Oxley Park Academy Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2027 academic years) funding to help improve the attainment of our disadvantaged pupils. It outlines our pupil premium strategy, how we intend to spend the funding in the next three academic years and the effect that last year's spending of pupil premium funding had within our school.

School Overview

Detail	Data
School name	Oxley Park Academy
Number of pupils in school	665 (Reception –Year 6) (08/10/26)
Proportion (%) of pupil premium eligible pupils	20.7% PP (currently 138 FSM Oct 2026)
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended)**	3 years 2024-2027
Date this statement was first published	December 2024
Date on which it was reviewed/ will be reviewed next	Last reviewed October 2026
Statement authorised by	Noel Springett-McHugh
Pupil premium lead	Sara Matthews and Megan Francis
Governor / Trustee lead	Toni Whiteman

Funding overview

Detail	Amount
Pupil Premium funding allocation for 26-27 Pupil premium funding allocation for 25-26 Pupil premium funding allocation for 24-25	£213,900 (illustrative) £203,360 (illustrative) £168,780 (illustrative)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total projected budget for next academic year 25-26 **Total projected budget for next academic year 25-26** **Total projected budget for next academic year 24-25**	**£213,500** **£200,000** **£168,000**

Part A: Pupil premium strategy plan

Statement of intent

At Oxley Park Academy, we have high aspirations and ambitions for all our pupils, and we believe that no child should be left behind. We strongly believe that a child's passion and thirst for knowledge, and their dedication and commitment to learning are the factors that make a difference between success and failure. At Oxley Park Academy we are determined to ensure that all our children are given the chance to achieve their full potential.

High-quality teaching is at the heart of our approach as this is proven to have the greatest impact on closing disadvantaged attainment gaps, and at the same time this will also benefit the non-disadvantaged pupils at our school. Our aim is that all our Pupil Premium children make good progress in core subjects through quality first teaching so that their attainment shifts closer to that of their peers. We use same-day opportunities to close individual learning gaps in lessons while also regularly targeting specific historical gaps for individual pupils. We aim to ensure that every pupil is given opportunities to participate in wider enrichment strategies to improve not only their attendance, confidence and readiness to learn but also their well-being. In order to achieve this, we will focus on both whole school level and a bespoke provision for individual pupils.

Whole School Level

- Our whole school level provision follows a research-driven, where high-quality teaching is at the heart of our strategy, as evidence consistently shows it has the greatest impact on closing attainment gaps. Our whole-school offer is grounded in academic research, reflective practice, and continuous professional development. Quality First Teaching ensures that Pupil Premium pupils make strong progress in core subjects and that their attainment moves closer to that of their peers.
- Our school values underpin a culture of nurture, respect, and ambition. We celebrate the individuality of every child and ensure that our Pupil Premium pupils feel seen, valued, and supported throughout their school journey.
- Closing gaps early is central to our approach. From the moment pupils join Oxley Park Academy, we identify individual needs and implement targeted interventions such as phonics support, reading recovery, maths mastery sessions, and daily basic skills teaching. These are delivered by skilled staff and supported by leaders who monitor impact closely.
- Where appropriate, pupils are taught in smaller groups for core subjects to ensure personalised attention and accelerated progress.

Bespoke Provision for Individual Pupils

- Our Inclusion Team offers expertise across a wide spectrum of need. We operate a referral system that ensures all relevant stakeholders are involved before interventions are introduced, ensuring that no child slips through the net. Through access to learning mentors, well-being practitioners, and external specialists, we respond swiftly and effectively to emerging concerns.

- No two children are the same, and our provision reflects this. We use a blend of academic, creative and pastoral interventions to narrow gaps, support emotional well-being, and enhance each child's overall school experience.
- We have clearly mapped the provision for every Pupil Premium child, ensuring each pupil benefits from the funding through support tailored to their individual needs.

We offer individual Pupil Premium children enriched support that goes beyond our provision for academic development. We know that sometimes life can be harder for children and their families in receipt of the Pupil Premium funding, so our support covers financial contributions for clubs and trips, social, emotional and well-being sessions and opportunities to broaden their learning experiences by offering enriched curriculum sessions and music lessons. These opportunities are designed to build confidence, improve attendance, strengthen readiness to learn, and broaden horizons. We work closely with parents and carers to build strong, positive relationships that support all key areas learning, wellbeing, and aspiration.

