



Pupil premium strategy statement – Oak Grange Primary School 2025-2026

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

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	79 (R-Yr 6) plus 29 FS1
Proportion (%) of pupil premium eligible pupils	16 children = 20%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024- 2027
Date this statement was published	17.10.25
Date on which it will be reviewed	17.07.26
Statement authorised by	Sarah Coleman
Pupil premium lead	Sarah Coleman
Governor / Trustee lead	Rachael Taylor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£18,850
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£18,850

Part A: Pupil premium strategy plan

Statement of intent

Pupil Premium is allocated to schools with pupils on roll in that are known to have been eligible for free school meals (FSM) at any time in the last six years. Evidence and facts make it abundantly clear that poverty is the single most important factor in predicting a child's future life chances. The pupil premium is aimed at re-writing the futures of these children by closing the attainment gap between themselves and their peers as well as ensuring that they make expected or better progress.

The targeted and strategic use of pupil premium supports schools in achieving our vision of helping everyone to achieve to their full potential.

Principle

Leaders are committed to using the Pupil Premium to powerfully address social disadvantage by ensuring that teaching and learning is designed to meet the needs of all pupils. Each pupil attracts £1320, which is additional to the school's budget, for schools to utilise in ways that they think will best support the focus on raising of the attainment and aspirations of the most vulnerable pupils.

Schools recognise that not all pupils who receive free school meals will be socially disadvantaged and that not all pupils who are socially disadvantaged are registered or qualify for free school meals, because of this we reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has identified as being in need of intervention and support. Support will be allocated following a needs analysis which will identify priority classes, groups or individuals. Due to limited funding and resources not all children receiving free school meals will be in receipt of pupil premium interventions at all times.

Schools will :

- Diagnostic assessments of well-being and learning needs
- Ensure appropriate provision is made for vulnerable pupils
- Prioritise the use of Pupil Premium funds for maximum impact
- Perform regular reviews and monitoring
- Focus provision on the development of the whole child
- Support staff with focussed CPD

Challenges

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

Challenge number	Detail of challenge
1	Our attendance data shows that poor attendance is a challenge for disadvantaged pupils. Our observations and assessments indicate that poor attendance is negatively impacting on disadvantaged pupils' progress. Our attendance data between the current year and last indicates that attendance among disadvantaged pupils is 2.5% lower than non disadvantaged
2	Our observations, assessments (PP calculator) and discussions with pupils and staff show social and emotional issues/adverse family circumstances for many of our disadvantaged children. Seven of our PP children scored 4 or more on the disadvantaged calculator index for social and emotional/adverse family circumstances sections. Disadvantaged children are less likely to partake in enrichment experiences that will positively impact academic achievement and well-being and build cultural capital.
3	Internal and external assessments indicate that attainment in reading among disadvantage pupils is lower than that of non-disadvantaged pupils in 3 out of the 3 the year groups (R, Yr 1 and Yr 2) On entry to Reception class in the last 2 years our disadvantaged pupils arrive below age-related expectations in language development compared to other pupil

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved attendance of PP children.	Sustained high attendance by 2025/26 demonstrated by: Reduction in attendance % gap between PP and non PP pupils over the three years. Attendance of pp children in each year group is 95% or above There is a reduction in the % of PP pupils with attendance lower than the National average. 2 out of the 2 PP children identified have raised attendance to a minimum of 90% Parental guidance provided resulting in increased attendance. Attendance practices and procedures have been reviewed taking into account new government guidance. Daily monitoring is conducted alongside support mechanisms
Improve the reading attainment for disadvantaged pupils.	Reading attainment at the end of the academic year shows a reduction in the gap between PP and non PP
PP pupils better understand emotions and how to use strategies to manage these emotions both individually and part of a social group.	Identified PP children have access to a variety of social and emotional interventions throughout school. This will allow them to access learning successfully in the school day.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £3760

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training of an ELSA practitioner-	Training and implementation with a case EEF Social and Emotional learning Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health	2
Undertake training via the Voice 21 project to develop oracy.	EEF Communication and Language development Communication and language approaches emphasise the importance of spoken language and verbal interaction for young children. They are based on the idea that children's language development benefits from approaches that explicitly support communication through talking, verbal expression, modelling language and reasoning.	3

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

Budgeted cost: £9608

Activity	Evidence that supports this approach	Challenge number(s) addressed
To provide additional TA support to deliver 1:1 or small group	EEF TA Interventions	3

phonic sessions in year 1,2	'Making best use of teaching assistants' states that we should use teaching assistants to deliver high quality one to one or small group support using structured interventions.' Our phonics programme is a structured intervention. Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:	
To provide additional TA support to deliver 1:1 or small group phonic sessions / listening in year R	As above- with a focus on Listening and attention and sound discrimination a mixture of Attention Autism and Phonics	3

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

Budgeted cost: £ 3505

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff training for Tas in Lego Therapy-	Targeted interventions that will positively impact on self confidence, social interaction, listening and responding to others. 2 Tas trained and leading x 2 clubs a week 2x 30 mins	2
Provide breakfast/afterschool club to identified children who require this support to allow for individual support time.	EEF Parental -engagement) We define parental engagement as the involvement of parents in supporting their children's academic learning. This includes: - supporting regular attendance encouraging positive relationships and , communication between home and school	2
Trips/Visitors/ Participation in clubs.	https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment Learning is contextualised in concrete experiences and language rich environments. Financial support will ensure PP children participate in enrichment activities that offer children a context for learning and a stimulus to trigger their interest. This is then reflected in the work they produce and their overall progress levels	2

Total budgeted cost: £ 16873

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

EYFSP	EXP Reading	EXP Lit Comp	Reading Progress		Lit Comp progress		
Non PP	96%	87%	67% Exp progress	33% Exp plus progress	67% Exp progress	33% Exp plus progress	
PP (5)	40%	40%	50% Exp progress	50% Exp plus progress	50% Exp progress	50% Exp plus progress	

Of the 5 PP children in FS2 2 children have EHCP and 1 is only just beginning to say phrases.

The key is that the % of PP that made Exp plus progress is greater than non PP.

Year 1 Attainment			
Cohort=12			
Context- 4 chn joined in the summer term.			
	EXP +	GAP	
Reading all	67%		
PP (4)	25%	-42	ALL PP children made progress from their starting point.
SEND (6)	50%	-17	
EAL(1)	100%	+33	
Writing all	58%		
PP	25%	-33	
SEND	33%	-25	
EAL	100%	+42	
Maths all	58%		

PP	25%	-33	
SEND	50%	-8	
EAL	0%	-58	0

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
NA
The impact of that spending on service pupil premium eligible pupils
NA

Further information (optional)

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