

Pupil premium strategy statement – Oakhurst First and Nursery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	141
Proportion (%) of pupil premium eligible pupils	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)	2025/2026 to 2027/2028
Date this statement was published	November 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Ann Clark
Pupil premium lead	Ann Clark
Governor / Trustee lead	Holly Jones

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£62,780
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£62,780

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support vulnerable pupils to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable pupils, including as those who have or have previously had a social worker. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not. High-quality teaching is at the heart of our approach, with a focus on areas in which vulnerable pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in our diagnostic 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 disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- 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	Our assessments show that disadvantaged pupils generally have greater difficulties with reading than their non-disadvantaged peers.
2	Our assessments and observations show that disadvantaged pupils face more emotional and social challenges than their non-disadvantaged peers.
3	Our data shows that the attendance amongst the disadvantaged pupils is lower than non-disadvantaged pupils with a higher percentage of disadvantaged pupils being 'persistently absent'.

4	Our assessments and observations show that disadvantaged pupils are generally starting school with underdeveloped oral language and vocabulary skills compared to their non-disadvantaged peers.
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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 reading attainment among disadvantaged pupils	The % of disadvantaged pupils achieving GLD will be in line with their non-disadvantaged peers. The % of disadvantaged pupils passing Year 1 phonics screening test will be in line with their non-disadvantaged peers.
To improve the emotional well-being of pupils in school, particularly our disadvantaged pupils	Sustained high levels of wellbeing. Disadvantaged children have access well-being support and mental health programme to support them with increased confidence and resilience thus enabling them to access their learning and wider opportunities within the school.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils	The number of persistent absentees will reduce. The attendance of all pupils will be at least in line with national data The attendance of disadvantaged pupils will be in line with non-disadvantaged pupils
Improved oral language skills and vocabulary among disadvantaged pupils	Pupils will have the necessary oral and vocabulary skills required to access the full curriculum. The gap between the disadvantaged and non-disadvantaged pupils' oral skills and vocabulary will reduce

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: £ 25,438.20

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase resources and training of a DFE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: <u>Phonics/teaching and learning toolkit/EEF</u>	1
Embed key vocabulary across the curriculum to support pupils with key ideas, consolidate understanding and extend vocabulary	There is strong evidence base that suggests oral language interventions and high-quality classroom discussion are inexpensive to implement with high impacts on reading and writing: <u>Oral language interventions/Teaching and Learning Toolkit/EEF</u>	4

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

Budgeted cost: £ 23,658.65

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics session (group and 1:1) targeted at disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from advantaged backgrounds. <u>Phonics/Teaching and Learning Toolkit/EEF</u>	1
Purchase a programme to improve oral language and vocabulary skills for disadvantaged pupils who have delayed spoken language skills	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: <u>Oral language interventions/Teaching and Learning Toolkit/EEF</u>	4
Purchase resources and training for an emotional and social programme	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and late life	2

	<u>Improving Social and Emotional Learning in Primary Schools/EEF</u>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 13,683.15

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in the DfE's guidance on <u>working together to improve school attendance</u>	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence	3
Contingency to support individuals such as costs associated with uniform, school meals, wrap around care, transport and extra-curricular opportunities	We have identified that there are some disadvantaged pupils who require additional financial support to help them access all aspects of school life	All

Total budgeted cost: £ 62,780

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Attainment at our school 2024-25						
	Pupil premium attainment		Non pupil premium attainment		All pupils	
(GLD) Early Years Foundation Stage	4	25% (1)	22	86% (19)	29	69% (20)
Year One Phonics	12	77% (9)	15	93% (14)	27	85% (23)
Year Four Multiplication (100%)	7	42.8% (3)	19	52.6% (10)	26	50% (13)
Attendance	93.3%		95.5%		94.8%	

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
White Rose Maths	White Rose Education
Read Write Inc	OUP
TT Rockstars	Maths Circle
Oxford Owl	OUP
Hamish and Milo	Hamish and Milo
Wellcomm	GL