Our Pupil Premium approach and allocation of provision is reviewed frequently in collaboration with the Inclusion Team and the Senior Leadership Team. Adaptations are made throughout the year to ensure that provision remains tightly aligned to individual needs. All expenditure is evaluated using key performance indicators such as attendance, attainment, progress, and punctuality.

We always continue to ensure that our Oxley Park Academy pupils share our vision throughout their school journey and into adult life to Dream, Believe and Achieve together.

Challenges

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

<table>
<tr><th>Challenge number</th><th>Detail of challenge</th></tr>
<tr><td>1</td><td>
<u>Progress</u>
Our pupil premium children as a group need to make the same rate of progress in their reading, writing and maths as non-pupil premium children.
In the academic year 25-26, PP pupils made the better progress compared to non-pp pupils in Reading and Maths. PP pupils made the same level of progress in Writing.
Progress based on results from Aut 2 25-26 to Summer 2 25-26
<table>
<tr><th>Summer 2 25-26</th><th>PP Children Expected and Above</th><th>Non-PP Children Expected and Above</th></tr>
<tr><td>Reading</td><td>98% (of which 17% above)</td><td>95% (of which 19% above)</td></tr>
<tr><td>Writing</td><td>95% (of which 17% above)</td><td>95% (of which 15% above)</td></tr>
<tr><td>Maths</td><td>97% (of which 18% above)</td><td>94% (of which 14% above)</td></tr>
</table>
</td></tr>
</table>

In the academic year 24-25, PP pupils made the same level of progress compared to non-pp pupils in Reading, Writing but slightly lower in Maths.

Progress based on results from Aut 2 24-25 to Summer 2 24-25

Summer 2 2025 Data	PP Children Expected and Above	Non-PP Children Expected and above
Reading	94% of which (26% above)	93% of which (18% above)
Writing	94% of which (14% above)	93% of which (16% above)
Maths	86% of which (16% above)	92% of which (18% above)

In the academic year 23-24, PP pupils made almost the same level of progress compared to non-pp pupils in Reading, Writing and Maths.

Progress based on results from Aut 2 23-24 to Summer 2 23-24

Summer 2 2024 Data	PP Children Expected and Above	Non-PP Children Expected and Above
Reading	93% of which (17% above)	95% of which (16% above)
Writing	93% of which (16% above)	94% of which (15% above)
Maths	97% of which (17% above)	97% of which (17% above)

2

Attainment

Our pupil premium children as a group need to reduce the attainment gap compared with non-PP pupils in reading, writing and maths.

Summer 2 2026 Data	PP Children Expected and Above	Non-PP Children Expected and Above
Reading	67% of which (17% above)	83% of which (37% above)
Writing	54% of which (7% above)	81% of which (20% above)
Maths	61% of which (12% above)	85% of which (30% above)

The attainment gaps of our PP pupils has reduced in writing and maths, but the gap is still significant and remains the key focus for the next academic year with more support provided in writing.

Summer 2 2025 Data	PP Children Expected and Above	Non-PP Children Expected and Above
Reading	63% of which (16% above)	81% of which (30% above)
Writing	50% of which (6% above)	74% of which (17% above)
Maths	61% of which (11% above)	79% of which (25% above)

The attainment gaps of our PP pupils has reduced in writing and maths, but the gap is still significant and remains the key focus for the next academic year with more support provided in writing.

Summer 2 2024 Data	PP Children Expected and Above	Non-PP Children Expected and Above
Reading	58% of which (12% above)	81% of which (26% above)
Writing	55% of which (5% above)	77% of which (16% above)
Maths	58% of which (9% above)	79% of which (23% above)

The attainment gaps of our PP pupils have reduced in writing and maths, but the gap is still significant and remains the key focus for the next academic year.

