

# Pupil premium strategy statement – Red Oaks 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	451
Proportion (%) of pupil premium eligible pupils	16%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2024-25, 2025-26 and 2026-27
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Local Governing Committee Chair Caroline Henham
Pupil premium lead	James Lee
Governor / Trustee lead	Alison Ribbins

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 112,474
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> <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>	£112,474

# Part A: Pupil premium strategy plan

## Statement of intent

*Red Oaks Primary school is committed to providing the best possible education for all our children. We have high aspirations and expectations for them all. This includes making appropriate provision for those who may be at a disadvantage. It is our aim that all children are given every opportunity to realise their potential.*

### *Our Vision*

*Our vision is to create a learning environment where every pupil feels valued, supported, and inspired to succeed. We aim to:*

*\* Raise aspirations: Instil in all pupils a belief in their own abilities and a desire to achieve their best and grow as individuals.*

*\* Close the attainment gap: Target support to address the specific needs of disadvantaged pupils and accelerate their progress.*

*\* Provide high-quality teaching and learning: Ensure that all pupils receive a challenging and engaging education that meets their individual needs.*

*\* Build strong relationships: Foster positive relationships between pupils, staff, and parents to create a supportive and inclusive school community.*

*Over the three years of this plan there are two main objectives. The first is to support pupils to be emotionally 'ready to learn' this includes attendance in school and having the right equipment to learn. The second is for disadvantaged pupils' attainment to be in-line with that of the rest of their cohort and in line with national attainment figures.*

*We aim to provide high quality pastoral support for our children. This can be access through our Pastoral Lead and our ELSA.*

*Targeted emotional support will be offered to those children who require it.*

*In line with the EEF Pupil Premium Guide, we will adopt a tiered approach with regard to our second objective. Focusing on Quality First Teaching, Targeted Academic Support and Wider Strategies.*

*Staff will assess the progress of PP pupils regularly. Pupil conferencing is vitally important in gaining an understanding of how the children feel they are progressing and where they feel they need additional support.*

*By following these key principles we believe that we can maximise the impact of our Pupil Premium spending.*

**High Expectations** – *by providing a culture of high expectations where staff believe in all children, always striving to overcome barriers to learning and give each pupil the best chance of success.*

**Early Intervention** – *high quality early years provision is crucial in closing the attainment gap for disadvantaged children. We place a strong emphasis on early language development.*

**An emphasis on basic skills** – *we will concentrate our spending on achieving the highest possible standards in English and Mathematics. Primarily this takes the form of Quality First Teaching in class but additional opportunities for pre and post teaching as well as intervention groups will be offered. This may also take the form of improving attendance, behaviour or access to resources and support. We place a great deal of importance on the breadth of the curriculum. Pupils must continue to receive a wide range of opportunities and experiences.*

## Challenges

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

Challenge number	Detail of challenge
1	To continue to reduce the gap between PP and Non disadvantaged in all subjects, particularly in Year 1 and Year 2. The percentage of children achieving the expected standard in KS1 Phonics Screening to increase by 10% and over time be in line with national percentages.
2	Children not physically, emotionally or mentally prepared for school.
3	Low communication skills and poverty of vocabulary impacting on spelling and reading
4	Low pupil aspirations about what can be achieved and how to be successful. Developing a positive culture around pupil premium.
5	Low levels of social capital. Children have a smaller sphere of knowledge due to limited life experiences to date.
6	Attendance of disadvantaged children was below 95% for the last academic year (93.15%).

## 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
Pupils feel ready physically, mentally and emotionally ready to learn.	Comments made during pupil conferencing of disadvantaged children and through results of pupil perceptions survey.
A decrease in the gap between disadvantaged and non-disadvantaged children achieving the expected level of attainment in Reading, Writing and Maths An increase of children achieving the expected standard of 10%	The gap to have decreased during data points in T2, T4 and T6 For year groups and subjects where there is a significant gap e.g. 20%+ the gap will be reduced by 5% each year (15% over the life of this statement). Those year groups and subjects that are closer we would expect them to be in line with non disadvantaged children by the end of the statement.
Improved Phonics screening check outcomes for Year 1 and Year 2 Pupils	The percentage of children passing the phonics screening check to be in line with the national percentage for disadvantaged children (67%). Over time disadvantaged children to be in line with their non-disadvantaged peers (83%).
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2025/26 show that more than 75% of disadvantaged pupils met the expected standard.
Improved Maths attainment among disadvantaged pupils.	KS2 Maths outcomes in 2025/26 show that more than 75% of disadvantaged pupils met the expected standard.
Attendance of disadvantaged children to be in line with their non-disadvantaged peers.	Attendance of disadvantaged children to be in line with their non-disadvantaged peers and over 95%. Rates of persistent absence in disadvantaged children to be reduced.

