

# Pupil premium strategy statement – Oakthorpe Primary School 2026-2029

This statement details our school’s use of pupil premium (and recovery 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	79
Proportion (%) of pupil premium eligible pupils	32%
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	December 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Rachel Culpan (Headteacher)
Pupil premium lead	Rachel Culpan (Headteacher)
Governor / Trustee lead	Dave Ellison-Lee (as delegated by Board of Directors)

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£35,960
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£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>	£35,960

# Part A: Pupil premium strategy plan

## Statement of intent

Our Aim is to ensure that all pupils, regardless of their starting points, achieve academic success. We aim for all PP pupils attainment levels to be level with, or exceeding, those of non-PP pupil attainment levels.

Our Principles are: Teacher development, enhancing the quality of teaching, developing teacher subject knowledge.

Our plan in Achieving this: Centralised teacher CPD, Instructional coaching for all teaching staff, development of curriculum resources, additional tutoring.

## Challenges

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

Challenge number	Detail of challenge
1	<i>Limited vocabulary upon entry into school restricting access to rigorous curriculum.</i>
2	Variability in effectiveness of teaching over time.
3	Historical lack of achievement in phonics.
4	Historical high levels of persistent absence and poor attendance.
5	Historical high levels of social, emotional and mental health barriers.
6	Varying consistency of parent/carer support at home for 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
Consistently strong teaching and learning practice, where evidence-led strategies are employed within lesson delivery	Teachers have strong pedagogical knowledge Teachers make well informed pedagogical choices Pupils remember more over time

Raise disadvantaged attainment in all key metrics at each statutory assessment point	Disadvantaged pupils attain at the same level as non-disadvantaged pupils in each statutory assessment point.
Disadvantages pupils' rates of attendance to increase.	Disadvantaged pupils attendance is at the same levels of non-disadvantaged pupils and the level of persistently absent PP pupils has decreased.

## 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: £13305

Activity	Evidence that supports this approach	Challenge number(s) addressed
Devise, develop & deliver a programme of strong, sustained CPD, focused on evidence-led teaching approaches, delivered in line with the EEF guidance by Trust Teaching & Learning Leads.	<p>Evidence shows that quality of teaching has a high impact on pupil outcomes. Using approaches that have been shown to have impact in the classroom will enhance the impact of teaching and learning.</p> <p>Following EEF guidance on the delivery of effective CPD allows teachers to be shown strategies, and also have time to practice them with peers and apply them to future classroom practice.</p> <p><a href="#">EEF Effective Professional Development Guidance Report</a></p> <p><a href="#">Improving The Impact of Teachers in Pupil Achievement in the UK – Sutton Trust</a></p>	1-5

<p>Provide instructional coaching for all teachers, delivered by experienced</p>	<p>Instructional coaching has been shown to have impact over time due to the nature of being coached in small increments, and having this modelled with time to practice and have feedback on by an expert.</p> <p>The EEF designate this as follow on coaching and put this at the heart of effective professional development following on from initial training.</p> <p><a href="#">Four Reasons Instructional Coaching is Currently the Best Evidence-Informed CPD</a></p> <p><a href="#">Putting Evidence to Work – EEF</a></p> <p><a href="#">What is Instructional Coaching – Ambition Institute</a></p>	<p>1-5</p>
<p>Development of high quality curriculum resources that are ambitious and academically rigorous, including teacher resources that support development of teacher subject knowledge</p>	<p>A strong, ambitious curriculum with logically sequences lessons has been shown to be essential for learning to take place.</p> <p>Teacher subject knowledge, and their pedagogical understanding of how to relay this knowledge to pupils has also been highlight as effective practice.</p> <p><a href="#">The Great Teaching Toolkit: Evidence Review – Evidence Based Education</a></p>	<p>1-5</p>
<p>To identify a pupil premium champion in school to lead on raising attainment strategically.</p>	<p>Cat 4 testing for all Rise+ children. Rigorous tracking of interventions and clear tracking of termly assessment.</p> <p><a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium">https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</a></p> <p><a href="https://support.gi-assessment.co.uk/knowledge-base/assessments/cat4-support/general-information/information-for-parents/">https://support.gi-assessment.co.uk/knowledge-base/assessments/cat4-support/general-information/information-for-parents/</a></p>	

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

Budgeted cost: £20104

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</p>	<p>1,2,3,5</p>
<p>Cat 4 diagnostic assessments</p>	<p>Cat 4 assessments are used to assess children’s cognitive ability. The Cognitive Abilities Test (CAT4) is an assessment of developed abilities in areas known to make a difference to learning and achievement – namely verbal, non-verbal, quantitative and spatial reasoning – and provides you with an accurate analysis of potential student achievement. – This being used with all children who are in receipt of pupil premium.</p>	<p>1-5</p>
<p>TA / Teacher intervention to Target academic support in EYFS, KS1 &amp; KS2 to provide 1-1 or small group intervention for phonics, reading, writing and maths. Precision teaching intervention</p>	<p>EEF - Closing the attainment gap: key lessons learned Targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment Precision teach training.</p>	<p>1-5</p>

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

Budgeted cost: £2551

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Educational visits, including residential trips, are paid in part by the school.	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) Outdoor adventure learning   EEF	1,2,4,5,6
ELSA support	Trusted member of staff supporting the emotional wellbeing of pupils on a regular basis, in addition to ad-hoc needs of support.	5
Forest Schools for all children	Regular sessions for outside learning to support the development of pupil's wellbeing, in addition to social skills linked to the tasks within the forest school curriculum. Being outside, physical and involved in creative activities is proven to boost self-confidence, self-esteem and to lead to higher attainment across core and foundation curriculum areas.	1-6
Uniform	School uniform is purchased to ensure children feel inclusive and have a strong sense of belonging.	1-6
Structured intervention programme 'Doodle' to support repetition of learning tasks in order to increase attainment.	Research shows that spaced learning, as well as repetitive tasks such as 'over-learning', will benefit pupils retention for key facts and procedures.	1-6

**Total budgeted cost: £22655**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

The school has used data from the Headstart Reading assessment and White Rose Maths assessments in order to monitor progress and identify gaps in pupil's learning. It is evident that, while disadvantaged pupils are progressing within specific subjects, this is not yet consistent across all subject areas and there are still gaps between disadvantaged and non-disadvantaged pupils.

Quality first teaching strategies are the main focus to ensure that all pupils leave lessons knowing the critical content, this is achieved through pre-teaching, overlearning, re-teaching and with directed support within lessons. Support staff CPD has been designed with this focus to ensure that they are able to facilitate high quality learning experiences.

Attendance has improved over the year for many disadvantaged pupils, with a significant decrease in the number of pupils who were persistently absent in comparison from the previous year. For some pupils, this continues to be a focus with a clear structure in place to support and engage with families for whom attendance is a barrier.

Our culture of belonging and in supporting SEMH needs is balanced with in-class strategies as well as enhanced support from our ELSA.

### Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider
Dyslexia/Literacy targeted support	Nessy
Maths/Dyscalculia support	Dynamo
Sounds Write	Phonics training
TT Rockstars	Maths Circle
Spelling Shed	Ed Shed
White Rose Maths	White Rose Education
Doodle maths, reading	EZ Education
Language Angels	Language Angels

## 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**