<table>
<tr><td></td><td></td></tr>
<tr><td>3</td><td><u>Attendance</u>
The attendance of our pupil premium children as a group is lower than that of the whole school.
<table>
<tr><th>Whole School</th><th>Pupil Premium</th><th>National Average</th></tr>
<tr><td>95.18%</td><td>93.06%</td><td>93.32%</td></tr>
</table>
Persistent Absence (This percentage shows the percentage of total absence that is due to Persistent Absence – students missing 10% of more sessions)
<table>
<tr><th>Whole School</th><th>Pupil Premium</th><th>National Average</th></tr>
<tr><td>10.%</td><td>14.8%</td><td>18.8%</td></tr>
</table></td></tr>
<tr><td>4</td><td><u>Low uptake of extra-curricular enrichment opportunities</u>
Ensure that all PP pupils have been offered a place in an extra-curricular club or the opportunity to learn a musical instrument.</td></tr>
<tr><td>5</td><td><u>Parental Engagement</u>
Parents will be more engaged in Oxley Park School life, supporting the learning of their child and know the support network we provide for our families.
KS1 data has shown a lower proportion of PP children reading regularly at home compared to non-PP pupils. Attendance at parents evening is also lower with PP families than non-PP families.</td></tr>
<tr><td>6</td><td><u>Gaps in phonic knowledge across the school</u>
Ensure that all PP pupils gain essential phonic knowledge during KS1.

June 26 Results
<table>
<tr><td></td><td>Pupil Premium Pass</td><td>Non-PP Pass Rate</td><td>National Rate for PP</td></tr>
<tr><td>Year 1</td><td>88%</td><td>93%</td><td>69%</td></tr>
</table>
This academic year there was a smaller difference between the pass rate of PP and non-PP pupils compared to previous years. We achieved above the National Average.

June 25 Results
<table>
<tr><td></td><td>Pupil Premium Pass</td><td>Non-PP Pass Rate</td><td>National Rate for PP</td></tr>
<tr><td>Year 1</td><td>74%</td><td>87%</td><td>67%</td></tr>
</table>
This academic year there was a significant difference between the pass rate of PP and non-PP pupils. Note this year group has significantly higher proportion of PP pupils at over 25% of the cohort. We still achieved above the National Average.

June 24 Results</td></tr>
</table>

		Pupil Premium Pass	Non-PP Pass Rate	National Rate for PP
	Year 1	93%	95%	68%
	This academic year we have shown a big improvement in our phonics results and a marginal difference between PP and non-PP pupils. Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.			
7	**Social, Emotional and Mental Health Needs** **Continue to develop well-being opportunities to support social, emotional and mental health needs.** Many of our PP pupils continue to require support with SEMH, so we aim to develop this support further for our pupils. 13% of all PP children are regularly supported by our Learning mentors compared to 5% of our Non-PP pupils receiving support.			
8	**Oral Language Skills** **Assessments and observations indicate undeveloped language skills and vocabulary gaps among many disadvantaged pupils.** These are evident from Reception through to KS2 and are more prevalent among our disadvantaged pupils than 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. Our pupil premium children as a group need to make the same rate of progress in their reading, writing and maths as non-pupil premium children.	• Progress levels for PP and non-PP pupils remain equal as they move through the school. • Forensic teaching in lessons to ensure individual needs of all PP pupils are being met. • Live marking will be used effectively in lessons and verbal feedback given to PP pupils. • Same day interventions to close daily gap (Mind the Gap) and weekly interventions to close any longer-term gaps (Pixl therapies) • Whole school robust tracking and monitoring used to address barriers in learning and measure impact. • Quality CPD to ensure quality first teaching strategies for all children provided for teachers and TAs.

2. Our pupil premium children as a group need to reduce the attainment gap compared with non-PP pupils in reading, writing and maths.	• The gap will close so that pupil premium attainment shifts closer to that of their peers • KS2 data will show a reduced gap between the attainment of disadvantaged pupils and non-disadvantaged pupils meeting the expected standard.
3. For attendance of our PP children to be no lower than the attendance for non-PP children. For attendance to be 'good' compared to the national attendance (96%)	• Attendance protocol adhered to with Office staff promptly calling families who have an absent child without reason. • A 'red flag' list will be used by the inclusion team for children we know who have historical attendance concerns so support can be put in place to support families. • Attendance gap between disadvantaged pupils and their non-disadvantaged peers will be reduced by 50% so instead of a gap from 5% to 9% for PP pupils this will be no more than 2% difference. • Praise and rewards introduced to promote and encourage good attendance across the school. Postcards sent home for improved attendance. • Pupil premium champions will encourage attendance and discuss the importance of being in school with their focus children.
4. Ensure that all PP pupils have been offered a place in an extra-curricular club or the opportunity to learn a musical instrument.	• A wider range of extra-curricular activities will be offered to tap into our children's passions. • Any children who do not choose to join a club that term will be prioritised the following term. • Discounts/ subsidised funding will be available to Pupil Premium families to enable them to take part. (E.g. music lessons, sports clubs, school trips) • An increased % of PP children taking up a club each half term leading to improved confidence, attainment and better mental health. • An increased % of PP children representing the school in sporting activities. • More PP children taking up peripatetic lessons in comparison to last academic year and maintain existing pupils for re-enrolment. • OPAL playtimes will provide our children with enhanced learning opportunities.

