Oakwood Primary Academy

'Being Better Every Day'

Knowledge – Equality – Determination - Achievement

Pupil premium strategy statement 2024-27

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 2024-25	Data 2025-26	Data 2026-27
Number of pupils in school	298	255	
Proportion (%) of pupil premium eligible pupils	41% (137 pupils)	41% (105 pupils)	
Academic year/years that our current pupil premium strategy plan covers	2024-2027 (3-year plan, with annual update)		
Date this statement was published	December 2024	December 2025	
Date on which it will be reviewed	December 2025	December 2026	
Statement authorised by	Local Academy Board		
Pupil premium lead	Hannah Morgan Headteacher		
Governor / Trustee lead	Anne McWilliams LAB Chair		

Funding overview

Detail	Amount 2024-25	Amount 2025-26	Amount 2026-27
Pupil premium funding allocation this academic year	£192,400	£160,940	
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£0	£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*	£192,400	£160,940	

Part A: Pupil premium strategy plan
Statement of intent

At Oakwood Primary Academy, **our vision is for children to 'be better every day'**, regardless of any potential barriers. Through our **'culture of kindness'**, **school rules (ready, respectful, safe)** and **school values (knowledge, equality, determination and achievement)**, we strive to instil principles that will help our children be successful at present, over time and in their futures.

We recognise that **at least 40% of our children quality for the Pupil Premium Grant, significantly more than National average**, and therefore our approaches to teaching and learning, alongside our systems that promote equality and equity are designed to deliver the best outcomes for all our pupils **– what we do for one group, is good for all.**

Through our pupil premium strategy, we have identified that **high quality teaching; targeted academic support and the use of wider strategies will enable us to ensure progress for all** including those children identified as being disadvantaged. The key principles that underpin our plan are carefully aligned with our school improvement plan, equalities objectives and the existing practices within the school.

One of the Oakwood values that shapes the nature of our work and frames our view of children's success is 'achievement'. Therefore. this strategy is designed, weighted towards 'wider strategies', to create access to our ambitious curriculum so that children develop skills and securely acquire knowledge, achieving success against their personal goals.

In a community where socio-economic disadvantage is not uncommon, it is important that this strategy sets out to mitigate disadvantage for all through increasingly impactful teaching. With a **focus on shared, highly effective pedagogy**, our universal teaching should equip children with the key knowledge, skills and understanding for all pupils to be successful. Skilful implementation of our well-sequenced, broad and balanced curriculum, alongside our **'Aurora Big 5' pedagogy principles**, enables teachers to support children to have strong starting points and build quickly on these strong foundations.

Our primary aspiration is that children can access all opportunities because we enable them to **become fluent and able readers, with a passion for 'knowledge'** – another of our school values. We believe that **'reading is the key that unlocks all learning'** and if children are successful in learning to read, they are more likely to be successful in reading to learn. In addition to this, we recognise the importance of children having **secure fact fluency acquisition within maths** so that their progress in this subject domain is not hindered. Targeted academic support will support children making slower progress to make rapid progress, from their starting points.

Around 20% of our Oakwood pupils live with a Special Educational Need and or Disability. It is not uncommon for these children to also qualify for the Pupil Premium Grant. In the past three years, we have seen an increase year or year in requests for support for social, emotional and mental health needs. These aspects have a huge impact on children's ability to feel regulated and able to access learning. Our targeted academic support and wider strategies ensure that **'Inclusion' policies and practices are readily available and skilfully implemented** by a range of professionals to ensure that children's primary needs are identified and met. A crucial commitment that shapes the nature of our school's timetable is our **determination that all children can access our academic offer** and thrive in their life beyond education; this includes **supporting pupil's holistic development**, **'communication and interaction'** and **'social and emotional health'**, especially for our children who are identified as being disadvantaged.

Our final aim is for children identified as disadvantaged **to attend school in line** with those children who are not. This includes a reduction in the persistent absence of children who are identified as disadvantaged. We know that **attendance has a significant impact on children's progress and attainment** therefore this is a key aim of this strategy.

Challenges

At the launch of this strategy, this details the key challenges faced by children eligible for the Pupil Premium Grant and their families.

