

# Pupil premium strategy statement

## Oakmeadow CE Primary and Nursery School

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:	Oakmeadow CofE Primary and Nursery School
Number of pupils in school	422
Proportion (%) of pupil premium eligible pupils	10.2%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/22 – 2024/25
Date this statement was published	Dec 2024
Date on which it will be reviewed	Dec 2025
Statement authorised by	Mrs Samantha Hill
Pupil premium lead	Mrs Helen Morris
Governor / Trustee lead	Mrs Maralyn Long

## Funding overview 2024/25

Detail	Amount
Pupil premium funding allocation this academic year	£48,880
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£48,880

# Part A: Pupil premium strategy plan

## Statement of intent

At Oakmeadow our aim is for all pupils to learn, grow and reach their full potential. Irrespective of their background or the challenges they face we aim for all to make good progress and attain well across all areas of the curriculum. We aim to provide a safe, purposeful and stimulating learning environment where all children can flourish.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve their individual goals, including progress for those who are already high attainers. We will consider the unique challenges faced by our vulnerable pupils, and how these link with the needs of other pupils and our wider school community goals. We aim to recognise, affirm and develop the unique gifts and talents of each individual and help children develop high self-esteem, confidence and a strong sense of identity.

We aim to inspire the children through a child-centred, ambitious and creative curriculum and capture the children's natural curiosity and foster a desire for learning and high achievement in a changing and challenging world. High-quality teaching and learning through mastery and small steps planning approaches are key to our methods and pedagogy at Oakmeadow, and we recognise this is an area in which our disadvantaged pupils may benefit greatly. These are proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

We will balance high quality first teaching and learning approaches with those that promote positive learning behaviour, social, emotional and mental health as part of our strategy. As well as this we consider the benefits of one to one or small group intervention. We acknowledge that resources and being well equipped to deliver learning is key. We recognise and value parents as the first educators of their children, and therefore securing home involvement features highly within our strategy.

## Challenges

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

Challenge number	Detail of challenge
1	Levels of age-appropriate speech & language skills on entry and within Early Years. Many of our disadvantaged pupils enter with speech and language skills lower than their peers.

2	Maintaining writing attainment and progress throughout school. Writing and application of learning is a barrier for many of our disadvantaged pupils.
3	Parental engagement with school and learning, and the valuing of attendance and punctuality. Our disadvantaged pupils are among the group with inconsistent attendance and punctuality and the group who most often take holidays in term time.
4	Emotional regulation. There is a higher number of pupils in this group with behavioural, wellbeing and social or emotional needs.
5	Access to enrichment activities and wider cultural experiences. Some pupils in this group do not have as much access to clubs, extra-curricular activities, trips or enrichment as 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	Levels of age-appropriate speech & language skills on entry and within Early Years	Assessments and observations indicate significantly improved speech and language levels among disadvantaged pupils that are in line with the attainment of other learners. This is evident when triangulated with other sources of evidence.
2	Maintaining writing attainment and progress throughout school.	KS2 reading outcomes in 2024/25 show that writing attainment and progress for disadvantaged pupils is in line with other learners and that for all learners, this is in line with other subjects.
3	Parental engagement with school and learning and value of attendance – e.g.holidays in term time.	A significant increase in disadvantaged learners regularly completing homework which is positively impacting on attainment and progress. Increased uptake of disadvantaged families attending school led home support sessions. Less term time holiday requests and rising attendance levels as a result. An increase in consistency of punctuality.
4	Emotional regulation. A higher number of pupils in this group with behavioural, wellbeing and social or emotional needs.	Sustained high levels of wellbeing from 2024/25 demonstrated by: qualitative data from student voice, student and parent surveys and teacher and pastoral observations. A reduction in the number of disadvantaged learners receiving additional behavioural, mental health and relationships support.
5	Access to enrichment activities and wider cultural experiences	A significant increase in participation in enrichment activities, particularly among disadvantaged pupils is evident through school tracking. Children are exposed to a variety of experiences wider than the classroom which impacts on attainment across the curriculum.