	• Immersive Room and Now Press-Play used effectively to provide children with unfamiliar experiences to strengthen their experiences to immerse them further into their learning.
5. Parents will be more engaged in Oxley Park School life, supporting the learning of their child and know the support network we provide for our families.	• Higher engagement in Parent Consultation meetings • Positive feedback from parent voice • Whole school tracking demonstrates an improvement in engagement with home learning and daily reading. • Through parent feedback more support will be in place to support our more vulnerable families. • Termly Champion newsletter for PP families. • New website used effectively to support vulnerable families, offering up to date support and signposting of key events. • More support with uniform in liaison with FOOPA to provide termly uniform stalls and regular provisions to all PP families.
6. Ensure that all PP pupils gain essential phonic knowledge during KS1.	• Close tracking and monitoring systems in place to track progress from starting points. • Daily phonics teaching in EYFS/KS1 with further catch-up sessions offered for targeted children. • Children will continue to make good progress in phonics. • 95%+ children to achieve pass mark or above in phonics screening test. • Assessment procedures in place for new children to the school to identify any barriers in phonics and ensure these are addressed early. • Continue to develop Little Wandle phonics scheme and spelling scheme including catch up programs across KS1. • Redeployment of staff across the school for extra provision for Year 1, Year 2 and EYFS.
7. Continue to develop well-being opportunities to support social, emotional and mental health needs.	• Pupils and parents know who and where to go if they need support with mental health and well-being. • Learning mentors will deliver a range of quality provision throughout the school to improve social, emotional and mental health.

	• Behaviour team and class teachers support children with disruptive behaviour so that the number of negative behaviour incidents reduce. Individual pupils who have more severe behaviour needs have an individual support plan.
8. Improved oral and language skills and vocabulary among disadvantaged pupils.	• Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.

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 £108,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality first teaching support for all teachers and teaching assistants, particularly focusing on Reading, Writing, Maths and effective teaching standards in lessons. Staff CPD on effective targeting in lessons to address learning gaps. **Improving focus on raising attainment for PP children by improved monitoring and intervention.**	Pupil Premium Champion and Assistant Principals supporting PP monitoring and individualised approach in lessons. 360 feedback used to identify strengths and areas for improvement across the school to ensure Quality First Teaching is consistent and all PP pupils benefit from the highest standards of teaching, termly review sessions as a PP team and in Pupil Progress Meetings to review progress and attainment. All teaching staff to have performance management targets to develop Quality first teaching focusing on Pupil Premium pupils. ` ***EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD.***	**1,2,6**
PP Leads allocated half a day per week to ensure that the needs of all PP pupils are met.	PP Leads monitor the progress of all PP pupils and ensure that the correct support is in place for each pupil. PP Leads review this termly and discuss individual pupils with SLT. *EEF research has found that by dedicating protected time for a pupil premium lead this can ensure that pupil premium remains a key priority/focus for the school to ensure the right support and provision is in place for our pupil premium children to ensure they make the best possible progress.*	**1,2,3,4,5,6,7**
Enhancement of our maths teaching in line with DfE and EEF guidance. We will further monitor and release teachers to continue to develop their	The DfE guidance produced in conjunction with the National Centre for Excellence in Teaching of Mathematics drawing of evidence based approaches.	**1,2**

