in Years 4, 5 and 6 to raise | Research shows that high aspirations lead to higher outcomes at school: 'complete alignment between high aspirations, high expectations and high achievement is | 7 |

| | | |
|---|---|---|
| aspirations, broaden understanding of future careers and develop employability skills. Through employer encounters, workplace visits, visitors, enterprise activities and curriculum-linked career learning, pupils will gain insight into a wide range of professions and pathways, helping them make meaningful connections between education and future opportunities. | the most important predictor of future educational behaviour among students.<br>https://bera-journals.onlinelibrary.wiley.com/doi/10.1002/berj.3171 | |
| Provide disadvantaged pupils with access to a wide range of extracurricular and out-of-school sporting activities through subsidised club memberships, participation fees, transport, and specialist coaching. This will ensure that financial barriers do not prevent pupils from engaging in regular physical activity, developing sporting skills, and benefiting from the social, emotional and health advantages of participation. | This activity aligns with the EEF's Physical Activity guidance, which identifies a positive impact on academic outcomes alongside improvements in physical health, wellbeing, behaviour, and engagement in learning. | 7 |
| Provide access to an Educational Welfare Officer to work proactively with pupils and families experiencing attendance, punctuality, and engagement challenges. The EWO will offer advice, guidance, and targeted support to remove barriers to school attendance, strengthen home-school partnerships and ensure pupils receive the help they need to engage successfully with education. | Education data lab research (October 2020) found a relationship between absence rates and disadvantage rates. Within the North-West of England, there is a very strong relationship between school attendance and disadvantage, with school attendance lower in LAs with higher disadvantage.<br><br>This activity aligns with EEF guidance highlighting the importance of improving attendance, parental engagement, and targeted support for disadvantaged pupils. Evidence shows that reducing persistent absence can have a significant impact on educational outcomes, wellbeing, and long-term life chances. | 5 |

**Total budgeted cost: £52,000**

## 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 2021 to 2022 academic year.

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| The attainment and progress of disadvantaged pupils remains below that of non-disadvantaged pupils.<br>Standardised assessments (NFER) have been used to identify gaps in learning and gap analysis has been acted upon.<br>Additional teaching assistants have been deployed to ensure timely interventions are implemented.<br>The NTP programme helped some of our PP children to access age-related curriculum work by adding extra support linked to our Maths and English lessons.<br>Reading Plus has helped identify and improve discrepancies between reading speed and comprehension levels in upper key stage 2, as well as being useful in target setting.<br>Pastoral lead has worked with PP children to ensure positive mental health and well-being for these children. Some children have needed extensive support. Pupil voice concurs that support has been positive. |

### Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

| **Programme** | **Provider** |
|---|---|
| Read Write Inc | OUP |
| Literacy Tree | OUP |
| Dreambox reading Plus | Daisy Education |

### Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

| **Measure** | **Details** |
|---|---|
| How did you spend your service pupil premium allocation last academic year? | Allocated service Premium funding. Additional support provided in English and Maths interventions as well as a robust pastoral programme in place. |

| | |
|---|---|
| What was the impact of that spending on service pupil premium eligible pupils? | Access to school with smoother transitions. Progress noted. |

## Further information (optional)

Extensive research has been undertaken on the impact of Covid 19 on children and the school e.g.: Eppi Centre https://eppi.ioe.ac.uk/cms/Default.aspx?tabid=3837

We have carefully considered these findings alongside our own self-evaluation at Oakdene and have adapted our curriculum accordingly to ensure it best meets the needs of our pupils.

We have prioritised the provision of high-quality, in-house wider curriculum experiences to enrich learning and broaden opportunities for all children. As we move into a more settled period, we look forward to further enhancing these experiences through an expanded range of enrichment opportunities.

Our Pupil Premium strategy is fully aligned with all aspects of school improvement planning, including the Self-Evaluation Form (SEF), School Development Plan (SDP), staff professional development (CPD) and SEND provision. We are continuing to invest in training and support for all staff to strengthen provision, improve outcomes and ensure that disadvantaged pupils receive the highest quality education and support.