## 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: £18,460

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole school CPD on a variety of quality first teaching strategies to further develop teaching and learning. Create a communication-supportive environment: Encourage a classroom atmosphere where pupils feel safe to express themselves. Use strategies such as wait time and prompting to extend pupils' responses and encourage deeper thinking.</p> <p>PP lead to attend local Pupil Premium Leaders network to share best practise and then disseminate to staff and access national training where applicable.</p>	<p>The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them. EEF 20024</p>	<p>1,3</p>
<p>Plan and deliver whole-class, systematic phonics from Reception to Year 2.</p> <p>Supporting those children in Year3 who do not pass the Phonics Screening.</p> <p>Interventions to support those children to 'catch up' when they are on not on track.</p> <p>SLT to run structured intervention for Y1 and Y2 children to help them progress in Phonics.</p>	<p>Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches compared to other pupils.</p> <p>Lower phonological awareness can be contributed to by being exposed to fewer words spoken or books read in the home learning environment; or having fewer opportunities to engage in formal or informal learning opportunities outside of school. Schools should consider how to support reading in the home learning environment for all pupils.</p>	<p>1,3</p>

	<p>It is important that practitioners assess such pupils' phonics skills and adjust their teaching of phonics appropriately. These pupils may also benefit from other approaches to support literacy development, such as reading comprehension strategies.</p> <p><a href="#">EEF – Phonics</a></p>	
<p>Teachers and TAs to support and challenge PP children in class to develop their use of speaking and listening skills and development of vocabulary across the year.</p> <p>School to use immersive experiences through the use of Class VR and augmented reality sandbox.</p>	<p>High quality adult-child interactions are important and sometimes described as talking with children rather than just talking to children. Use a wide range of explicit and implicit approaches including planning the teaching of vocabulary, modelling and extending children's language and thinking during interactions and activities such as shared reading. CPD to be provided on the Tiers of vocabulary. Collaborative activities that provide opportunities to learn/hear language often also provide opportunities for wider learning through talk. Skills such as social awareness, relationship skills and problem solving are developed, as well as knowledge. (EEF 2021)</p> <p>Where technology is effectively used to improve teaching and learning activities, it is carefully integrated into lessons by teachers and teaching assistants trained in its use, and trained to support pupils to use it effectively. EEF 2021</p>	1,3
<p>Whole school CPD on adaptations of the curriculum.</p> <p>Access to in house trust wide and national training with a focus on QFT.</p>	<p>High quality staff CPD is essential to follow EEF principles. This is followed up during Staff meetings and INSET</p> <p>Use of 'Learning Trays' to support children with PP and SEND.</p>	1,3,5
<p>Release of SLT and in house experts to demonstrate best practise.</p>	<p>Demonstrate quality first teaching strategies to support all learners e.g. Phonics in Year 1.</p>	1,3
<p>Transition project with trust with the focus on vocabulary and language for learning</p>	<p>Developing a robust transition offer for disadvantaged children throughout all phases of the school. Including into and out of primary school.</p>	2

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

Budgeted cost: £25,574

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted Speech and Language intervention in Nursery and Reception – Verbo programme.</p> <p>Whole school Oracy focus to be implemented into the SDP from academic year 25.26.</p>	<p>Informed by EEF guidance report.</p> <p>Weak Language and Communication skills. Disadvantaged children historically are working below age relate expectations</p> <p>and are unlikely to have the breadth of vocabulary that reflects their experiences on entry to Reception. In KS1 and KS2, children are unlikely to use talk to connect ideas and explain what is happening coherently.</p>	3
<p>Same day/in-class intervention for identified pupils including 1:1 and small group tuition.</p> <p>To include- Reading Recovery, 2-minute maths, regular readers, morphographs and pre and over teaching</p>	<p>Historically disadvantaged children continue to make progress during the academic year but their attainment remains below that of their non – PP peers.</p> <p>Evidence shows that these targeted academic supports can significantly boost the performance of disadvantaged pupils (Education Endowment Foundation, 2024). Read more here.</p>	1
<p>ELSA Teaching Assistant – once complete ELSA support to be provided.</p>	<p>ELSA sessions tailored for children’s individual needs focusing on emotional literacy. The school is using the Feel It programme and this is being developed across all year groups.</p> <p>Developing children’s ability to communicate their feelings and develop vocabulary.</p>	2

