

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	399
Proportion (%) of pupil premium eligible pupils	11%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	24/25 to 27/28
Date this statement was published	December 25
Date on which it will be reviewed	December 26
Statement authorised by	
Pupil premium lead	Claire Owen
Governor / Trustee lead	James Hobson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£60,055
Recovery premium funding allocation this academic year	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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	£60,055

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.
- Ensure disadvantaged pupils are challenged in the work that they are set.
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	<p>Lower starting points and early development gaps in EYFS</p> <p>A significant proportion of disadvantaged pupils enter Reception below age-related expectations, particularly in communication, language and early literacy skills.</p> <p>2025 outcomes show:</p> <p>EYFS GLD: 40% of disadvantaged pupils achieved GLD compared to 74.1% of non-disadvantaged pupils.</p> <p>This challenge focuses specifically on early identification, early language development and securing strong foundations in Reception.</p>
2	<p>A large proportion of disadvantaged pupils have limited life experiences and families face significant financial pressures which potentially limits access to resources and opportunities.</p>
3	<p>Attendance for disadvantaged pupils remains below the whole-school target of 96%, with a higher proportion of persistent absentees being disadvantaged. There are also a number of children arriving late to school.</p> <p>Lower attendance directly impacts academic progress and remains a key barrier to closing attainment gaps.</p>
4	<p>Observations and discussions with pupils and families indicate that a proportion of disadvantaged pupils experience social and emotional challenges. These affect:</p> <ul style="list-style-type: none"> • Readiness for learning • Behaviour • Attendance • Sustained academic progress • Continued pastoral and SEMH support remains essential to improving outcomes.
5	<p>Sustained attainment gaps across KS1 and KS2 core subjects</p> <p>Beyond EYFS, attainment gaps remain evident across statutory and internal data, particularly in writing and maths.</p> <p>2025 Statutory Outcomes</p> <p>Key Stage 1</p> <p>Reading: 55.6% PP vs 63.6% NPP Writing: 33.3% PP vs 48.5% NPP Maths: 55.6% PP vs 66.7% NPP</p> <p>Key Stage 2</p> <p>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</p> <p>Writing remains the weakest subject across both key stages. Maths gaps widen in Upper Key Stage 2, particularly in arithmetic fluency and reasoning. Combined RWM outcomes show that disadvantaged pupils are not yet achieving consistently across all core subjects.</p> <p>Internal Data (Whole School)</p> <p>Internal assessments confirm that gaps are not limited to statutory year groups:</p> <ul style="list-style-type: none"> • Writing gaps are evident in multiple cohorts.

	<ul style="list-style-type: none"> • Maths gaps become more pronounced in Years 4 and 5. • Reading outcomes are stronger overall but still show cohort variation. <p>This challenge therefore focuses on closing sustained attainment gaps from Year 1 through to Year 6, ensuring disadvantaged pupils achieve securely across reading, writing and maths</p>
6	An increasing number of PP pupils have social and emotional developmental needs.

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
Disadvantaged pupils leave Reception with stronger foundations in communication, early literacy and number, reducing the gap in GLD.	<p>The proportion of disadvantaged pupils achieving GLD increases from the 2025 baseline of 40%.</p> <p>The GLD gap between disadvantaged and non-disadvantaged pupils narrows significantly.</p> <p>Phonics outcomes remain strong and in line with or above national averages.</p> <p>Internal assessments show improved early writing and number fluency for disadvantaged pupils</p> <p>Parental engagement at learning workshops improves and parents contribute on the tapestry app.</p>
Disadvantaged pupils demonstrate improved vocabulary, contextual understanding and engagement through increased access to enrichment opportunities.	<p>Increased participation of disadvantaged pupils in clubs, trips and residential visits.</p> <p>Evidence in books of improved vocabulary application and richer writing.</p> <p>Improved attainment in reading inference and contextual maths problem-solving.</p> <p>Positive pupil voice regarding engagement and aspiration.</p>
Attendance for disadvantaged pupils improves in line with the whole-school target, and persistent absenteeism is reduced	<p>Overall attendance for disadvantaged pupils increases towards the school target of 96%.</p> <p>The attendance gap between disadvantaged and non-disadvantaged pupils reduces to below 2%.</p>