skills in delivery of a high quality Maths lesson using White Rose ensuring all lessons include reasoning and problems solving challenges to target all ability levels.	Mathematics guidance : Key Stages 1and 2	
Enhancement of our writing teaching in line with DfE and EEF guidance We will further monitor and release teachers to continue to develop their skills in delivery of a high-quality English writing lesson using The Write Stuff training and resources.	Whole staff training and development in teaching writing. Focusing on using The Write Stuff Programme. Regular observations and continuous training across the school to ensure this is fully embedded. Using evidence form the DfE to improve writing in schools. Improving Writing in KS1 and KS2 DfE	**1,2**
Improve the teaching and development of Social and Emotional Learning Support the professional development of teachers, learning mentors and TAs and partner this with a development of the delivery of PSHE curriculum ensuring high standards of teaching using the Jigsaw program across the school.	There is extensive evidence linking the development of childhood social and emotional skills with improved outcomes later in life (e.g. improved academic performance, behaviour, relationships with peers etc) Show evidence of positive lessons observations of Jigsaw lessons and improvements from Learning mentor sessions involving our PP pupils. Improving Social and Emotional Learning in Primary Schools EEF	**4,7**
Development of Little Wandle Phonics and Spelling programme across EYFS and KS1 Fund teacher release to monitor teaching and train teachers and teaching assistants who need to develop their phonics teaching skills.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils. Phonic Teaching and Learning Toolkit EEF	**1,2,6**

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

Budgeted cost: £85,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole school writing scheme & resources (Write Stuff)	Embedding and development of a new writing scheme (Write Stuff) with all staff trained using this approach. New resources purchased linked to scheme and additional support provided to target small groups in lessons. *EEF: Purposeful speaking and listening activities support pupils' language development. Purposeful activities include: — collaborative learning activities where pupils can share their thought processes and pupils articulating their ideas verbally before writing. • Promote high-quality dialogue in the classroom, between the teacher and the pupils and between pupils, to support pupils to develop their thinking and use of language. • Extend pupils' vocabulary by explicitly teaching new words, providing repeated exposure to new words, and providing opportunities for pupils to use new words.*	1,6
Regular weekly small group sessions to address gaps in maths, writing and phonics. Weekly reading sessions in KS1 supported by adults across the school After school Year 6 tuition sessions for 6 weeks in Spring 1/2	EEF: Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. These sessions all have a measurable objective with a clear focus. Attainment is monitored regularly and the groups changed depending on progress and learning objectives being covered.	1,2
TAs deliver same day catch up small group or individual sessions to pupils identified as not meeting the expected level in a lesson. TA led interventions and PiXL therapies	TAs run group catch up sessions weekly to support pupils with individual learning gaps and needs. Pupils are identified by the class teacher following the lesson and these pupils will be regularly changing based on the challenges from the lesson to ensure maximum effectiveness with clear impact measurements. This will allow the pupils to access the following lesson without	1,2,6

	gaps forming which could affect their understanding of the next learning step. *EEF +4months* *Teaching assistants can provide a large positive impact on learner outcomes.*	
Reading resources Lexia Nessy	Additional reading support applications used to develop pupils reading skills are Lexia and Nessy. (*EEF) Lexia Evaluation Report on KS1 Struggling Readers:* *'Children offered Lexia made the equivalent of two additional months' progress in reading, on average, compared to other children.'*	1,2,6
Educational materials for pupils to have access to in and outside school to support progress. TTRockstars, Numbots, CGP Homework textbooks, Learning Village, Nessy.	We want our pupils to be able to continue to support their learning at home through ensuring digital applications are available for Maths and English. All these platforms are used within school, so the pupils are familiar with them already. Also reading books, library books and homework textbooks are provided for all pupils to ensure full access to learning resources. Additional resources provided for PP pupils to access learning at home e.g. phonics chart, hundred squares, stationery etc. *EEF Evidence 'digital technology is associated with moderate learning gains: on average, an additional four months' progress. Evidence suggests that technology approaches should be used to supplement other teaching,'*	1,5,6