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

Budgeted cost: £68,440

Activity	Evidence that supports this approach	Challenge number(s) addressed
Safeguarding/Pastoral Lead will work with vulnerable children to ensure they can access learning	<p>Over the last 3 years the number of children who are PP who either have been on the safeguarding continuum whose families need additional support has increased.</p> <p>The number of children needing pastoral support has also increased</p>	1,2,3
Pupils are exposed to a wide range of social/cultural and sporting experiences.	<p>For some children their only time away from home is through school trips and residential. We believe in giving children a breadth of knowledge and experiences so to increase the knowledge and understanding of the world.</p> <p>It is essential for their own wellbeing that they experience different settings. In year 5 and 6 the children will attend the following:</p> <p>Y5 go to PGL Y6 go on a PGL and to Pencil</p> <p>Every child has the right to learn to play an instrument</p> <p>We encourage Active learning.</p>	4,5
All school trips and residential visits for PP children to be paid for to guarantee attendance.		
Access to extra curricular activities in school and out of school e.g. music lessons, clubs etc.		
Opportunities for external companies and providers to run lessons, workshops and		

assemblies to raise aspirations for all children		
Promotion and use of "The TPAT pledge"		
Continue to develop the offer of Career Based Learning with children. Offering visitors and workshops for children to develop an understanding of careers and raise aspirations.		4
Monitoring of PP attendance Embedding principles of good practice set out in the DfE's <a href="#">Working Together to Improve School Attendance</a> advice, including regularly monitoring attendance. This will involve training and for staff to develop and implement new procedures and appointing an attendance officer to improve attendance	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. When children's attendance is prioritised, they are able to access the full offer from school. Attendance for disadvantaged children is typically lower so all efforts to improve attendance will benefit this group.	6
Breakfast provision & "ready to learn" support for pupils who arrive hungry or late and check-ins for SEMH triggers.	Supporting children to feel ready to learn at the start of the school day. Developing the knowledge of the children in order to understand barriers and triggers.	2
Improve communication around Pupil Premium with all stakeholders – LAB members, Teachers, TA's, children and parents.	Parent working party set up. Pupil meetings with Pupil Premium lead. Minutes from meetings. Regular meetings with LAB lead.	4
Engage families in literacy activities	Organise workshops for parents to equip them with strategies to support their children's language development at home. This can include reading together, discussing new words, and encouraging conversations.	4

**Total budgeted cost: £ 112,474**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### Being ready to learn and removing barriers

When asked about Mrs Taylor and the support she provides:

*"She helps you to take out your emotions by talking. You take out all the bad emotions of you."*

When asked how *"You talk about how you can make it better. I feel like I have better emotions after"*

*"She is very kind. She helps me with my feelings when I am sad. It helps me calm down"*

*"I'm ready to go to school and do my best work"*

About iProvefit:

*"I feel safe and happy there"*

*"I have made new friends"*

*"I get to play games there, I like it when we play football and tennis"*

#### Attainment Overview and narrowing the gap

##### Reception 23/24

	Pupil Premium (8 children) % at Goal+	Overall (61 children)% at Goal+
Writing	38% (42)%	61% (70%)
Word Reading	50% (50%)	72% (71%)
Number	75% (67%)	70% (76%)
GLD	25% (42%)	52% (67%)

## Reception 24/25

	Pupil Premium (4 children) % at Goal+	Overall (62 children)% at Goal+
Writing	67%	66%
Word Reading	83%	76%
Number	67%	76%
GLD	67%	65%

## 2024/25 Phonics Screening Data

	Pupil Premium	Overall
Phonics Screening Year 1	33% (9 Children)	73% (59 children)
Phonics Screening Year 2	14% (7 children)	40% (20 children)

23.24	% At or above EXS Maths PP	% At or above EXS Maths Cohort	Gap	% At or above Writing PP	% At or above Writing Cohort	Gap	% At or above Reading PP	% At or above Reading Cohort	Gap
Year 1	67	63	4	50	63	-13	58	70	-12
Year 2	33	49	-16	12	48	-36	44	57	-13
Year 3	45	67	-12	18	64	-46	27	63	-36
Year 4	75	77	-2	63	68	-5	63	70	-7
Year 5	58	55	3	69	80	-11	54	87	-33
Year 6	50	65	-15	70	73	-3	70	75	-5

The gap the rest of the cohort is decreasing as the children move through the years. The gap is widest in years two and year three.

