

Pupil Premium Strategy Statement

The Oaks Primary School Pupil Premium Strategy 2025-2026

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	The Oaks Primary School
Number of pupils in school	248 pupils (YR – 6)
Proportion (%) of pupil premium eligible pupils	84.3% (209 pupils)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024 – 2027 (Year 2 2025-2026)
Date this statement was published	1/12/2025
Date on which it will be reviewed	30/9/2026
Statement authorised by	Katie Baggley
Pupil premium lead	Zoe Mitchinson
Governor / Trustee lead	David Peters

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£316,765
Funding for children who are looked after by the Local Authority	£7,200
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£323,965

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Cohort Context

Characteristic	Number in group	Percentage of group
Boys	121	48.8%
Girls	127	51.2%
SEND support	87	29.8%
EHC plan	2	0.01%
EAL	94	37.9%
LAC	4	1.6%

Year group	Number in group	Percentage of group
Reception	31	13%
Y1	23	9%
Y2	36	15%
Y3	28	11%
Y4	35	14%
Y5	53	21%
Y6	42	17%

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Part A: Pupil premium strategy plan

Statement of intent

Our intention at The Oaks Primary School is to ensure that all pupils, irrespective of their background or the challenges they face, achieve the very best they can, making consistently good progress and achieving well in all subjects. The pupil premium strategy identifies how we will use the funding to support our disadvantaged pupils to succeed and identifying the reasons for the provisions chosen.

It is imperative that:

- We raise the achievement of all pupils in receipt of the PPG
- The progress of pupil premium children is at least as good, from their different starting points, compared with non-pupil premium children nationally
- The funding targets the different groups of children within school to raise attainment and diminish the difference between them and their non-disadvantaged peers
- The focus is on all pupil premium children achieving their highest possible standard, including those who are higher attainers
- We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers, and support their needs
- We make a significant impact on the education and lives of pupils
- There is well-targeted support to improve attendance, behaviour or links with families where there are barriers to a pupil's learning

Quality first teaching, targeted interventions and a broad, rich curriculum are key to us supporting children to achieve their potential and close the disadvantage attainment gap. Our excellent pastoral support and high expectations of behaviour and values will enable pupils to have their needs met and allow the children to be ready to engage in their learning. Our approaches are adaptable, with staff responding to challenges as they arise, continually assessing and monitoring provisions to ensure that they are having an impact on raising attainment and diminishing the difference.

At The Oaks, all children will be given the opportunity to achieve their potential, and through one-to-one support, small group work and high-quality class teaching, we aim to improve outcomes and ensure that they have a good education to increase their life chances.

Challenges

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

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Challenge number	Detail of challenge
1	Attainment on entry in the EYFS is well below national expectations
2	Poor language and communication skills of pupils
3	Writing attainment of disadvantaged pupils is significantly lower than their peers
4	Safeguarding and emotional barriers to learning
5	Poor emotional and social skills on entry to school, impacting on behaviour
6	Attendance and punctuality, impacted by high mobility
7	Social mobility due to a regeneration in the locality
8	International new arrivals to school with little or no English

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 oral language skills and vocabulary among disadvantaged pupils in the EYFS.	The oral language skills improve for all children, particularly those eligible for pupil premium. This will be measured through the WELLCOMM programme, the use of Word Aware in lessons, the language used in their writing and the outcomes of formative and summative assessments.
Improved phonics for all children to support their early reading, particularly disadvantaged pupils.	At least 90% of all pupils in Year 1 and 85% of disadvantaged pupils pass the phonics screening check and use phonics successfully in reading. At least 95% of pupils in Year 2 and 90% of disadvantaged pupils meet the expected standard by the end of Year 2.
Improved reading attainment among disadvantaged pupils.	By the end of KS2, PP children are broadly in line with non-PP children and are working at or exceeding age-related expectations. The progress of PP children from their starting points are in line with national expectations and KS2 reading outcomes in 2025/2026 show more than 70% of disadvantaged pupils meet the expected standard.

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<p>Improved writing attainment for disadvantaged pupils at the end of KS2.</p>	<p>By the end of KS2, PP children are broadly in line with non-PP children and are working at age related expectations. The progress of PP children from their starting points are in line with national expectations and KS2 writing outcomes in 2025/2026 show more than 70% of disadvantaged pupils meet the expected standard.</p>
<p>Address the gaps in phonics, reading, writing and maths.</p>	<p>The gaps in knowledge are continually being addressed and more pupils are working at age related expectations year on year.</p>
<p>The number of children working at greater depth for all standardised assessments improves, and we diminish the difference between disadvantaged pupils and non-disadvantaged pupils.</p>	<p>A year-on-year improvement of PP children exceeding national expectations in all subjects and assessments, and pupils eligible for PP identified as HA make the same progress as other non-pupil premium children.</p>
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing from 2025/26 are demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from pupil voice, parent surveys and teacher observations • a significant reduction in bullying • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance in 2025/26 demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 1%. • the percentage of all pupils who are persistently absent being below 15% and the figure among disadvantaged pupils being no more than 0.5% lower than their peers.
<p>Children on Child Protection and pastoral support plans make at least expected progress. Support to overcome any barriers to learning improve outcomes for these children.</p>	<p>Early identification and support reduces the negative impact on outcomes for pupil premium children receiving pastoral support and they make the same progress as their peers.</p>
<p>As the local area is under regeneration, many pupils, mainly disadvantaged, are</p>	<p>A smooth transition enabling them to make good progress from their starting points.</p>

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moving in and out of the area in a short space of time and many of these pupils are classed as vulnerable.	
The local housing environment has a high percentage of temporary housing allocated to international new arrivals with very little or no English.	Pupils are provided with an opportunity to learn English and become proficient in oracy in reading and writing.

