

# Pupil premium strategy statement – Oakworth Primary School

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 effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Oakworth Primary School
Number of pupils in school	361
Proportion (%) of pupil premium eligible pupils	12%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	24/25 to 27/28
Date this statement was published	December 24
Date on which it will be reviewed	December 25
Statement authorised by	
Pupil premium lead	Claire Owen
Governor / Trustee lead	J Pagden

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£54,760
Recovery premium funding allocation this academic year	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£54,760

# Part A: Pupil premium strategy plan

## Statement of intent

At Oakworth Primary School we are committed to ensuring that all pupils meet their full potential. We strive to meet their pastoral, social, academic and social needs within the school environment and support families both in and outside of school. We are committed to 'diminishing the gap' between vulnerable children and their peers; the pupil premium forms a vital part of this process. This funding helps remove barriers to learning so that all our children reach their full potential and enables them to fully engage in our curriculum and school life.

Our main objectives are;

- To narrow the attainment gap between disadvantage and non-disadvantaged pupils.
- For all disadvantaged children in school to make or exceed nationally expected progress rates.
- To support our children's health and wellbeing to enable them to access learning.

Our approach will be responsive to common challenges and individual needs, rooted in robust assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- Ensure all teaching is good or better therefore ensuring that the quality of teaching experienced by all children is improved.
- Ensuring that appropriate provision is made for children who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged children are adequately assessed and addressed.
- We also recognise that not all children who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any child or groups of children the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals.

The range of provision the school consider making for this group include:

- CPD for staff
- Additional learning support, including 1-1 support, small group support, targeted intervention and extra-curricular activities

- Supporting payment for activities, educational visits and residential visits. Ensuring children have first-hand experiences to use in their learning in the classroom.
- SEMH support provided by targeted support within year group teams.
- PIW focusing on attendance, engagement and support in times of need.

## Challenges

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

Challenge number	Detail of challenge
1	Internal data shows that a greater proportion of disadvantaged pupils in EYFS are working below age related expectation with 33.3% of disadvantaged pupils achieving GLD in reception. This will be a priority for teachers in KS1 to raise attainment of these pupils. Internal data shows that a greater proportion of disadvantaged pupils in KS2 are working below age related expectations in writing and maths. 50% of disadvantaged pupils in reading, 50% in maths.
2	Lack of educational and experiential learning, outside of school, inhibits the ability to relate learning to a range of real-life situations. This is evident in writing, making inferences and contextual problem solving across the curriculum.
3	Absence amongst disadvantaged pupils is greater than their peers with a greater proportion of persistent absentees being disadvantaged.
4	Our observations and discussions with pupils and families have identified social and emotional issues for many pupils and their families. These challenges particularly affect disadvantaged pupils, including their attainment.
5	Internal assessments indicate that attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. On entry to Reception class in this year, 60% of disadvantaged pupils arrive below age-related expectations in at least one area compared to 41% of other pupils.

## 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
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<i>Improved attainment in KS1</i>	Proportion of disadvantaged pupils reaching age related expectations in KS1 to be in line or above their peers and others nationally.
Improved attainment for disadvantaged pupils in reading, writing and maths in ks2	Proportion of disadvantaged pupils reaching age related expectations in KS2 to be in line or above their peers and others nationally.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Impact demonstrated by: <ul style="list-style-type: none"> <li>• evidence of increased parental engagement in school life</li> <li>• evidence of the school promoting supportive engagement with parents/carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances</li> </ul>
Improved attainment for disadvantage pupils in reception	Proportion of disadvantaged pupils reaching GLD in line with peers by the end of reception.
Improved attendance and reduce the number of persistent absentees	The attendance to rise to 96% which is the whole school target. To close the gap between disadvantaged and not disadvantaged pupils which is currently 3%.