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 18,880

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Resources and funding release for training of staff to provide high quality, vocabulary rich curriculum and environments and in supporting speech and language acquisition. ELKLAN training. TA support within classes to support pupils to make accelerated progress.</i>	There is a strong evidence base that suggests vocabulary rich environments can impact on speech and language acquisition and retention. <i>EEF Toolkit Oral Language Interventions and Guidance Report Preparing for Literacy, Development Matters</i>	1
<i>Purchase of high quality texts and embed these within writing units – CPD on writing and reading across curriculum</i>	There is evidence to suggest that those children who read more widely can draw on these skills to support their writing and that exposure to these can be limited for disadvantaged learners. <i>EEF Reading Comprehension toolkit</i>	2
<i>Review curriculum offer to ensure opportunities are embedded for all pupils.. Purchase of resources to support delivery of wider curriculum.</i>	There is evidence to suggest that the lack of cultural capital and exposure to wider extra curricular activities amongst disadvantaged learners can inhibit access to the curriculum.	5
<i>Work shops available for parents. Additional open evenings. Homework strategy development. Purchase of materials to support disadvantaged. Purchase of laptops for pupils where writing may be a barrier. Homework club to be established.</i>	The impact on home and family support in learning for younger learners, particularly in reading has been evidenced. <i>EFF Toolkit – Parental Engagement</i>	3,2
<i>CPD for staff to develop emotional regulation strategies within classroom. Team Teach program investment.</i>	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): <i>EEF Social and emotional learning.</i>	4
<i>CPD on Assessment for Learning strategies /</i>	Teacher feedback is focused and supports pupil progress, builds learning,	1,2

<i>Questioning and Feedback/ Quality First Teaching and Adaptive Teaching</i>	addresses misunderstanding and improves pupil learning Pupils in the Embedding Formative Assessment schools made the equivalent of two additional months' progress, using the standard EEF conversion from pupil scores to months progress. This result has a very high security rating.	
<i>Continue to invest in CPD for all staff to attend regular subject Network meetings, MAT collaborations, school improvement teams, staff meetings, PD days.</i>	Providing quality CPD for staff that impacts on practise is hugely beneficial Mastery focus to ensure high expectations for all including PPG working on 'no limits on learning'	1,2

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

Budgeted cost: £ 15,000

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<i>NELI, Elklan, Talkboost – release for CPD for staff and resources purchased. Funding TA time to deliver these interventions across school.</i>	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment. <i>EEF Toolkit Oral Language Interventions and Guidance Report Preparing for Literacy</i>	1
<i>Writing intervention – targeted groups – disadvantaged children identified from PP meetings. Release time for PP sessions. Rapid Writing Intervention resources and funding of staff to deliver to pupils regularly.</i>	Writing interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment <i>EEF Preparing for Literacy, Improving Literacy in Key Stage 1 and 2</i>	2
<i>Access to ELSA and Nurture provision for mental health &amp; wellbeing. Training for</i>	Both targeted interventions and universal approaches can have positive overall effects. <i>EEF Social and Emotional Health</i>	4

<i>dedicated members of staff.</i>		
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: 15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Attendance tracking to support disadvantaged child and families. Transport provision to support - minibus. Pastoral support to assist with underlying issues with attendance – including Meet and Greet. Whole school training on the impact of low attendance and punctuality. Family inclusion support lead to work with families on impact of taking holidays, general attendance and punctuality. Funding of TA time to support with catch up of lost learning.</i>	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. Addressing the underlying cause of attendance issues is the most effective way to improve school reluctance. <i>DfE school attendance advice</i>	3
<i>Pastoral and TA support during lunch and break time through supervision and Woodland area group to support identified children with social, emotional regulation issues.</i>	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): <i>EEF Social and emotional learning.</i>	4
<i>Additional funded opportunities for disadvantaged learners to access activities outside of the classroom. Each child to receive one funded external club per term and unlimited school run clubs. Residentials</i>	There is evidence to suggest that the lack of cultural capital amongst disadvantaged learners can inhibit access to the curriculum.	5