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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: £117,233

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Curriculum delivery and CPD for leaders to support subject teaching across school.</p>	<p>Implement the curriculum developed by the Trust's subject leaders to improve pupil's knowledge and skills in all areas of the curriculum. Leaders will monitor planning, lessons and books to ensure that it is coherently planned, and they follow the sequenced content that engages the children and meets the expectations of the national curriculum. All staff will attend training that informs them of the intent of the curriculum and ensure they understand the rationales for what we are teaching and why.</p> <p>Nick Gibb spoke on the importance of a knowledge rich curriculum saying that 'The teaching of a broad and balanced academic curriculum is central to Levelling Up. It is central to pupil wellbeing. It is central to preparing pupils for the 21st century'. Embed the new EYFS curriculum to support the transition into Year 1, securely embedding the intent and implementation. EYFS staff to have a clear understanding of the EYFS curriculum and the national curriculum to understand why they are teaching what they are teaching.</p>	<p>1, 2, 4, 5, 8</p>
<p>Use of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Staff training and pupil progress meetings will ensure that there is a clear understanding of the next steps for all pupils and assessment is used to inform their teaching. Supporting staff to use the internal tracking system and its features is paramount to ensuring that teachers use assessment data effectively and that they understand how to analyse the tests to identify gaps in learning. The use of 'Wobbly Wallets' will provide specific gap or misconception interventions.</p>	<p>1, 2, 3, 8</p>

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	<p>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:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p> <p>Use the Reception Baseline to give an understanding of pupil’s starting points and reinforcing judgements of teacher assessments. Data to be analysed and used to improve pupil’s outcomes and close the gap with national averages.</p> <p>Moderation with other schools will also be used to ensure judgements are accurate and in line.</p>	
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p>	<p>Develop a wider understanding of language and vocabulary through the continued implementation of ‘Word Aware’ to support with the development of reading. Our speech & language therapist to deliver refresher training to the whole staff to ensure it is embedded across the school and throughout the curriculum.</p> <p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading. EEF also suggest that oral language interventions that explicitly aim to develop spoken vocabulary work best when they are related to current content being studied in school, and when they involve active and meaningful use of new vocabulary.</p>	<p>2, 8</p>
<p>Further embed the ‘Little Wandle’ phonics approach to secure stronger phonics teaching for all pupils.</p>	<p>Key findings about phonic approaches by the EEF found that ‘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’.</p> <p>The continuation of ‘Little Wandle’ in school will ensure the teaching of phonics is structured and staff will complete refresher training regularly and interventions will support those children who are falling behind.</p>	<p>1, 2, 4, 5, 8</p>

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<p>Enhancement of our writing teaching and curriculum planning in line with the Trust and EEF guidance.</p>	<p>EEF report that ‘access to high quality teaching is the most important lever schools have to improve outcomes for their pupils, and to ensure that when pupils are receiving support from a teaching assistant, this supplements teaching, and interventions are of a high quality’. The Trust’s development of the writing process is integral to supporting children and consists of clearly chosen writing stages with specific outcomes and pedagogy.</p>	<p>1, 2, 3, 8</p>
<p>Employ a specialist music teacher to support continuous and sustained professional development to build teacher’s knowledge, develop teaching techniques and embed practice.</p>	<p>EEF have identified that supporting high-quality teaching is pivotal in improving children’s outcomes. Specialist support in the teaching of whole class instrumental is a core requirement and employing a specialist teacher allows children the opportunity to learn a musical instrument whilst at school, as well as developing the teaching techniques of staff through instruction and modelling.</p>	<p>1, 2, 3, 8</p>

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

Budgeted cost: £100,007

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embed the ‘WELLCOMM’ programme to improve speech and language skills. Employ a speech and language therapist to train staff and work with identified children.</p>	<p>Speech & language therapists to support staff in delivering the WELLCOMM programme to all EYFS children and targeted pupils in KS1 & KS2, an intervention for improving communication, speech and language that will impact on the outcomes for all children, particularly those eligible for pupil premium.</p> <p>Oral language interventions can have a positive impact on pupils’ language skills. There is supported evidence on the EEF to suggest that pupils from socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school</p>	<p>1, 2, 8</p>

