



Oakhill Pupil Premium Strategy Statement

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

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	Oakhill Primary School
Number of pupils in school	59/133
Proportion (%) of pupil premium eligible pupils	44%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024 – 2025 2025 – 2026 2026 - 2027
Date this statement was published	19.12.2025
Date on which it will be reviewed	15.7.2026
Statement authorised by	Nicola Gripton
Pupil premium lead	Nicole Price
Governor / Trustee lead	Peter Hollis

Funding overview

Detail	Amount
Pupil premium funding allocation for the financial year 2024 – 2025	£69,560
7/12 th September 2024 to March 2025	£40,575
Pupil premium funding allocation for the financial year 2025 – 2026	£72,720
5/12 th April 2025 to August 2026	£30,300
Pupil premium funding carried forward from previous years	£0
Total budget for academic year 2024 – 2025	£70,875
Total budget for academic year 2025 - 2026	£72,760

Part A: Pupil premium strategy plan

Statement of intent

Our main objectives are:

- *To narrow the gap between disadvantaged learners and non-disadvantaged pupils in reading, writing and maths.*
- *To improve the attendance of disadvantaged pupils and the gap between disadvantaged and their peers is reduced.*
- *To improve the oral language and vocabulary of all disadvantaged pupils from Early years to Year 6.*
- *That all staff contribute and implement strategies linked to key projects to ensure positive outcomes for all pupils.*

We aim to achieve this through:

- *Teaching and learning meeting the needs of all pupils in the classroom*
- *Provision and monitoring of all groups of learners is regular to ensure that provision needs are addressed for all vulnerable groups of pupils.*
- *Funding allocation will be a result of annual evaluations and therefore not all pupils will be in receipt of pupil premium intervention at the same time in school.*

To achieve these objectives, the provision in place to support all pupils will include:

- *Teaching and learning that is good or better in all classes.*
- *Additional funding to ensure the provision in all classrooms is of high quality to inspire and engage pupils.*
- *Additional funding may be used for educational visits and increase first hand experiences for this group of pupils.*

Challenges

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

Challenge number	Detail of challenge
1	<p><i>The number of children starting Reception with low speech and language levels.</i></p> <p><i>The continued number of children in KS1 with low speech and language levels and referrals to speech and language services. The additional challenge of parent engagement.</i></p>
2	<p><i>To support pupil premium children to making progress in reading and writing towards key assessment points e.g. ELG, Y1 phonic scores and key stage 2 assessments compared to their peers.</i></p> <p><i>To maintain this year on year with Year 6 cohort and with consideration of contextualised data.</i></p>
3	<p><i>The pupil premium children making progress in Maths.</i></p>
4	<p><i>The attainment and progress of pupil premium children who are also on the SEN register is below national expectation.</i></p> <p><i>The percentage of pupil premium children who are also on the SEN register in each cohort.</i></p>
5	<p><i>Attendance levels for disadvantaged learners in comparison to their peers. In addition, there is a correlation between SEND pupils, who are also pupil premium having poorer attendance levels.</i></p>

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
Develop oral and language skills and vocabulary for all pupils, especially disadvantaged pupils.	<p>WELLCOMM screening and intervention toolkit is implemented for all EY pupils.</p> <p>Concept Cat is well implemented in the Early Years.</p> <p>Voice 21 project is well implemented raising oral language amongst all pupils including disadvantaged pupils.</p>
Raise reading attainment and progress for disadvantaged pupils.	<p>Year 1 Phonics Screening data is in line with national for disadvantaged pupils.</p> <p>KS2 reading outcomes in 2025/2026 show that more than 50% of disadvantaged pupils meet the expected standard.</p>
Raise writing attainment and progress for disadvantaged pupils.	<p>KS2 writing outcomes in 2025/2026 show that more than 50% of disadvantaged pupils meet the expected standard.</p>
Raise maths attainment and progress for disadvantaged pupils.	<p>Year 4 MTC data is in line with national average for disadvantaged pupils.</p> <p>KS2 maths outcomes in 2025/2026 show that more than 50% of disadvantaged pupils meet the expected standard.</p>
Improve progress for all SEND pupils.	<p>Sustained progress on b-squared for all SEND pupils registered on platform.</p> <ul style="list-style-type: none"> - Progress data shows positive increase from personal starting point. - PINS project training completed and implemented across school with effective strategies in place to support progress of all children, especially SEND pupils.
To continue focusing on improved attendance for all pupils particularly disadvantage pupils.	<p>Sustain high attendance for all pupils by Summer 2026:</p> <ul style="list-style-type: none"> - The unauthorised rate for all pupils is below 25% - The attendance gap between disadvantaged and non-disadvantaged is reduced to 5% or lower. - The persistent absence % is below 20%