Challenge number	Detail of challenge		
1	**Curriculum Accessibility** Poorly developed reading and mathematics skills prevent pupils achieving fluency in these subjects. This in turn hampers progress in the wider curriculum.		
	2024-2025	**2025-26**	**2026-27**
	• Some children might join Oakwood with developmental delay in language acquisition, understanding and application. These children's vulnerabilities might be compounded by their communication profile. • Joining Early Years, children's Early Reading starting points might be low and leadership and teaching of an exception standard is required; rapid progress will be required from starting points in reading and other core subject areas. • Children's SEMH profiles might inhibit their ability to communicate themselves or emulate our value of determination; this might lead to slower progress, affecting children's 'next phase readiness'. As a result, some children may not be well prepared for the next stage of their education.		
2	**Attendance and Parental Engagement** Factors that impact negatively on pupils' emotional wellbeing and success at school, such as pupil attendance and parental engagement.		
	2024-2025	**2025-26**	**2026-27**
	• Some children and/or their family might not yet be able to engage with the school's offer. • The profile and importance of good attendance over time needs to be raised; when children are not at school, development might be delayed and academic achievement might be impeded. • Attendance data for 2024-25 indicates that attendance is improving however there remains a gap between children who are classified as disadvantaged and those who are not. Attendance of non-PP: 94.33% Attendance of PP: 91.71% • We recognise that our families would benefit from support to provide a healthy breakfast for children and as such, hunger might impeded physical development, motivation, attention and therefore achievement. • Some families require an earlier school start of finish time in order that they can study, look for employment or attend their place of work. • Some families may need financial support from the school to ensure access to school life and access to our Personal Development opportunities.		
3	**Social, Emotional and Mental Health and Inclusion challenges** Parent and teacher requests for social, emotional and mental health support for children remain high. There is also high demand for inclusion support for pupils with SEND, with our main area of need remaining as communication and interaction.		
	2024-2025	**2025-26**	**2026-27**

- Some children's presentation might lead to reduced likelihood of their safety and success at school.
- Some SEND learners with complex needs might not yet be able to access our curriculum offer according to their Individual Support Plans and their year group's national curriculum expectations.
- SEMH profiles or children's communication and interaction needs might impede children's ability to behave appropriately or safely within the school environment.
- Children's ASC profiles are likely to require explicit modelling and enhanced opportunities for communication and socialisation.

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	Linked to challenge	Success criteria
Children make rapid progress in Early Reading.	1, 2, 3	By the end of academic year 2026-27: • Models for teaching of reading are embedded, and teaching is consistent, leading to good outcomes for all pupils. • The Early Learning Goal in Word Reading and Comprehension indicates rapid progress since starting school. • Year 1 Phonic Screening Check outcomes are in line with national averages for 'all' and 'disadvantaged'. • Teacher assessment in Reading at the end of KS1 is commensurate with PSC success at the end of Year 1. • Outcomes for disadvantaged pupils meet or exceed those of other similar schools. • Tutoring sessions are provided for pupils in EYFS/ Y1/ Y2 when there are gaps in reading/ phonics knowledge. • There is sustained attainment at the end of KS2 in reading, for children eligible for pupil premium in line with or exceeding their non-pupil premium peers.
Children make rapid progress in the core curriculum.	1,2,3	• Statutory assessment outcomes demonstrate that OPA indicators are in the top 25% of similar schools and close the gap on National • Internal assessments, including those linked to interventions, demonstrate progress in knowledge, skills and understanding • Intervention for lower attaining pupils leads to rapid progress from their starting points
Children demonstrate meaningful engagement and safe behaviours.	1,3	• All teaching is at least effective • A suite of SEMH interventions is well embedded • Selected children have access to a range of skilled professionals for weekly sessions as appropriate (according to demand) and demonstrate progress against established targets, functioning with increased safety and success in and out of school

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5		• The school's behaviour and anti-bully policy is well understood • Children targeted for SEMH intervention demonstrate progress in specified areas • Children demonstrate progress against Individual Support Plan and Individual Behaviour Plan targets • Children can identify adults who they would report/disclose their worries to • Reduced suspensions year on year.	
Attendance continues to improve for all pupils, including disadvantaged pupils.	2	Improved and sustained high levels of attendance by 2026-27 demonstrated by: • Statutory School Age attendance demonstrates growth year on year and narrows the gap on 'national' • Whole-school attendance meeting or exceeding data from other similar schools, pertaining to Oakwood's attendance metrics demonstratable improving to reach the 25th centile of similar schools. • Children can articulate the purpose of school attendance. • Reduced persistent absence indicators. • Children feel safe when they attend school and report a sense of belonging. • There is targeted support for pupil premium pupils to attend after school clubs and extra-curricular opportunities.	

