

## Pupil premium strategy statement

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	Oakwood Primary School
Number of pupils in school	314
Proportion (%) of pupil premium eligible pupils	9.2%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024 – 2025; 2025 – 2026; 2026 – 2027
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Anna Thompson
Pupil premium lead	Johnathon Stanway
Governor / Trustee lead	Jonathan McDonnell

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£46,165
Recovery premium funding allocation this academic year	£0
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	£46,165

# Part A: Pupil premium strategy plan

## Statement of intent

Oakwood Primary School believes that all children have the right to fulfil their potential, irrespective of their background. We take action to support children and limit the barriers they may face to learning understood through in-depth knowledge of our children, families and the wider community. Our support for children is tailored to meet their learning and social needs.

Oakwood Primary School believes there should be no attainment gap for children from disadvantaged backgrounds and apply evidenced-informed programmes to the benefit of all children. We take a whole-school approach and ensure our Pupil Premium strategy is implemented into our wider curriculum design and pedagogy.

Through our Pupil Premium Strategy we aim:

- To ensure children have opportunities to succeed in line with their peers in both core and foundation subjects.
- Enjoy the same wider opportunities as their peers.
- Are integrated fully into the wider school life.
- Demonstrate positive attitudes to learning and enjoy their time at Oakwood.
- Embody the school values of kindness, curiosity and ambition.

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils. **Please note: due to the very low numbers of disadvantaged pupils at Oakwood, detail will be kept to a minimum to ensure confidentiality.**

Challenge number	Detail of challenge
1	Attendance is below 90% for some disadvantaged pupils
2	Attainment data shows some pupils from a disadvantaged background perform below their peers across all core subjects: Reading, Writing and Maths.
3	Attainment data shows some children from a disadvantaged background perform below their peers across all Early Learning Goals.

## 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
Attendance will be good for all disadvantaged pupils	Pupil attendance will be at least 90%.

	Parents/carers and school will be working together to support pupil attendance, with support from outside agencies where relevant.
Children will achieve academic results in line with their peers across core subjects	Children in receipt of pupil premium funding will achieve the age related standard as a minimum in core subjects.  Pupils from a disadvantaged background will achieve the threshold score (historically 32) in the phonics screening check.
Pupils will achieve a Good Level of Development in Early Years	Pupils from disadvantaged backgrounds will achieve a good level of development across all Early Learning Goals.

## 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: £38,296 + HfL support from Anna

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional release time for the English lead to continue the implementation of the newly purchased Essentials Writing Scheme from Herts for Learning	<a href="https://www.gov.uk/government/publications/curriculum-research-review-series-english/curriculum-research-review-series-english">https://www.gov.uk/government/publications/curriculum-research-review-series-english/curriculum-research-review-series-english</a>  <b>HFL Blog – Essential writing: A call for change</b>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/leadership-approaches">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/leadership-approaches</a>	2
Support from Herts for Learning expert advisors: EYFS & SEND	Work with Hertfordshire County expert advisors offer a best practice approach from experienced teachers conducting research and support across the county.  <a href="https://www.hfleducation.org/school-improvement/primary/foundation-subjects-and-curriculum-design">https://www.hfleducation.org/school-improvement/primary/foundation-subjects-and-curriculum-design</a> <a href="https://www.hfleducation.org/school-improvement/primary/english">https://www.hfleducation.org/school-improvement/primary/english</a>	2, 3