## 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: £ 52,650

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teaching assistants allocated to each class to carry out daily and weekly interventions.</p> <p>Pupils provided with regular 1:1 and group feedback and support, in order to accelerate their progress in reading, writing and maths.</p> <p>Regular 1:1 feedback and support sessions facilitated for disadvantaged pupils in Years 2 and 6, to support SATs preparation.</p> <p>Teaching Assistants deliver same day interventions in English and Maths.</p>	<p>EEF states that feedback can impact pupils by +8 months if completed effectively. Regular training on teaching assistants will ensure that the pupils receive quality effective feedback and interventions which are proven to work in having an impact on progress. Teaching assistants can impact pupils by +1 months.</p>	<p>1,4,5</p>

Read write inc. training for all teaching and support staff.	Phonics has a positive impact overall (+ 5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.	1, 5
Whole school approach to teaching grammar	This a positive impact (+3 months) and can help pupils close the gaps in their understanding.	1, 5

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

Budgeted cost: £ 15,444

Activity	Evidence that supports this approach	Challenge number(s) addressed
Daily 1:1 reading (20 minutes) delivered to pupils where needed.	Daily reading with well-trained support staff where the children read and answer comprehension type questions can have a positive impact on the progress of disadvantaged pupils who may not read at home. The EEF Toolkits states that comprehension strategies can have an impact of +6 months.	1,5
<i>Phonics intervention – regular phonics with LSA to fill gaps</i>	Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading. The EEF Toolkit states that good quality phonics interventions can have an impact of +4 months.	1,5
<i>Times table group and interventions</i>	Catch up sessions each morning. Gaps in children’s understanding and subject knowledge are identified by the class teacher. Children then carry out activities with the teaching assistant to fill these gaps. – Individual instruction based on the needs of the pupil can have an impact of +3 months (EEF)	1
<i>Catch up sessions in Year 6 for GPS and Maths</i>	Small group tuition approaches can support pupils to make effective progress by providing intensive,	1

	targeted academic support to those identified as having low prior attainment or at risk of falling behind. Can have an impact of + 4 months.	
Reading comprehension strategies	EEF states that reading comprehension strategies have a positive impact on progress (+6 months). Reading comprehension strategies focus on the learners' understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read.	1,5

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

Budgeted cost: £ 13,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Out of hours clubs/activities provided for free.  Trips provided for free or at a reduced price	This approach provides further opportunities for eligible pupils to develop social and emotional skills.	2
Uniform assistance	Wearing a uniform is not, on its own, likely to improve learning, but can be successfully incorporated into a broader school improvement process which includes the development of a school ethos and the improvement of behaviour and discipline (EEF).	4,
Pastoral support member of staff employed to support children	Social and emotional learning can impact on pupils by +4 months.  Behaviour interventions have enabled pupils to be more ready for learning.	3,4

Support staff trained in supporting children  Members of staff attended mental health first aid training.		
Attendance procedures including monitoring and phone calls.	Sending parents of students who are persistently absent personalised letters or texts can help improve attendance (EEF)	3

**Total budgeted cost: £ 81,094**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024-25 academic year.

	School 2025		National 2025	
	PP	NPP	PP	NPP
<b>EYFS - % pupils reaching GLD</b>	40%	74.1%		
<b>% that achieved 32/40 threshold to pass Phonic Screening test</b>	100%	83.3%	67%	84%
<b>KS1 - % Reaching Expected Standard</b>				
<b>Reading</b>	55.6%	63.6%		
<b>Writing</b>	33.3%	48.5%		
<b>Maths</b>	55.6%	66.7%		
<b>KS2 - % Reaching Expected Standard or above</b>				
<b>Reading</b>	64.3%	73.3%	63%	81%
<b>Writing</b>	37.5%	59.2%	59%	78%
<b>Maths</b>	39.3%	69.8%	61%	81%
<b>R, W &amp; M</b>	25%	36.7%	47%	69%

#### Internal data for the rest of school

@ or above ARE	Reading		Writing		Maths	
	PP	NPP	PP	NPP	PP	NPP
Year 1	33.3%	64.8%	33.3%	63%	67.3%	70.4%
Year 3	42.9%	72%	71.4%	62%	57.1%	68%
Year 4	33.3%	70%	33.3%	58%	50%	74%
Year 5	66.7%	86.4%	33.3%	75%	50%	77.3%

#### Challenge 1 & 5

**Raising attainment in reading, writing and maths, particularly in EYFS and KS2**

#### **EYFS**

40% of disadvantaged pupils achieved GLD compared to 74.1% of non-disadvantaged pupils. Although outcomes show improvement from the previous year, the gap remains significant.