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, under the headings of:

- Teaching
- Targeted academic support
- Wider Strategies

Teaching (for example, CPD, recruitment and retention)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed the RWInc curriculum and pedagogy to ensure the continued success of this; appoint and train an Early Reading leader in order	Read Write Inc. Phonics is a teaching programme developed by Ruth Miskin. It includes systematic synthetic phonics, reading and applying phonics to decodable books, and skills for writing, including handwriting and compositional writing. Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics	Toolkit Strand	Education Endowment Foundation	EEF	1 3

that children are supported by highly skilled colleagues so that they make rapid progress from their baseline. Embed the use of pedagogy practice sessions and coaching opportunities.	https://www.ruthmiskin.com/wp-content/up- loads/2022/05/ruth_miskin_literacy_inc_-_read_write_inc_research_and_evidence-1-1.pdf https://educationendowmentfoundation.org.uk/pro-_jects-and- evaluation/projects/read-write-inc-and- fresh-start	
Children access stage not age daily teaching for both reading and phonics.	Data from previous three years shows an increase in the number of children reaching ARE and passing the phonics screener both in Y1 and retakes due to this approach.	2,3
To embed Daily Supported Reader in Year 1 and 2.	https://www.hackneyservicesforschools.co.uk/product/daily-supported- reading-programme-dsr https://educationendowmentfoundation.org.uk/education- evidence/teaching-learning-toolkit/reading-comprehension-strategies	1 3
To embed Destination Reader in Years 3 to 6.	https://www.hackneyservicesforschools.co.uk/DR https://educationendowmentfoundation.org.uk/education- evidence/teaching-learning-toolkit/reading-comprehension-strategies	1 3
To embed the AAT maths mastery approach. To implement the 'Mastering Number' programme in EY / KS1/Y3 & 4.	https://educationendowmentfoundation.org.uk/education- evidence/teaching-learning-toolkit/mastery-learning https://www.ncetm.org.uk/maths-hubs-projects/mastering-number-at- reception-and-ks1/	1 3
Refine the use of counting stick and digital tools and strategy to improve MTC outcomes.	https://www.ncetm.org.uk/media/algnkweq/issue_32_primary_magazine.pdf	
Refine the Implementation of our Trust- wide knowledge-	Engaging with evidence to inform our thinking on curriculum design helped to develop the following active ingredients for curriculum design across our schools:	3

rich wider curriculum, to improve outcomes for all learners, including those entitled to pupil premium.	• **Schema building**. *Careful thought is given to how schema build, with the right amount of essential knowledge identified, prioritised, and sequenced systematically, deliberately building upon prior learning.* • **Spacing content**. *Opportunities in the short, medium, and long term for retrieval to strengthen memory.* • **Organising key concepts with repetition in mind**. *Developed through planned repeated encounters of key concepts and 'big ideas'.* Use of the Aurora Five in Five Pedagogy and investing in whole staff pedagogy training. https://educationendowmentfoundation.org.uk/news/eef-blog-anchoring-curriculum-knowledge-using-metacognitive-strategies https://www.gov.uk/government/speeches/the-importance-of-a-knowledge-rich-curriculum	
Ongoing training for the wellbeing & behaviour curriculum to ensure consistency for all children.	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): Improving Social and Emotional Learning in Primary Schools	EEF Use of the My Health, My School survey and the DfE Curriculum review to be in line with statutory guidance and respond to contextual factors.	2,3,4
Staff training in relation to oracy and the use of gesture to support learning across the curriculum, consistently and appropriately developing this in classrooms.	There is a strong evidence base that suggests oral language teaching, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading and language development: Oral language interventions	Teaching and Learning Toolkit	EEF	2,3

Teaching cost: £46,520

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Administer Read Write Inc. Fast Track Tutoring for 'lowest 20%' and those needing 'keep up' support.	Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics	Toolkit Strand	Education Endowment Foundation	EEF	1 **3**