	<a href="https://www.hfleducation.org/school-improvement/primary/maths">https://www.hfleducation.org/school-improvement/primary/maths</a>	
Additional release time for the Phonics lead to support staff in the effective delivery of Little Wandle phonics.	<a href="https://www.educationendowmentfoundation.org.uk">Phonics   EEF (educationendowmentfoundation.org.uk)</a>	2, 3
Targeted metacognitive feedback	<a href="#">Education Endowment Foundation Teaching and Learning Toolkit</a> Information about metacognition and feedback is <a href="#">here</a> and <a href="#">here</a> .	2, 3
Half-termly CPD for each core subject area.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a>	2, 3
Release time for the maths lead to attend Maths Mastery training in association with the Matrix Hub and support pedagogy across the school.	<a href="https://www.ncetm.org.uk/teaching-for-mastery/mastery-explained/supporting-research-evidence-and-argument/">https://www.ncetm.org.uk/teaching-for-mastery/mastery-explained/supporting-research-evidence-and-argument/</a>	2, 3
Implementation of Hertfordshire's Ordinarily Available Provision	<a href="https://thegrid.org.uk/assets/ordinarily-available-provision-guidance-sep25.pdf">https://thegrid.org.uk/assets/ordinarily-available-provision-guidance-sep25.pdf</a>	2, 3
Continued implementation of the school's Golden Threads foundation curriculum	<a href="https://www.hfleducation.org/blog/progression-foundation-subjects-part-1-layers-learning">https://www.hfleducation.org/blog/progression-foundation-subjects-part-1-layers-learning</a> <a href="https://www.hfleducation.org/blog/progression-foundation-subjects-part-2-layers-learning-history-progression-cause-and">https://www.hfleducation.org/blog/progression-foundation-subjects-part-2-layers-learning-history-progression-cause-and</a> <a href="https://www.hfleducation.org/blog/progression-foundation-subjects-part-3-layers-learning-geography-progression-learning-about">https://www.hfleducation.org/blog/progression-foundation-subjects-part-3-layers-learning-geography-progression-learning-about</a>	2, 3
Implementation of Rosenshine's Principles of Instruction	<a href="https://www.teachertoolkit.co.uk/wp-content/uploads/2018/10/Principles-of-Instruction-Rosenshine.pdf">https://www.teachertoolkit.co.uk/wp-content/uploads/2018/10/Principles-of-Instruction-Rosenshine.pdf</a>	2, 3
Regular team meetings led by SENDCo	<a href="https://educationendowmentfoundation.org.uk/news/eef-blog-the-role-of-the-sendco-in-developing-teaching-practice">https://educationendowmentfoundation.org.uk/news/eef-blog-the-role-of-the-sendco-in-developing-teaching-practice</a>	2, 3

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

Budgeted cost: £6992

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pre-teaching	<a href="#">Changing lives and providing equity through pre-teaching and assigning competence</a>	2, 3
Little Wandle phonics “keep up” and “catch up” sessions	<a href="#">Phonics   EEF (educationendowmentfoundation.org.uk)</a>  ‘Myth busting around phonics’ (Herts for Learning)	2, 3
Handwriting and fine motor skills interventions	<a href="#">Fine motor skills - Help for early years providers - GOV.UK (education.gov.uk)</a>	2, 3
Variety of maths interventions such as Plus 1, Power of 2 and 5 Minute number box.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</a>	2, 3
Nessy Reading and Spelling	<a href="https://www.nessy.com/en-gb/about-us/our-expert-research">https://www.nessy.com/en-gb/about-us/our-expert-research</a>	2, 3
Reading interventions such as Inference Detectives	<a href="https://www.nfer.ac.uk/media/1aafth05/edr01.pdf">https://www.nfer.ac.uk/media/1aafth05/edr01.pdf</a>	2, 3

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

Budgeted cost: £24,075 + Family support worker cost from Anna

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued implementation of OPAL (Outdoor Play and Learning) programme for lunch times.	<a href="#">A follow up survey of break and lunch times in schools - Nuffield Foundation</a>	1, 2
Staff training in Protective Behaviours, class Protective	<a href="#">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a>	1, 2, 3