The following strategies contributed to progress:

- **Read Write Inc. training for all staff**
- **Daily phonics interventions**
- **Teaching assistant-led interventions**
- **Robust assessment and same-day intervention**

Phonics outcomes demonstrate particularly strong impact. 100% of disadvantaged pupils achieved the phonics threshold compared to 83.3% of non-disadvantaged pupils. This reflects the success of:

- Whole-staff phonics training
- Targeted phonics intervention
- Daily reading support

The EEF evidence base referenced in the strategy (+4 to +5 months for phonics approaches) is reflected in the closing of the phonics gap. Early reading provision is therefore a clear strength of the strategy.

However, GLD outcomes indicate that broader early language and writing development require further strengthening moving forward.

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## **Key Stage 1**

Outcomes show:

- Reading: 55.6% PP vs 63.6% NPP
- Writing: 33.3% PP vs 48.5% NPP
- Maths: 55.6% PP vs 66.7% NPP

The gap remains across subjects, most notably in writing.

Strategies implemented:

- Daily 1:1 reading

- Teaching assistant same-day interventions
- Whole-school grammar focus
- Regular feedback (EEF +8 months)
- Targeted support in maths

Reading attainment suggests that daily reading and comprehension strategies are having a positive impact, although further acceleration is needed. Writing remains the weakest area, despite the whole-school grammar focus. This indicates that while provision is in place, consistency and depth of implementation must be strengthened.

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## **Key Stage 2**

Outcomes show:

- Reading: 64.3% PP vs 73.3% NPP
- Writing: 37.5% PP vs 59.2% NPP
- Maths: 39.3% PP vs 69.8% NPP
- Combined RWM: 25% PP vs 36.7% NPP

Reading outcomes reflect some positive impact of:

- Daily reading support
- Reading comprehension strategies (+6 months EEF)
- Structured feedback

However, writing and maths outcomes show that gaps remain significant.

Despite:

- Year 6 catch-up sessions for GPS and maths
- Small group tuition (+4 months EEF)
- Morning maths interventions
- Times tables interventions

Maths attainment remains an area requiring further refinement. Arithmetic fluency and reasoning will continue to be a priority.

Writing outcomes indicate that although grammar teaching is embedded, disadvantaged pupils require more structured modelling, scaffolding and extended writing opportunities to secure ARE consistently.

The combined RWM figure (25%) highlights that consistency across subjects remains a challenge and will be a focus for the next cycle of the strategy.

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## **Challenge 2**

### **Access to enrichment and experiential learning**

Wider strategies included:

- Free or subsidised trips
- Free extra-curricular clubs

These approaches aimed to increase cultural capital and provide real-life contexts for learning, particularly to support writing and inference skills.

While academic gaps remain in writing, pupil voice and engagement indicate increased participation in wider opportunities. Continued access to enrichment will remain important, particularly in supporting vocabulary development and contextual understanding.

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## **Challenge 3**

### **Attendance**

Attendance procedures included:

- Monitoring systems
- Personalised letters and phone calls
- Pastoral support

These align with EEF guidance on parental communication improving attendance.

While detailed attendance figures are reviewed separately, pastoral engagement and consistent follow-up have strengthened relationships with families and supported improved engagement. This remains an essential component of the strategy.

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## **Challenge 4**

### **Social, Emotional and Mental Health (SEMH)**

Strategies included:

- Pastoral support staff
- Mental health first aid training
- Behaviour support
- Uniform assistance

Social and emotional learning approaches (+4 months EEF) have contributed to improved readiness for learning for targeted pupils. Staff training has strengthened in-class support and early identification of need.

Although SEMH support does not always translate immediately into attainment data, it underpins improvements in phonics, engagement and classroom participation seen this year.

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### **Overall Evaluation of Strategy Impact**

#### **Strengths**

- Phonics provision has been highly effective, fully closing the gap in Year 1.
- Reading interventions show consistent positive impact across both key stages.
- Strong pastoral systems support engagement and attendance.
- Targeted small group and 1:1 interventions are well embedded.

#### **Areas for Development**

- Writing remains the most significant area of need across KS1 and KS2.
- Maths attainment at KS2 requires greater impact from current interventions.
- Combined RWM outcomes highlight the need for improved consistency across subjects.
- EYFS GLD gap indicates the need for strengthened early language and writing provision.