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

Budgeted cost: £ 20,500

Activity	Evidence that supports this approach	Challenge number(s) addressed

Inclusion Team (Learning mentors) to support the well-being of pupils and their families.	*Learning Mentors work closely with pupils requiring individual SEMH support and their families.* *EEF toolkit– Parental engagement* *A dedicated person in the role, who builds a relationship where the parents trust them and feels they will listen to them and provides them with the support they require, leads to improved relationships with school and home lives for the whole family.*	2,5,7
Attendance support and monitoring. KD and AB to lead meetings and follow up on attendance concerns.	Attendance is monitored daily with families contacted. Persistent absenteeism is addressed termly and support offered to families. Praise and positive feedback to pupils who improve their attendance. *EEF toolkit– Parental engagement* *Dedicated person who monitors attendance and who has a good relationship with parents is most effective at ensuring good pupil attendance.*	2
Cultural capital experiences promoted through OPAL and ENRICH, Now Press Play, Immersive Room, panto and theatre shows. Reduction in cost of trips and residential trips for PP Every PP child is entitled to a free club - participation is highly encouraged Support with uniforms, breakfast/after school provision (based on individual circumstances) and peripatetic lessons	Pupil voice surveys reflect greater enjoyment and engagement in school in lessons. School club places to be offered fully funded for PP pupils one place every term. Subsidised places offered for peripatetic lessons. High-quality used uniform offered to all vulnerable families every term. *Enrichment activities offer children a context for learning and a stimulus to trigger their interest which can be evidenced in pupil books and data.* *EEF – sports participation increases educational engagement and attainment.*	2, 3, 4, 7

Further monitoring and management of teaching and learning standards	Release and cover for year leaders, PP champions and class teachers to carry out professional development to support teachers to develop their teaching skills, including training, observations and modelling good practise. National College states that “The two factors with the strongest evidence of improving pupil attainment are teachers' content knowledge, and the quality of instruction.”	1,2
Behaviour Lead Teachers support Vulnerable Pupils	Behaviour leads developing behaviour guidelines and rewards in school for effective behaviour management. Monitoring of Behaviour termly and support given to pupils with more significant behaviour needs. *EEF – social and emotional learning – improves interaction with others and self -management of emotions – impacts on attitudes to learning and social relationships in school, which increases progress in attainment.*	

Total budgeted cost: £213,500

Part B: Review of outcomes in the previous academic years

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Progress based on results from Aut 2 24-25 to Summer 2 24-25

Summer 2 2023 Data	PP Children Expected and Above	Non-PP Children Expected and above
Reading	94% of which (26% above)	93% of which (18% above)
Writing	94% of which (14% above)	93% of which (16% above)
Maths	86% of which (16% above)	92% of which (18% above)

Attainment based on results from Summer 2 24-25

Summer 2 2024 Data	PP Children Expected and Above	Non-PP Children Expected and above
Reading	63% of which (16% above)	81% of which (30% above)
Writing	50% of which (6% above)	74% of which (17% above)
Maths	61% of which (11% above)	79% of which (25% above)

Context: There were 135 children on the PP register at the end of the academic year and 21% of our PP children have SEND needs, with a further 17% on the EAL register. The focus this year centred around two main priorities: closing the attainment gap between PP and their peers in Reading and Maths – there was also a whole school focus on Writing too for all pupils. We were able to reduce the gap in Reading and move more of our PP pupils into achieving above the expected level for Reading. Writing is still an area for focus as this gap still needs to be reduced and more work on oracy is being included next year to help support these pupil's language skills. Maths attainment was at 58% of PP achieving the expected attainment levels at the end of 2024 and by the end of 2025 this has increased to 61%. This shows 2 years of steady growth in our Maths attainment.

Our Pupil Premium strategy places a strong emphasis on securing rapid progress in reading across the school. In Key Stage 1, targeted reading groups led by experienced staff ensured that early readers received precise, structured support. Smaller phonics ability groups enabled teaching to be closely matched to individual need, while additional catch-up provision was in place for pupils retaking the Year 2 phonics screening. One-to-one reading sessions, alongside the use of programmes such as Nessy and Lexia, provided personalised interventions for pupils who required further consolidation. In Years 3 and 4, fluency groups ran twice weekly to strengthen decoding, prosody, and comprehension, complemented by phonics catch-up sessions for those still securing foundational skills. A new reading scheme, delivered three times a week, supported deeper comprehension and exposed pupils to high-quality texts. Investment in reading resources, including new books and Accelerated Reader, ensured that pupils had access to engaging, appropriately levelled material that promoted a love of reading.

In writing, the school continued to refine and strengthen its whole-school approach. refinements to the Jane Considine writing model are being embedded to ensure consistency and high expectations in every classroom. "Nuts and Bolts" sessions provide focused teaching on key transcriptional and grammatical skills, while enhanced marking practices supported PP

pupils in understanding their next steps. Oracy training and wider CPD helped staff to develop pupils' spoken language, vocabulary, and confidence, ensuring that talk underpinned writing across the curriculum.