	Tutoring can be an effective tool for helping pupils recover lost education; in our school we plan to use adults that children know to help support with learning. We know tutoring can have a positive impact on pupils' academic progress. Evidence suggests that, compared to their peers who do not receive tuition, pupils who receive small group tuition may make, on average, 4 months additional progress and pupils who receive one-to-one tuition may make, on average, 5 months additional progress. This is likely linked to pupils receiving more feedback, being more engaged and completing work tailored to their specific needs.	
	Tutoring can also help pupils to build resilience. Research shows that individual tuition builds pupils' confidence and provides opportunities for staff to identify areas requiring specialist support. Many pupils find that tutoring offers a safe space to talk about concepts they have struggled with in the classroom.	
	Clear, positive and encouraging communication between staff and pupils is important. An evaluation which found that pupils who received tuition made +3 months additional progress. It also found that tuition was particularly effective when there was good communication between the tutor and school staff and between the tutor and pupil.	
	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:	
	One to one tuition	EEF (educationendowmentfoundation.org.uk)	
	And in small groups:	
	**Small group tuition	Toolkit Strand	Education Endowment Foundation	EEF**	
Allocate trained staff to deliver Speech and Language Intervention to individuals, pairs or small groups. SENDCo to evaluate effectiveness and work with expert teachers to identify those most in need by analysing performance indicators.	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: Oral language interventions	EEF (educationendowmentfoundation.org.uk) One to one tuition	EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition	Toolkit Strand	Education Endowment Foundation	EEF https://speechandlanguage.info/ Speechlink tools are used to support our effective provision.	1 3
Allocate resources to deliver specific multiplicative fluency intervention for year 3 – 4 pupils,	Pupils with gaps in their multiplicative understanding and fluency will access the Mastering Number programme in years 3 and 4 to build stronger foundational knowledge in this discipline. Additional intervention will fill the gaps in knowledge and look to use principles of over-learning to support children making accelerated progress.	

in order to rapidly improve attainment.	https://mathsnoproblem.com/blog/teaching-practice/helping-learners-retain-knowledge	
The leadership of SEND, will ensure early identification of children requiring academic intervention or alternative provision.	Pupils with Special Educational Needs and Disability (SEND) have the greatest need for excellent teaching and are entitled to provision that supports achievement at, and enjoyment of, school. The attainment gap between pupils with SEND and their peers is twice as big as the gap between pupils eligible for free school meals and their peers. However, pupils with SEND are also more than twice as likely to be eligible for free school meals.	1 2 3 4
Specific 1-1 Behaviour Coaching/ Emotion Coaching led by ELSA trained staff	To support embedding our behaviour curriculum, we will train key members of our inclusion team as ELSAs. They will then support key children with behaviour and emotion coaching. https://www.elsanetwork.org/wp-content/uploads/2022/11/Final-Research-Report-How-can-the-ELSA-programme-be-used-to-support-children-and-young-people-post-lockdown.pdf https://www.bathspa.ac.uk/media/bathspaacuk/education-/research/attachment-aware/Emotion-Coaching-Full-Report-July-2017-(1).pdf	

Targeted Academic Support cost: £48,280

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Appoint school staff to promote children's welfare, support family engagement, lead professional networks, act as Safeguarding lead, ensure safe behaviour, identify and facilitate early intervention. Staff Roles to include: AHT [DSL/SENDCo] DDSL x4 Attendance Officer	We know it to be the case (see EEF quote below) that having a dedicated, trained specialist for specific roles enables us to build a range of trust-rich relationships built on good communication with our community. This supports families to trust us in sending their children to school.	2 3
Continue the school's effective work with families to ensure good attendance, monitoring our	EEF - 'increasing parental involvement in primary and secondary schools had on average 2-3 months positive impact.' Having a dedicated person for attendance ensures that good communication and relationships are developed quickly, relationships that are established early support families to liaise with school and support their children in attending.	2 3