Behaviours Curriculum Resources, Protective Behaviours class sessions and additional 1:1 support		
Continue to embed local and national attendance policy and procedures. Attendance analysis and support to families	<a href="https://www.gov.uk">Working together to improve school attendance - GOV.UK (www.gov.uk)</a> <a href="https://primarysite-prod-sorted.s3.amazonaws.com/oakwood-primary/UploadedDocument/4e4e7691-e37b-4655-a2ec-67f7b1dc6a70/attendance-and-punctuality-policy-2025-2026.pdf">https://primarysite-prod-sorted.s3.amazonaws.com/oakwood-primary/UploadedDocument/4e4e7691-e37b-4655-a2ec-67f7b1dc6a70/attendance-and-punctuality-policy-2025-2026.pdf</a>	1
Referral to Family Support Worker and/or Attendance Team where appropriate		1
Updated behaviour policy and behaviour curriculum, all stakeholders have contributed. Shared and explained to all children.	<a href="https://www.gov.uk">Behaviour in schools - GOV.UK (www.gov.uk)</a> <a href="https://primarysite-prod-sorted.s3.amazonaws.com/oakwood-primary/UploadedDocument/c318fdf1-7c58-4e99-acb5-7318983316ae/behaviour-policy-2024-2025.pdf">https://primarysite-prod-sorted.s3.amazonaws.com/oakwood-primary/UploadedDocument/c318fdf1-7c58-4e99-acb5-7318983316ae/behaviour-policy-2024-2025.pdf</a>	1
Positive Regard training delivered to all staff by school leaders	<a href="https://positiveregard.co.uk/positive-regard-behaviour-blog-coming-soon/">https://positiveregard.co.uk/positive-regard-behaviour-blog-coming-soon/</a>	1
Provision of free extra-curricular club places for children in receipt of Pupil Premium.	<a href="https://www.gov.uk">Extra-curricular activities, soft skills and social mobility - GOV.UK (www.gov.uk)</a>	1
Early morning breakfast club led by school staff and funded for specific children in a small group environment	<a href="https://researchschool.org.uk/durrington/news/the-evidence-base-behind-attendance-interventions">https://researchschool.org.uk/durrington/news/the-evidence-base-behind-attendance-interventions</a>	1
Regular School Behaviour Team meetings to identify support need		1

**Total budgeted cost: £69,363**

## 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.

**Please note: due to the very low numbers of disadvantaged pupils at Oakwood, detail will be kept to a minimum to ensure confidentiality.**

Average attendance for disadvantaged pupils was 89.9% for the academic year 2024-2025. Some pupils made improvements in their attendance following support given to pupils and their families. However, some pupils' attendance was below 80% and therefore attendance will continue to be a focus area. Oakwood Primary School has sought the support of the Attendance Team for some pupils.

Teacher assessment data shows that 61.9% of children in receipt of Pupil Premium funding attained the age-related standard in reading. However, attainment in writing and maths was 42.9% for both subjects. In writing, this is lower than their peers by more than 20% and more than 40% in maths. Support in these subjects will continue to be a focus of this strategy moving forward.

Statutory attainment data shows that 80% of children in EYFS in receipt of Pupil Premium did not achieve GLD at the end of the year. Although a small number, no children achieved the age-related standard in any of the KS2 statutory assessments.

Pupil questionnaires show that disadvantaged pupils' enjoyment of school increased through the academic year. Pupils feel increasingly independent and are proud of their learning. Many pupils show an understanding that their area for development is in the English curriculum: spelling, handwriting and sentence construction. Some parents have taken up the option of a free extra-curricular place for their child but we would like to develop this further.

### Further information

At Oakwood, we have a small Pupil Premium budget due to low numbers of disadvantaged pupils. In order to provide support to disadvantaged learners, we typically spend in excess of our Pupil Premium funding.

We also use our pupil premium and other funding to ensure equality of opportunity for disadvantaged families to the wider range of activities that take place during and after the school day. We may support disadvantaged pupils by funding:

- educational visits
- extra-curricular activities
- residential visits for individuals.
- Uniform.

We discuss with parents the best way to support their child.

Club providers are requested to offer “free” places for FSM pupils, along with those from other low income families. This year, all external providers have agreed to provide 2 free places for children in receipt of Pupil Premium funding.