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	experience and learning later in their school lives. The use of WELLCOMM and nursery places for two-year olds will support improving the speech and language skills of children from their low starting points.	
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	1, 2, 4, 5, 8
Teaching assistants deployed to provide one-to-one or small group interventions and address gaps in learning and misconceptions.	Teaching assistants across school are to provide short sessions to support classroom learning and the catch-up programme. EEF research which focuses on teaching assistants who provide one-to-one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver.	1, 2, 3, 4, 5, 8

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

Budgeted cost: £106,725

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.	Train new staff in addressing behaviour using the relational and restorative approach and refreshing the ethos and behaviour policy through INSET sessions with all staff to ensure pupils behave consistently well. Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	5

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<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>It is vital that our children are able to use a range of emotional vocabulary and support themselves to express emotions. The use of the 'Zones of Regulation' is used as a whole school approach, as well as a targeted intervention for small groups or individuals.</p> <p>The 'Hamish & Milo' programme will specifically identify children with SEMH needs and those who are looked after, to address where they need support and interventions put in place.</p> <p>Whole staff training and consistent classroom displays support the children throughout school. EEF evidence of SEL state that 'Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school'.</p>	<p>5, 7</p>
<p>Employ a Learning Mentor to focus on the social, emotional and behavioural issues of individuals to enable them to be ready to learn.</p>	<p>Improving social and emotional learning is especially important for children from disadvantaged backgrounds and other vulnerable groups, who, on average, have weaker SEL skills at all ages than their better-off-class mates. Evidence from the EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year. The Learning Mentor will not support curriculum learning and will be adaptable to the needs of the children as issues arise. Targeted individuals and groups will also have planned activities to support their needs.</p>	<p>4, 5, 7</p>
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve training and release time for staff to develop and implement</p>	<p>Improving attendance and punctuality for all pupils, particularly the most disadvantaged, by providing a free Breakfast Club for all children. This will ensure that all children have an opportunity to eat a healthy breakfast to improve concentration, develop social skills through a range of activities</p>	<p>6</p>

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<p>new procedures and an attendance officer to improve attendance.</p>	<p>and encourage children to attend regularly and on time. The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	
<p>Broaden the children’s curricular opportunities and purchase resources to support and engage the children’s teaching and learning experiences.</p>	<p>The curriculum enhancement of trips, residential, visitors into school, music sessions and extra-curricular activities will be part-funded to ensure all of our children benefit from a broad and balanced curriculum that supports and engages the children’s learning opportunities.</p>	<p>4, 5</p>
<p>The safeguarding needs are met and improve outcomes for children.</p>	<p>Pastoral support meets the safeguarding needs of identified families to improve outcomes for children. Safeguarding practices are embedded with all staff being fully trained through attending regular INSETs and completing the National College online safeguarding training. The S175 audit will also be used to improve our safeguarding practices further and all DSLs will attend training to ensure that their qualifications are up-to-date and supervision is provided to the Pastoral team. Through our pastoral support, we want to reduce barriers to learning and develop effective home school relationships with parents providing support to reduce the impact on their children’s learning. EEF suggest that these interventions have a significant impact on attitudes to learning, social relationships in school, and attainment itself.</p>	<p>4, 5</p>
<p>Ensure the mental health and well-being of all is embedded into the school’s ethos. This will involve training for all staff and a senior mental health lead.</p>	<p>Mental Health and Well-Being training provided to all staff. Strategies to be implemented whole school on how to support children in promoting positive attitudes towards their learning and behaviour through a ‘values’ led curriculum. Online safety package supports staff, parents and children in understanding</p>	<p>4, 5</p>

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	<p>the safe use of social media and technology. The comprehensive programme addresses the impact it can have on the mental health and well-being of pupils and covers the statutory safeguarding and curriculum requirements.</p>	
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Total budgeted cost: £323,965

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 to 2025 academic year.

Outcomes for disadvantaged pupils

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 summative and formative assessments.

The data demonstrated that The Oaks would provide an overview of conclusions drawn from this analysis, including reference to school performance measures data, once published.

To help us gauge the performance of our disadvantaged pupils, we compared results to those for disadvantaged and non-disadvantaged pupils at national and local level and to results achieved by our non-disadvantaged pupils.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

Based on all the information above, the performance of our disadvantaged pupils met expectations, and we are at present on course to achieve the outcomes we set out to achieve by 2026/27, as stated in the Intended Outcomes section above.

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Our evaluation of the approaches delivered last academic year indicates that The Oaks highlight aspects of their strategy that their analysis found to be particularly effective/less effective during the previous academic year.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year 2025-2026.

Long-term plan (3-year timescale):

1. To ensure outcomes for PP pupils are in line with national outcomes at the end of each key stage, and that the gaps diminish between disadvantaged pupils and the whole school cohort.
2. To ensure equality of opportunity for all pupils and to support pupils in overcoming barriers to learning.
3. To ensure that all pupils attend school regularly and punctually, so that they can thrive in their learning.

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
Music Service	Birmingham Music Service
Speech and Language Therapist	West Midlands SALT
Wellcomm Programme	
SEMH and Behaviour Support	City of Birmingham School
Sports & Attendance Initiative	Birmingham City Football Club
Accelerated Reader	
ECT Programme	Haybridge / Ambition
National School Breakfast Club Programme	DfE