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effectiveness half termly.		
Target resources for wrap around care to children with vulnerable attendance and who are pupil-premium eligible.	We offer breakfast for free to children due to the challenges children are known to face (on the right). It is our intention that by offering breakfast club, families are more inclined to bring their children to school. On average, 14 children attend our breakfast club daily. The EEF recently reported: "Our updated evaluation found that supporting schools to run a free of charge, universal breakfast club before school delivered an average of 2 months' additional progress for pupils in Key Stage 1 with moderate to low security. An impact on attainment was not seen for pupils in Key Stage 2. Interestingly, it appears that it was not whether more pupils ate breakfast at all that made the difference, but whether more were going to the school breakfast club. It may be that school breakfasts are more nutritious, or that attending the club effectively prepares pupils for learning. Breakfast club schools also saw an improvement in pupil behaviour and attendance."	4
Where a pupil's primary need is not yet academic, and their SEMH profile demonstrates significant levels of need will receive internal alternative provision in the Hive according to targets on their Individual Support Plan Evaluate pupil development termly.	Children who attend Nurture have a significant chance of improving their learning skills (Gerrard, 2005), including language and literacy skills (Hosie, 2013) and their academic attainment improved, even over the course of just one year (Sloan et al 2016, Reynolds et al 2009); https://www.education-ni.gov.uk/articles/nurture-provision-primary-schools https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	3
Where a pupil's SEMH or Communication and Language profile indicates a need, enriching interventions will be provided by qualified staff in the form of: - Forest School - The Hive - Sensory Circuits Evaluate pupil development termly.	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): click here for the EEF evidence base. https://forestschoolassociation.org/what-is-forest- school/	3
Provide intervention for Year 6 children	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life	3

most in need of SEMH support and enhanced transition in their preparation for joining secondary school with a view to boosting self esteem and confidence through performance.

Evaluate pupil development termly. | (e.g., improved academic performance, attitudes, behaviour and relationships with peers): click here for the EEF evidence base | |
| The costs to parents for residential / curriculum trips and events are reduced for PP families. | https://educationendowmentfounda- tion.org.uk/guidance-for-teachers/life-skills-enrich- ment | 4 |
| PINS Inclusion and Neurodiversity Project engagement | https://www.gov.uk/government/publications/partnerships-for-inclusion-of-neurodiversity-in-schools-pins/partnerships-for-inclusion-of-neurodiversity-in-schools-pins-programme | |

Wider Strategies cost: £66,140

Total budgeted cost: £160,940

Externally provided programmes

Programme	Provider
Read Write Inc	Ruth Miskin
Accelerated reader	Renaissance
White Rose Resources	White Rose Maths
Times table Rockstars	Maths Circle Ltd
Fresh Start	Ruth Miskin
Speech and language link	Speechlink Multimedia Ltd
Daily Supported Reader	Hackney Learning Trust
Destination reader	Hackney Learning Trust
Mastering Number	NCETM
NELI	Nuffield Foundation
Purple Mash	2Simple
Forest School	Forest School Association
Rock Steady	Rock Steady
Place 2 Be	Place 2 Be
East Sussex Mental Health Family Practitioner	East Sussex County Council
Boxall Profiling	Boxall Profile
Multi-Sports	Sportitude

Part B: Review of the previous academic year (2024-25)

Outcomes for disadvantaged pupils 24-25

EYFS

	All pupils	Pupil Premium Eligible	Non Pupil-Premium
Good Level of Development (GLD)	61.4%	66.7%	59.4%
Word Reading	79.5%	83.3%	78.1%
Comprehension	84.1%	100%	78.1%
Writing	81.8%	100%	75%
Maths (Number)	70.5%	75%	68.8%
Maths (Numerical Patterns)	72.7%	83.3%	68.8%
Self-regulation	86.4%	91.7%	84.4%

Y1 Phonics Screening Check (PSC)

	All pupils	Pupil Premium Eligible	Non Pupil-Premium
PSC Y1	80%	63.6%	89.5%

KS1 End of Key Stage Assessments and Teacher Judgement

	All pupils	Pupil Premium Eligible	Non Pupil-Premium
Reading, Writing, Maths combined	58.1%	50%	64.7%
Reading	74.2%	64.3%	82.4%
Writing	74.2%	64.3%	82.4%
Maths	71%	57.1%	82.4%

Y4 Multiplication Check (MTC)

	All pupils	Pupil Premium Eligible	Non Pupil-Premium
MTC Mean Average Score	19.21	15.75	21.81

KS2 End of Key Stage Assessments (SATS)

	All pupils	Pupil Premium Eligible	Non Pupil-Premium
Reading, Writing, Maths combined	56.8%	57.1%	56.3%
Reading	68.2%	67.9%	68.8%
Writing	68.9%	64.3%	76.5%
Maths	63.6%	57.1%	75%

Evaluation Against our Intended outcomes for disadvantaged pupils

Intended Outcome A: Children make rapid progress in Early Reading.

