

Pupil premium strategy statement – Oakwood Infant and Nursery School

Before completing this template, read the Education Endowment Foundation’s [guide to the pupil premium](#) and DfE’s [pupil premium guidance for school leaders](#), which includes the ‘menu of approaches’. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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	295
Proportion (%) of pupil premium eligible pupils	51 + 19 = 70 = 24%
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)	2026 - 2029
Date this statement was published	January 2026
Date on which it will be reviewed	January 2029
Statement authorised by	Aimie Habgood Headteacher
Pupil premium lead	Aimie Habgood Headteacher
Governor / Trustee lead	Joel Jacques

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Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£77265 Pupil Premium funding
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£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>	£77265

Part A: Pupil premium strategy plan

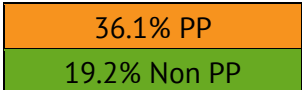
Statement of intent

At Oakwood Infant and Nursery School, we want all our pupils to become the very best version of themselves and to be well-rounded citizens, equipped with the necessary skills, knowledge and attributes to succeed. It is our mission to ensure that our disadvantaged pupils make good progress in all areas of their development. This may include: enabling them to catch up with their peers, helping them to excel academically and / or socially and emotionally and nurturing interests and talents. We believe that all children deserve the absolute best; therefore, we pride ourselves on and invest in high-quality first teaching. This involves our teachers collaborating with one another, observing best practice, engaging with research and taking time to reflect and amend practice for the better. We recognise that there is a link between under achievement and children who receive Pupil Premium Funding and we have the highest aspirations for all. We appreciate that children are unique and subsequently, whilst some disadvantaged children may need additional catch-up support, others (including those who are already high attainers, or those with particular talents) will need stretching and challenging to achieve their full potential. This statement aims to outline how we nurture and support the development of our disadvantaged children. Our tiered approach will focus upon:

- Early identification of needs through observations, liaising with families and external agencies, and, where appropriate, thorough assessment processes
- Quality first teaching
- Targeted academic, personal and emotional support (led by specialist practitioners)
- Wider strategies linking to whole-school improvement, which will improve outcomes for both disadvantaged and non-disadvantaged pupils e.g. tracking and monitoring of the disadvantaged provision, all staff have accountability and a shared responsibility. This enables the school to reach evaluative judgements regarding spending and the impact this has had upon children's outcomes and achievements

Challenges

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

Challenge number	Detail of challenge
1	Attendance – 32/51 PP children at statutory school age are Persistent Absentees (63%). If a child is not accessing school, they are not accessing learning opportunities.
2	Early Reading Percentage of children not passing PSC 24/25 
3	Personal Development Providing opportunities for children to broaden their horizons and ambitions for the future – ‘Growing together, shining forever’ ethos
4	Speech, Language and Communication Data shows that upon entry to school, children who receive PP are limited in their access to learning by their speech, language and communication. When children are not able to communicate needs effectively, this can be a barrier to learning, comfort and accessing school and can sometimes present as dysregulated behaviour. Exploring this at an early age and getting support in as early as possible is very important to enable a child to reach their full potential.
5	SEND %children SEND with PP Due to the breadth and range of need in school, in order to remove barriers to learning, staff are regularly needing to update their knowledge, skills and understanding.

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 Speech and Language Communication levels across the school	<ul style="list-style-type: none"> • Early identification of needs takes place as soon as the children enter school. • Targeted early intervention is put in place to support the children in making rapid progress. • Children in receipt of intervention make at least good progress from their starting points. • Support is accessed by both school and parents within the wider community. • A trained TA lead will be identified who will be responsible for supporting parents with signposting parents to the support that is available as well as offering

	discrete support sessions to parents alongside SENCO
Early Reading attainment is improved for children in receipt of PP	<p>CPD provided to support staff with planning and delivering high quality first teaching in Early Reading</p> <ul style="list-style-type: none"> • Children who have been identified as not making good progress in reading and writing are rapidly identified and targeted intervention is provided. • Regular monitoring takes place to ensure that planning and teaching is of the highest quality. If this is not the case, support is provided. • Curriculum documentation is reviewed to ensure that it is enabling our teachers to deliver high-quality first teaching. • Coaching is provided weekly by Early Reading Lead to ensure high quality delivery/misconceptions identified and supported
Children's experiences are broadened	<ul style="list-style-type: none"> - Children accessing clubs after school - Visitors into school and trips out of school - Participation in activities increased - Children can talk about ambitions for the future linking with careers
Attendance percentages increase	<ul style="list-style-type: none"> - Number or Persistent Absentees decreases - Support in place early on for families - Signposting through connections with agencies to support for families