In Mathematics, additional funding was used to extend the teaching capacity in Years 5 and 6 allowing the school to run three sets, enabling more targeted instruction and smaller group sizes to further support our Pupil Premium children. All year 5 PP pupils were able to make the expected level of progress as a result of this targeted teaching. Year 6 also benefitted from increased teaching assistant support in lessons with disadvantaged pupils and structured tutoring to address gaps and accelerate progress. PiXL groups and weekly "Nuts and Bolts" sessions reinforced core knowledge and fluency in Key Stage 2, while in Key Stage 1 our disadvantaged pupils received targeted interventions informed by detailed gap analysis. Parental engagement remained a priority, with workshops were hosted in maths and phonics helping families to better support their child's learning at home. Close monitoring of home engagement allowed class teachers to reach out and support families that were finding this more challenging to ensure they were fully updated with their child's learning and could regularly support their child in their reading and homework activities.

Beyond academic provision, the school's Hive offered tailored support for individual pupils, ensuring that social, emotional, and behavioural needs were met effectively and our Pupil Premium pupils were always given prioritised focus. Staff accessed CPD including behaviour training, weekly safeguarding snippets, weekly pupil premium updates and diversity training to strengthen inclusive practice. Pupil Premium funding also supported access to a wide range of enrichment opportunities, including school trips in Years 1, 2, 4, 5, and 6. Investment in additional iPads and Chromebooks ensured equitable access to digital learning, while OPAL play provision and BeActive sessions promoted physical development and wellbeing. The on-site swimming pool last year enabled the school to run dedicated swimming sessions for Pupil Premium pupils, ensuring they meet national expectations in their physical development skills and developed water confidence. Year 5 pupils eligible for Pupil Premium received free bikes to participate fully in Bikeability and were able to keep the bike afterwards, supporting independence and healthy lifestyles. Peripatetic Music lessons were subsidised, and afterschool clubs are fully funded to remove financial barriers to participation. All PP pupils also benefited from free healthy snacks, free milk, and access to free school uniform, ensuring that no child was disadvantaged by circumstance.

The progress in reading, writing and maths of our PP pupils was good and was very similar to (slightly above) the non-PP pupils' progress, which showed an increase from the previous year. There was a significant increase in the progress for Reading as 26% of PP pupils showed accelerated progress. However, there was a slight reduction in the progress of our PP pupils in Maths overall, but this was highlighted and addressed through targeted support programmes in year 5 and 6, and further additional support in year 3 and 4 that will run alongside the class teaching next year.

Our ongoing assessments and observations showed that pupil wellbeing and mental health still needs to remain a focus to ensure that all our disadvantaged pupils can access their learning positively and develop important social skills and relationships. Our behaviour team works closely with the PP team to ensure that any disadvantaged pupils have the necessary support in place to be able to access their learning appropriately to give them the best opportunity to thrive. This is an area that we have invested a lot of support into this year, and this will continue to be a focus for class teachers, learning mentors and teaching assistants. Our PP families will also be supported through before and after school childcare where needed.

Progress based on results from Aut 2 23-24 to Summer 2 23-24

Summer 2 2023 Data	PP Children Expected and Above	Non-PP Children Expected and above
Reading	93% of which (17% above)	95% of which (16% above)

Writing	**93% of which (16% above)**	**94% of which (15% above)**
Maths	**97% of which (17% above)**	**97% of which (17% above)**

Attainment based on results from Summer 2 23-24

Summer 2 2024 Data	PP Children Expected and Above	Non-PP Children Expected and above
Reading	**58% of which (12% above)**	**81% of which (26% above)**
Writing	**55% of which (5% above)**	**77% of which (16% above)**
Maths	**58% of which (9% above)**	**79% of which (23% above)**

Context: There were 103 children on the PP register at the start of the year – however this increased to 127 by the end of the year. 19% of our PP children have SEN needs, with a further 20% on the EAL register. The focus this year centred around two main priorities: closing the attainment gap between PP and their peers is Writing and Maths – there was also a whole school focus on Reading too for all pupils. We made significant steps in closing the gap in Writing and Maths, Writing was 46% of PP pupils attaining the expected level of attainment and this has now improved to 55%. Maths attainment was at 52% of PP achieving the expected attainment levels at the end of 2023 and by the end of 2024 this has increased to 58%.