EYFS Expected Standard for the Early Learning Goal in Word Reading demonstrates that PP eligible children are outperforming their non-PP peers; this statistic has improved by 16.7% since 2024.

Pupil Premium Eligible	83.3%	↑ 16.7%
Not Pupil Premium...	78.1%	↓ -6.9%

EYFS Expected Standard for the Early Learning Goal in Comprehension shows that 100% of Pupil Premium Eligible pupils achieved this outcome, a 11.1% increase from 2024.

Pupil Premium Eligible	100%	↑ 11.1%
Not Pupil Premium...	78.1%	↓ -11.9%

- Year 1 Phonic Screening Check outcomes are in line with national averages for 'all', but there remains a discrepancy between attainment for non-PP and 'disadvantaged' pupils.

Pupil Premium Eligible	63.6%	↓ -11.4%
Not Pupil Premium...	89.5%	↓ -5.0%

- Teacher assessment in Reading at the end of KS1 is broadly in line with PSC success at the end of Year 1, with roughly a 10% decrease in attainment. There is a similar trend between Pupil Premium eligible compared to non-pupil premium, indicative of similar outcome trends in the Year 1 PSC. Continued efforts to close the gap for disadvantaged pupils in reading, in KS1 therefore remains a priority.

Pupil Premium Eligible	64.3%	↓ -9.0%
Not Pupil Premium...	82.4%	↑ 2.4%

- Outcomes for disadvantaged pupils meet or exceed those of other similar schools.

- There is sustained attainment at the end of KS2 in reading for children eligible for pupil premium in line with or exceeding their non-pupil premium peers. 3 year trends indicate that the attainment gap is closing between children in receipt of pupil premium and their peers. Results from 24-25 show demonstrable impact of closing this attainment gap as we strive towards the ambition that KS2 children at Oakwood in receipt of PP, match or exceed the attainment of their non-PP peers in reading. Outcomes in 24-25 for disadvantaged pupils at Oakwood for KS2 reading were greater than the national disadvantaged figure for EXS+.

2024-25:

Pupil Premium Eligible	67.9%	↑ 1.2%
Not Pupil Premium...	68.8%	↓ -1.6%

2023-24:

Pupil Premium Eligible	66.7%	↑ 2.0%
Not Pupil Premium...	70.4%	↑ 2.2%

2022-23

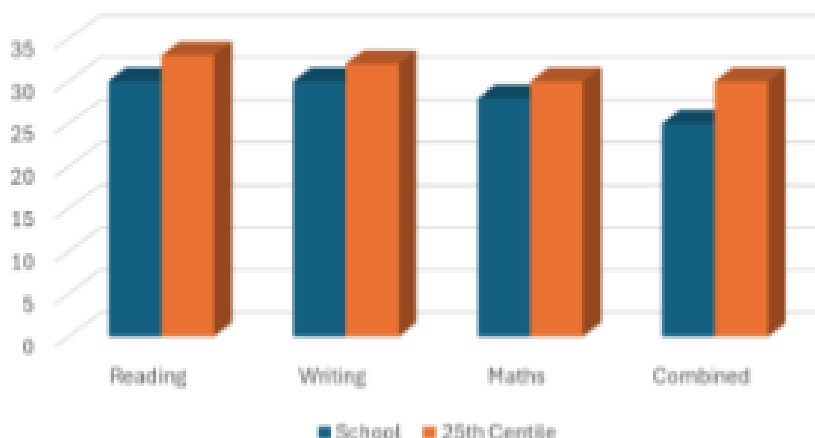|		
Pupil Premium Eligible	64.7%	↑ 6.6%
Not Pupil Premium...	68.2%	↓ -10.1%

Evaluation: There is evidence that Early Reading in EYFS, ensures that pupil premium children at Oakwood have a 'strong' start to reading; our EYFS pupil premium eligible children in 2024-25 outperformed their peers in both word reading and comprehension ELGs. This attainment is however not sustained across KS1 or KS2 and pupil premium children require additional measures to support them to continue this trajectory. In 2024-25, KS2 reading outcomes for disadvantaged pupils were greater than national disadvantaged figures for

EXS+ and also broadly in line with non-PP peers also, although it is our continued ambition that we should perform in the top 25th centile of similar schools. In order to focus our work, we have crafted School Improvement Objectives to this end and have reframed our activity towards our primary intended outcome, to emphasise the focus needed on ensuring pupils continue with their strong start in reading into Year 1 and KS1.

