

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	407 (Reception -Year 6)
Proportion (%) of pupil premium eligible pupils	6.7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025/26 – 2028/29
Date this statement was published	Dec 2025
Date on which it will be reviewed	Dec 2026
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	£40,905
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£40,905

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	Maths attainment and progress across school for disadvantaged pupils is below that of other subjects and lower than their peers.
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	Improving Maths attainment and progress throughout school. Fluency, arithmetic and application of learning is a barrier for many of our disadvantaged pupils.	Pupils can recall key number facts confidently, demonstrate accuracy in written calculations, and apply mathematical knowledge to multi-step problems. Disadvantaged pupils will make at least expected progress, and the attainment gap between disadvantaged and non-disadvantaged learners will narrow over time.
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.
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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: £ 18,800

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>Implement daily fluency practice and weekly arithmetic sessions for all pupils, with targeted small-group interventions for disadvantaged learners. Embed problem-solving and reasoning tasks into every maths lesson to strengthen application of learning.</i>	High-quality small-group tuition (2–5 pupils) yields an average gain of 4 additional months of progress over the course of a year. This is especially effective when the groups are tightly focused on pupils' specific learning needs <i>Improving Mathematics in the Early Years and Key Stage 1 & 2 (EEF guidance report)</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>EEF Toolkit – Parental Engagement</i>	3,2
<i>CPD for staff to develop emotional regulation strategies within</i>	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and	4

<i>classroom. Team Teach program investment.</i>	in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): <i>EEF Social and emotional learning.</i>	
<i>CPD on Assessment for Learning strategies / Questioning and Feedback/ Quality First Teaching and Adaptive Teaching</i>	Teacher feedback is focused and supports pupil progress, builds learning, 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.	1,2
<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: £ 15,105

Activity	Evidence that supports this approach	Challenge number(s) addressed
<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>Maths intervention – targeted groups – disadvantaged children identified from PP meetings. Release time for PP sessions. Mastering number Intervention resources and funding of staff to</i>	Providing targeted maths support in groups of 2–5 is shown to yield +4 months' progress, with pronounced benefits for disadvantaged pupils and in numeracy interventions. <i>EEF Guidance report – Small group tuition (Teaching and Learning Toolkit).</i>	2

<i>deliver to pupils regularly.</i>		
<i>Access to ELSA and Nurture provision for mental health & wellbeing. Training for dedicated members of staff.</i>	Both targeted interventions and universal approaches can have positive overall effects. <i>EEF Social and Emotional Health</i>	4

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

Budgeted cost: £7,000

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</i>	There is evidence to suggest that the lack of cultural capital amongst	5

<p><i>to access activities outside of the classroom. Each child to receive one funded external club per term and unlimited school run clubs. Residentials 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>disadvantaged learners can inhibit access to the curriculum.</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: £ 40,905

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.

Desired outcomes from last PP Strategy

	Intended outcome	Outcomes
1	Levels of age-appropriate speech & language skills on entry and within Early Years	Most pupils now leave Early Years with improved speech and language skills compared to previous years, and targeted interventions have reduced the number of children significantly below age-related expectations. Some pupils still require additional support, so continuing focused language development strategies will help sustain and build on this progress.
2	Maintaining writing attainment and progress throughout school.	Writing attainment is now in line with national expectations, and progress measures show stability across year groups. Mathematics is now showing as a trend where the gap is wider for disadvantaged pupils, particularly in their fluency and arithmetic skills.
3	Parental engagement with school and learning and value of attendance – e.g. holidays in term time.	Parental engagement has improved through workshops and communication initiatives, and overall attendance has risen slightly. However, term-time holidays and persistent absence among a small group of families remain a challenge, so continuing strategies to reinforce the importance of attendance and learning at home is essential.
4	Emotional regulation. A higher number of pupils in this group with behavioural, wellbeing and social or emotional needs.	Staff report fewer incidents of extreme dysregulation, and pupils demonstrate better use of calming strategies. Wellbeing interventions have had a positive impact. Continued focus on emotional literacy and resilience-building will support long-term improvement.
5	Access to enrichment activities and wider cultural experiences	More pupils have participated in enrichment activities and cultural trips this year, broadening their experiences beyond the classroom. We aim to maintain and expand funded or subsidised enrichment programmes that will help continue this success.

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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.