	<p>The proportion of disadvantaged pupils classed as persistently absent decreases year on year.</p> <p>Improved attendance correlates with improved academic outcomes.</p>
<p>Disadvantaged pupils demonstrate improved readiness for learning, emotional regulation and engagement in school life.</p>	<p>Reduction in behaviour incidents for targeted disadvantaged pupils.</p> <p>Increased classroom engagement and sustained focus observed through monitoring.</p> <p>Positive feedback from pupils and parents regarding pastoral support.</p> <p>Improved attendance and progress for pupils receiving SEMH intervention.</p>
<p>The proportion of disadvantaged pupils reaching age-related expectations in reading, writing and maths increases significantly across KS1 and KS2, with particular improvement in writing and maths.</p>	<p>Key Stage 1</p> <p>Increased percentages of disadvantaged pupils achieving ARE in reading, writing and maths from 2025 baseline figures.</p> <p>Writing outcomes improve substantially from 33.3%.</p> <p>Gap between disadvantaged and non-disadvantaged pupils narrows across all three subjects.</p> <p>Key Stage 2</p> <p>Writing improves from 37.5% and maths improves from 39.3%.</p> <p>Combined RWM increases from the 2025 baseline of 25%.</p> <p>Reading outcomes remain strong and continue to improve.</p> <p>Internal data across Years 1–5 shows narrowing gaps year on year</p>

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 year group 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>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>	1,4,5
<p>Read write inc. training for all teaching and support staff.</p> <p>Whole school approach to teaching grammar</p>	<p>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.</p> <p>This a positive impact (+3 months) and can help pupils close the gaps in their understanding.</p>	<p>1, 5</p> <p>1, 5</p>

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
Phonics intervention – regular phonics with LSA to fill gaps	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
Times table group and interventions	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
Catch up sessions in Year 6 for GPS and Maths	Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. Can have an impact of + 4 months.	1
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
Teacher release time to strengthen the foundations of mathematical understanding and develop fluency for all pupils by enhancing our maths teaching and curriculum planning, fully aligned with DfE	Our curriculum will be shaped by the DfE’s non-statutory guidance (produced with the National Centre for Excellence in the Teaching of Mathematics) and the EEF’s ‘Improving Mathematics in Key Stages 2 and 3’ report, both of which draw on the best available evidence for effective maths teaching. This approach will ensure all pupils, especially those at risk of falling behind, secure strong mathematical foundations and develop the fluency needed for future success.	1, 5

and EEF guidance.		
Secure the foundations for writing by ensuring all pupils have strong skills in spelling and writing transcription. Purchase and implement a whole-school handwriting scheme to provide a consistent approach to handwriting instruction across all year groups. Provide staff CPD on effective writing instruction, including modelling, scaffolding, and feedback strategies.	EEF 'Improving Literacy in Key Stage 2' guidance highlights the importance of securing foundational skills, including transcription (spelling and handwriting), as a basis for writing fluency and composition.	5
Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by outside agencies, professional development and training for staff.	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	6

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
Provide our PP children with discounted uniform each year in order to	Wearing a uniform is not, on its own, likely to improve learning, but can be successfully incorporated into a broader school improvement	4,

ensure pupils are warm and have a sense of belonging	process which includes the development of a school ethos and the improvement of behaviour and discipline (EEF).	
Pastoral support member of staff employed to support children Support staff trained in supporting children Members of staff attended mental health first aid training.	Social and emotional learning can impact on pupils by +4 months. Behaviour interventions have enabled pupils to be more ready for learning.	3,4
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.

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