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: £ 35 800

Activity	Evidence that supports this approach	Challenge number(s) addressed
RWI Subscription and training days DPC £2500	<p>It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning. Overall, the median costs of implementing a phonics intervention are estimated as very low (if phonics scheme / resources already in place). The costs associated with teaching phonics arise from the need for specific resources and professional training, the majority of which are initial start-up costs paid during the first year of delivery.</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/phonics</p>	2,4
5 day TA role leading on Speech and Language with support from SENCO £25,000	<p>Research from the EEF shows supporting children with targeted approaches towards supporting speech, language and communication has a very high impact for relatively low cost. This has equally been shown to impact on subsequent development for reading and writing. The communication Trust also shows that up to 40% of children have unidentified and unsupported SLC needs which impact their learning and the SEMH outcomes.</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/early-years-toolkit/communication-and-languageapproaches 1,2,3 Introduce an SLC champion. Information shared within a local steering group highlighted</p>	2,4,5
Little Link CPD £300		
Early Reading coaching sessions £10 000	<p>It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning. Overall, the median costs of implementing a phonics intervention are estimated as very low (if phonics scheme / resources already in place). The costs associated with teaching phonics arise from the need for specific resources and professional training, the majority of which are initial start-up costs paid during the first year of delivery.</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/phonics</p>	2,4,5

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

Budgeted cost: £ 27 500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Attendance support – half a day a week for attendance admin. Inclusive attendance programme.</i></p> <p>Headteacher and Safeguarding Lead meetings with families</p> <p>£5,000</p>	<p>EEF research indicates that targeted interventions can lead to significant improvements in attendance when tailored to family needs (EEF, 2021). Identify families with the highest need; schedule regular sessions with guest speakers and support staff to provide resources and strategies. Increased understanding of the importance of attendance among families, leading to improved attendance figures. Measure attendance rates of participating families; conduct surveys to assess changes in attitudes towards attendance.</p>	1,2,3
<p><i>Early Reading support 5 day equivalent TA release time</i></p> <p>£20 500</p>	<p>For pupils identified as having low prior attainment or at risk of falling behind, individualised instruction may allow the teacher to provide activities that are closely matched to a pupil's attainment. The average cost of individualised instruction is very low. The costs to schools are largely based on teacher professional development, training and the cost associated with digital resources and software for individualised approaches. Adopting individualised instruction will also require a small amount of additional staff time compared with other approaches as interventions are largely delivered during lesson time.</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/individualisedinstruction</p>	2,4,5

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

Budgeted cost: £ 14 700

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

<p><i>Building experiences and broadening horizons</i> £5000 for trips, visitors in and events <i>Personal Development – after school clubs</i> £1200</p>	<p>Implement a knowledge-rich curriculum that includes lessons on careers, aspirations, and role models from diverse backgrounds. Research shows that exposure to diverse role models can positively influence students' aspirations (EEF). A broad curriculum enhances engagement and motivation. Train teachers on integrating career education into existing subjects; collaborate with local businesses for guest speakers and role models from various professions. Increased awareness of future possibilities and aspirations among pupils.</p>	<p>3,1</p>
<p><i>Nurture support – Behaviour Box</i> £8500</p>	<p>Evidence from the EEF notes that effective social and emotional learning can increase positive pupil behaviour, mental health and well-being, and academic performance. Children who are well regulated are on average happier and more likely to succeed. https://educationendowmentfoundation.org.uk/news/prioritise-social-and-emotional-learning</p>	<p>3,5</p>
<p><i>Personal Development – after school clubs</i> £1200</p>		

Total budgeted cost: £ 78 000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Early Reading:

Percentage of children not passing PSC 24/25 in Year 1

36.1% PP

19.2% Non PP

Attendance for PP academic year 2024 – 2025:

Approximately 17% of PP children had attendance 90% and below in the last academic year.

We recognised the need for support with early reading and needed to increase capacity for targeted support, coaching and CPD in house rather than external. We therefore recruited an Early Reading Lead and began to implement CPD and strategies to support them in taking on the leadership, ready for 2025/26. This had a great impact in the Summer Term where we invested time into the English Hub where we engaged with a Phonics Specialist teacher to support throughout the next 18 months.

GLD increased from 36% in 2024 to 60% in 2025.

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)

*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***

The impact of that spending on service pupil premium eligible pupils

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.