Intended Outcome B: Children make rapid progress in the core curriculum.

- KS2 Statutory assessment outcomes demonstrate that OPA are working towards meeting our ambition of performing in the top 25% of similar schools and closing the gap on National outcomes.

OPA	Cohort Number	School Percentage EXS+	School Children EXS+	25th Centile Percentage EXS+	25th Centile Children EXS+	Short fall
Reading	44	68%	30	76%	33	3
Writing	44	68%	30	73%	32	2
Maths	44	64%	28	69%	30	2
RWM	44	57%	25	64%	30	5

■ School ■ 25th Centile

- KS2 outcomes for disadvantaged pupils indicated that Oakwood disadvantaged pupils outperformed the national disadvantaged figure for Reading, Writing and the combined metric (RWM).
- KS2 Maths Outcomes for both End of Key Stage Assessments and the Year 4 MTC highlight the importance of adjusting our pupil premium strategy and approach to improve these areas.
Y4 MTC mean score:

| Pupil Premium Eligible | 15.75 |
| Not Pupil Premium... | 21.81 |

KS2 Maths:

| Pupil Premium Eligible | 57.1% | ↓ -2.9% |
| Not Pupil Premium... | 75% | ↑ 8.3% |

- Writing outcomes indicate that pupils in reception have a strong foundation for writing, however this remains unsustained into the next phases of education, so further strategy and attention is required to maintain this level of attainment into the next key stages.

EYFS ELG Writng:

Pupil Premium Eligible	100%	↑ 44.4%
Not Pupil Premium...	75%	↓ -5.0%

KS1 Writing:

Pupil Premium Eligible	57.1%	↓ -9.5%
Not Pupil Premium...	82.4%	↑ 22.4%

KS2 Writing:

Pupil Premium Eligible	57.1%	↓ -2.9%
Not Pupil Premium...	75%	↑ 8.3%

- KS2 combined outcomes for Reading, Writing and Maths (RWM) demonstrate a positive three year trend, with an in year increase of 10.5% of disadvantaged pupils reaching EXS+.

KS2 RWM	Pupil Premium Eligible	Non Pupil-Premium
2022/23	28.1%	50%
2023/24	46.7%	59.3%
2024/25	57.1%	56.3%

Evaluation: We are encouraged by sustained attainment indicators across the school, but our ambition is to perform in the top 25% of similar schools. Whilst our attainment indicators do not yet match our ambitions for all children, the school's hard work to promote achievement and mitigate disadvantage resulted in 10.5% more pupil-premium children achieving the combined EXS at the end of KS2 last year. This outcome was greater than other disadvantaged children nationally. Our next steps and 24-25 activity has been crafted to reflect required improvements to maths specific intervention, time allocation and pedagogy, particularly for the year 4 MTC, which may be in turn hindering pupils fluency to improve KS2 maths outcomes.

Intended Outcome C: Children demonstrate meaningful engagement and safe behaviours.

- Autumn term 2025 Quality Assurance Visit from DOSI for AAT quoted:
"The school has undergone a period of rapid improvement; throughout our morning visiting learning spaces there was a degree of continuity within and across year groups that demonstrates an increase in expectations for teaching of a higher standard. This increase in consistency of approach has resulted in an improvement in the consistency of engagement across classrooms. Teachers share a greater number of teaching approaches and planning techniques now and this creates a feeling of familiarity in each space. Behaviour in classrooms was good, particularly in Year 6 where a culture of high expectations was tangible and representative of unprecedented engagement from this cohort."

- Across 2024-25, SEMH support was targeted at a high number of year six pupils with SEMH profiles. Additional interventions including forest school, cooking and sensory circuits were on offer.
Pupils also benefitted from the school's commitment to external mental health practitioner and family practitioner support, on site two days per week.

- School behaviour metric demonstrate a reduction in suspensions over time, which can be seen between 23-24 and 24-25. We continue to address this through our inclusion strategy, and review

and implementation of the new behaviour curriculum and policy.