<p><i>to be subsidised by 50% for disadvantaged pupils.</i></p> <p><i>Sharing of resources and expertise from secondaries – ie science labs. Visitors in school to enhance further career and learning opportunities.</i></p>		
<p><i>Contingency fund for acute issues</i></p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>All</p>

**Total budgeted cost: £ 48,880**

## 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 2023 to 2024 academic year.

Desired outcomes from last PP Strategy

	Intended outcome	Outcomes
1	Levels of age-appropriate speech & language skills of disadvantaged learners will be in line with other learners by transition into Key Stage 1.	Assessments and observations indicate improved speech and language levels among disadvantaged pupils that are more in line with the attainment of other learners by the end of Key Stage 1 and that the gap lessens over time. This is evident when triangulated with other sources of evidence.
2	Phonics attainment at the end of Year 1 and for those re-sitting in Year 2 will be in line with that of other learners and in line with targets set.	Year 1 outcomes in 2023/24 show that the percentage of disadvantaged pupils who met the expected standard is above national. There is a reduced attainment gap between disadvantaged learners and other pupil groups.
3	Improvement in writing attainment and progress throughout school for disadvantaged learners is sustained.	KS2 reading outcomes in 2023/24 show that writing attainment and progress for disadvantaged pupils is more in line with other learners and that for all learners, this is more in line with other subjects.
4	Arithmetic attainment of disadvantaged learners will be in line with that of other learners and in line with targets set.	Arithmetic and multiplication check outcomes show that attainment and progress for disadvantaged pupils has increased and the attainment gap is closing.
5	To increase exposure and involvement in enrichment opportunities – cultural capital.	A significant increase in participation in enrichment activities, particularly among disadvantaged pupils is evident through school tracking. Children are exposed to a variety of experiences wider than the classroom which impacts on attainment across the curriculum.
6	To ensure high levels of attendance amongst our disadvantaged learners.	Sustained high attendance in 2023/24 demonstrated by the attendance gap between disadvantaged pupils and their non-disadvantaged peers is being reduced. Persistent absence figures for this group are significantly reduced.
7	Increased parental engagement with school and learning.	An increase in disadvantaged learners regularly completing homework which is positively impacting on attainment and progress.
8	Disadvantaged learners demonstrate resilience,	Sustained high levels of wellbeing from 2023/24 demonstrated by: qualitative data from student



	positive learning behaviour & are able to maintain positive relationships with staff and pupils.	voice, student and parent surveys and teacher and pastoral observations. A reduction in the number of disadvantaged learners receiving additional behavioural, mental health and relationships support.
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## Externally provided programmes

Programme	Provider
Phonics Bug and Bug Club	Activelearn
Seesaw	Seesaw for Schools
Zones of Regulation	Leah Kuypers
CPoms	CPoms Systems Ltd
TT Rockstars	Maths Circle Ltd.
Kapow Primary	KAPOW
Arbor Parent Portal	Arbor
ELKLAN	Elklan Training Ltd
Talkboost Intervention	Speech and Language UK (ICAN)
Team Teach	Team Teach

## Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Pupils in receipt of service premium have received pastoral support through Meet & Greet provision and social nurture time. Staff time providing advice and support for parents has been facilitated.
What was the impact of that spending on service pupil premium eligible pupils?	Pupils have demonstrated more positive learning behaviour and an ability to articulate their feelings, having built trusted relationships. At unsettled periods, a greater ability to regulate and communicate has been observed. Social and emotional factors are proving less of a barrier to learning, with pupils achieving in line with prior attainment.