24/25

Reading	Cohort	PP		Writing	Cohort	PP		Maths	Cohort	PP	
Year 1	75	44	-30	Year 1	67	33	-34	Year 1	70	56	-14
Year 2	60	43	-17	Year 2	50	31	-19	Year 2	71	50	-21
Year 3	65	57	-8	Year 3	60	43	-17	Year 3	66	57	-9
Year 4	73	62	-11	Year 4	70	39	-31	Year 4	77	62	-15
Year 5	64	50	-14	Year 5	62	40	-22	Year 5	74	60	-14
Year 6	71	53	-18	Year 6	72	47	-25	Year 6	66	60	-6

  

SPaG	Cohort	PP		R/W/M	Cohort	PP		Phonics	Cohort	PP	
Year 1				Year 1	59	33	-26	Year 1	73	33	
Year 2	49	39	-10	Year 2	44	29	-15	Year 2	83	0	
Year 3	48	57	9	Year 3	55	43	-12				
Year 4	70	46	-24	Year 4	63	39	-24				
Year 5	75	70	-5	Year 5	54	30	-24				
Year 6	71	40	-31	Year 6	51	40	-11				

  

MTC	70	46
Mean Score	24	22.42

**2022-23 vs 2023-24 Gap between disadvantaged and non disadvantaged**

	Gap in Maths	Gap in Writing	Gap in Reading
<b>Year 1 to Year 2</b>	Increased	Increased	Decreased
<b>Year 2 to Year 3</b>	Decreased	Decreased	Increased
<b>Year 3 to Year 4</b>	Decreased	Decreased	Decreased
<b>Year 4 to Year 5</b>	Increased *	Decreased	Increased
<b>Year 5 to Year 6</b>	Decreased	Increased	Increased
* PP outperformed non-pp			

**2023-24 vs 2024-25 Gap between disadvantaged and non disadvantaged**

	Gap in Maths	Gap in Writing	Gap in Reading
<b>Year 1 to Year 2</b>	Increased	Increased	Increased
<b>Year 2 to Year 3</b>	Decreased	Decreased	Decreased

<b>Year 3 to Year 4</b>	Increased	Decreased	Decreased
<b>Year 4 to Year 5</b>	Increased	Increased	Increased
<b>Year 5 to Year 6</b>	Increased	Increased	Increased

This data is produced by measuring the gap (in percent) of Pupil Premium children achieving the expected standard to the whole cohort of children. This is then tracked year on year.

The data presented over 2 years shows that there is a similar pattern of the gap between PP children and their whole cohort initially increases and then decreases before then increasing before the end of primary school.

### Attendance 2023 -2024

### Attendance 2024-25

	PP
<b>End term 1</b>	93.77%
<b>Term 2</b>	92.25% ↓
<b>Beg T1-end T2</b>	92.89%
<b>Term 3</b>	92.42% ↑
<b>Beg T1 – end T3</b>	93.76%
<b>Term 4</b>	94.33% ↑
<b>Beg T1 – end T4</b>	93.13%
<b>Term 5</b>	95.06% ↑
<b>Beg T1-end T5</b>	94.33%
<b>Term 6</b>	91.07% ↓
<b>Beg T1 – end T6</b>	93.77%

	PP
<b>End term 1 (18.10.24)</b>	96.43%
<b>Term 2</b>	94.34% ↓
<b>Beg T1-end T2</b>	94.88%
<b>Term 3</b>	95.49% ↑
<b>Beg T1 – end T3</b>	95.45%
<b>Term 4</b>	94.13% ↓
<b>Beg T1 – end T4</b>	93.67%
<b>Term 5</b>	94.93% ↓
<b>Beg T1-end T5</b>	93.55%
<b>Term 6</b>	90.6% ↓
<b>Beg T1 – end T6</b>	93.15%

*\*2024-25- Contextual note – Of the group of children included in the data – 1 child was on a reduced timetable for the year due to high levels of need. Another child who was placed in our Special Resource Provision had a bespoke package created for them because of difficulties in accessing our provision. Without the impact of these children on attendance for PP children would have been 94.2%*

## 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
Times Tables Rockstar's	TT Rockstar's
Oxford Reading Buddy	Oxford University Press

Boost	Rising Stars
iProvefit	iProvefit

## Further information

### *Additional activity*

Over the course of the previous academic year, we undertook an external pupil premium review. The report, along with our own internal evaluations and monitoring, Challenge Partner Review and evaluation against our own school development plan has contextualised the changing nature of the school's intake from the wider school community and helped the school to understand more deeply how to be effective in supporting our disadvantaged learners in the school.

The outcomes from these have been assessed and developed into a robust action plan that has a timeframe of 3 years to implement.

This alongside the use of the EEF toolkit has enabled us to develop our strategy using the best research possible and we will continue to use it as we further implement the plan in the coming years.

The plan will be shared and reviewed regularly to ensure that our pupils continue to feel valued, supported, and inspired to succeed.