Evaluation: The Hive (internal alternative provision) has been used successfully to support key children, particularly in year six, with SEMH needs and transition support across the last academic year. Increased scope for a wider reach to our pupils and increased suite of interventions could be achieved to meet the needs of more pupils and the high demand for this pastoral support from all stakeholders. There are plans within our strategy for 2025-26 therefore to repurpose parts of our building to support the delivery of key emotional regulation interventions such as: sensory circuits, cooking, SEMH and friendship interventions e.g. Boris the Bear and Journey of Hope. There is also appetite to continue strengthening our inclusion team through emotion coaching training (ELSA). Although our stakeholder surveys indicated that the majority of pupils felt safe in school, further work is also required to address 'fairness', 'equity not equality' and pupils' understanding of our school behaviour pathway, bullying protocols and empathy towards other pupils with disadvantaged characteristics. Our strategy activity for the next academic year will be weighted towards achieving clarity in these systems; supportive measures to implement our new behaviour curriculum on whole-school, class and individual intervention levels; and engagement with the PINS (Primary Inclusion Network Service) Project around increasing neurodiversity awareness. Our ambition is that these measures improve the behaviour culture in school and reduce behaviour metrics.

Intended Outcome D: Attendance continues to improve for all pupils, including disadvantaged pupils.

- Statutory School Age attendance demonstrates growth on 2023-24 for all pupil demographics, including pupil premium eligible pupils and narrows the gap on 'national'.
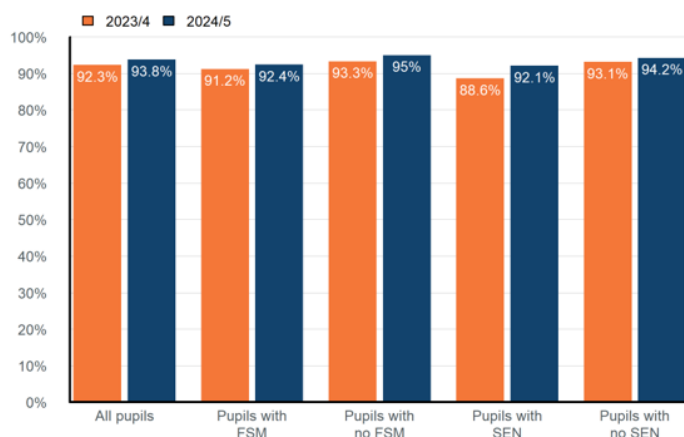
- Whole-school attendance is matching or exceeding data from other similar schools.

2024-2025 Attendance Y1 to Y6 (DfE Data)

Academy - Overall Attendance	Academy - Persistent Absence	Academy - FSM Students	Academy - Non FSM Students	Academy - SEN Students	Academy - Non SEN Students
93.2%	15.9%	91.3%	94.9%	90.4%	94.0%
Similar Schools - Overall Attendance	Similar Schools - Persistent Absence	Similar Schools - FSM Students	Similar Schools - Non FSM Students	Similar Schools - SEN Students	Similar Schools - Non SEN Students
93.1%	20.5%	91.2%	95.2%	90.6%	94.1%

- Our 2024/25 pupil survey indicated that:
  -49% of pupils take part in activities outside of lessons, like clubs, sports, music and art

-57% of pupils feel part of our school community
-65% of pupils feel safe at school

Evaluation: We are beginning to share the mantra that 'attendance is everyone's business', to broaden the effective work to-date by our school attendance officer. We continue to use 'live' data from the DfE and YVED (View Your Educational Data), as a school, to target specific cohorts and pupils for additional attendance support. We continue to see positive trends for our whole-school attendance data and efforts to improve the daily experience of school and lunchtimes (through our new OPAL initiative) are indicative of also positively impacting attendance statistics, as well as behaviour metrics. Although we are proud of the work we are doing to take a forensic and granular approach to attendance, we recognise that further work does need to be done to reduce the gap between pupil premium eligible and non-eligible peers. We know that attendance of pupils eligible for free school meals was 90.9%; if this increased to 93.5%, overall attendance would increase by 1% and overall persistent absence percentage would drop by 3.1 percentage points. Additional activity has been added for 24-25, to also look at how we can better enhance our wrap-around-care provision, alongside an acquired support grant, to support children who fall within these demographics to attend.