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: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>EYFS – Focus on CLL</p> <p>We will fund staff to complete additional intervention and assessment.</p>	<p>Using WELLCOMM to support communication and language development is highly beneficial because it provides early identification and targeted intervention for children who may have speech, language, or communication delays.</p> <p>Early Intervention Improves Outcomes: Research shows that children who receive early language support are more likely to achieve age-appropriate communication skills, which positively impacts literacy and academic success.</p>	<p>1</p>
<p>Subscription and Implementation of an oracy program – Voice 21 – to improve listening and oral language skills for all pupils. We will fund cover for teaching staff to attend training and observe practice.</p>	<p>The average impact of Oral language interventions is approximately an additional six months’ progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language.</p> <p>Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment.</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>1</p>

<p>Continued subscription of DfE validated systematic RWi phonics programme.</p> <p><i>We will fund coaching and mentoring of staff delivering programme.</i></p>	<p>Consistent phonic teaching and approach have a strong evidence base that indicates a positive impact upon word reading.</p> <p>Phonics EEF (educationendowmentfoundation.org.uk)</p>	<p>2</p>
<p>Reading – purchase and implementation of Reading plus across the school.</p> <p><i>We will fund the annual license for pupils and additional training for staff to implement.</i></p>	<p>The introduction of the Reading Plus program can significantly improve reading progress and attainment for Pupil Premium pupils. Its adaptive online platform has increased engagement with reading by providing interactive, personalised activities that build fluency, comprehension, and vocabulary. Pupils can access a wider range of texts both in school and at home, supported by the program’s online resources and enhanced selection of physical reading materials. This will strengthen reading habits, boost confidence, and contribute to closing attainment gaps, demonstrating clear impact on outcomes for disadvantaged learners.</p>	<p>2</p>
<p>Purchase of Sumdog website to support home learning in Maths.</p> <p><i>We will fund training for staff to ensure platform utilised effectively.</i></p>	<p>Online platform which uses continuous formative assessment and pupil feedback to maximise the impact of learning in core skills of reading comprehension and Maths.</p>	<p>3</p>
<p>Implementation of Concept Cat focusing on whole class verbal concepts.</p>	<p>Trial to test the impact of Concept Cat, a whole class teaching methodology for early verbal concepts</p> <p>Concept Cat - trial EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 3</p>

<p><i>We will fund cover to support ongoing staff training and release time.</i></p>		
<p>Implementation and engagement in the NHS Partnerships for Inclusion of Neurodiversity in Schools Programme (PINS) project in collaboration with Staffordshire and Stoke on Trent Care Board.</p> <p><i>We will fund cover to release senior leaders, SENCOs and teachers to attend training and embed key features of project.</i></p>	<p>A systematic review exploring approaches to effectively including children with SEND in mainstream classrooms found that teachers with positive attitudes towards the inclusion of children with SEND had better quality interactions with pupils. These teachers saw themselves as responsible for the learning of all pupils and had longer interactions with pupils with SEND, using this time to ensure they fully participated in the class</p> <p>2. Build a culture of community and belonging for pupils EEF (educationendowmentfoundation.org.uk)</p> <p><i>Application for 2nd Year on course submitted and accepted.</i></p>	<p>4</p>
<p>Attendance Team – including early help from Family Support worker, Liaison with EWW through service level agreement and the implementation of the HERO attendance scheme in Staffordshire.</p>	<p>Little Heroes Campaign Toolkit - Staffordshire County Council</p>	<p>5</p>

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

Budgeted cost: £50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional phonics sessions targeted at disadvantaged pupils on a one to one basis.</p> <p>Additional comprehension groups targeted at disadvantaged pupils.</p> <p>Additional catch up support for year 6 pupils in core subjects.</p>	<p>The average impact of the small group tuition is four additional months' progress, on average, over the course of a year.</p> <p>Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. Once group size increases above six or seven there is a noticeable reduction in effectiveness.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	<p>2</p>

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

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding the main principles of good practice as sent out in the DfE guidance on Working together to improve school attendance (applies from 19 August 2024) (publishing.service.gov.uk)</p> <p>We will fund staff to attend training and for release time for staff to develop and embed new procedures in line with new guidance.</p>	<p>Attendance impacts pupils academically and socially. By closely monitoring attendance of all pupils, any patterns or concerning data can be targeted promptly.</p> <p>Weekly attendance rewards, assembly, weekly reports to governors.</p> <p>Employment of family support worker to support families with wider issues, complete referrals and engage well with schools will support increased attendance.</p> <p>Further service level agreement with local authority EWW will also support high focus on attendance and punctuality.</p>	5
<p>Social emotional – Emotional Literacy Support Assistant (ELSA) – 2 x trained members of staff.</p> <p>Additional support from external play therapist.</p>	<p>The average impact of successful SEL interventions is an additional four months' progress over the course of a year. The security of this evidence is, however, very low, so schools should carefully monitor the efficacy of approaches in their own settings. Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.</p> <p>Improving Social and Emotional Learning in Primary Schools EEF (educationendowmentfoundation.org.uk)</p>	2,3,5
<p>Contingency fund to support other activities such as fruit provision for all, access to enrichment and educational visits.</p>	<p>Providing pupils with enrichment opportunities to extend their life experiences, and raise aspirations from an early age.</p>	4,5

Total budgeted cost: £120,383