The progress of our PP pupils was very similar to the non-PP pupils' progress, which showed an increase from the previous year. There was a small gap of 2% difference in progress in reading so that will continue to be a focus for next year.

Our ongoing assessments and observations showed that pupil wellbeing and mental health still need to remain a focus to ensure that all our disadvantaged pupils can access their learning positively and develop important social skills and relationships. This will continue to be supported by class teachers, learning mentors and through involvement in clubs and extra-curricular activities.

Whole School Attainment 2022-2023

	PP Children Expected and Above	Non-PP Children Expected and above
Reading	**58% of which (11% above)**	**76% of which (22% above)**
Writing	**46% of which (3% above)**	**67% of which (9% above)**
Maths	**52% of which (8% above)**	**75% of which (18% above)**

Whole School Progress September 2022 – July 2023

	PP Children making expected and above progress	Non-PP Children making expected and above progress
Reading	**89% of which (11% above)**	**87% of which (17% above)**
Writing	**87% of which (17% above)**	**93% of which (16% above)**
Maths	**92% of which (14% above)**	**88% of which (15% above)**

Context: There were 90 children on the PP register at the start of the year – however this increased to 103 by the end of the year. 18% of our PP children have SEND needs, with a further 14% on the EAL register. The focus last year centred around two main priorities: closing the attainment gap between PP and their peers and raising the profile of PP children. Pupil Premium children have an increased profile in school, as PP focus and support was a regular

agenda item on staff and team meetings. Their emotional wellbeing was regularly monitored by our PP leads, which meant that PP children were coming to school in a more positive emotional mind-set ready for learning. Pupil Premium attendance was 91% compared to whole school of 94%. This attendance figure was affected significantly by persistent absenteeism, but these individual families continue to receive support, and this will remain a target for 2023-2024.

The progress of our PP pupils was above our non-PP pupils in reading and maths and was slightly lower in writing. This shows that these pupils were supported well in their learning and were able to make the same amount of progress as their peers. However, there is still a gap between the attainment of PP and non-PP pupils, so this remains a focus for 2022-2023 academic year.

Our assessments and observations showed that pupil wellbeing and mental health still needs to remain a focus to ensure that all our disadvantaged pupils can access their learning positively and develop important social skills and relationships. The support that was provided made a significant impact on these focus pupils in both their ability to access learning and their wellbeing and social interactions. We used the Pupil Premium funding to run a range of targeted interventions, 1:1 sessions with a learning mentor and additional club places. Our learning mentors have closely supported several families where the children were struggling with anxiety and social worries both at home and at school.

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
TT Rockstars and Numbots	Maths Circle Ltd
Nessy Reading and Spelling Support	Nessy Learning
Learning Village English as Additional Language Programme	Across Cultures
Little Wandle Spelling and Phonics	Letters and Sounds
Nelson's Handwriting	Oxford Owl
White Rose Maths Programme	White Rose Education
PiXL Software for assessment and target teaching	The PiXL Club Ltd
Collins E-books access for further reading at home	Collins
The Write Stuff	Jane Considine (The Training Space)
Lexia – reading support	Lexia Learning Systems LLC

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.

- All teachers and teaching assistants have a better understanding and awareness of their pupil premium children in their class, and year group leaders and are aware of our more vulnerable students across the school.
- We use AfL opportunities such as live marking and previous gap filling during lessons and always ensure that all Pupil Premium and checked on by the teacher throughout the lesson so that any misconceptions are addressed at the point of learning. If any areas are still a concern after the lesson that, a 'Mind the Gap' task or a PiXL session will take place to address their need.
- We continue to raise the profile of Pupil Premium children in school life by ensuring that they are prioritised for questioning in class and have key roles and responsibilities within the school and in classes to increase their engagement and self-confidence.
- Before we circulate club letters to the whole school each term, we target Pupil Premium children to encourage their participation and speak to parents, reminding them of the benefits of their child participating in a club.
- Opportunities for developing speech and language skills has been prioritised as this is a developmental area for many vulnerable pupils. This includes a bigger focus on speech and language learning opportunities in lessons.