

# Pupil Premium Strategy Statement – Oakham Primary



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	Oakham Primary
Number of pupils in school	420
Proportion (%) of pupil premium eligible pupils	See pupil premium report for each year
Academic year/years that our current pupil premium strategy plan covers	2025-28
Date this statement was published	December 2025
Date on which it will be reviewed	November 2028
Statement authorised by	Mr N Skett
Pupil Premium lead	Miss S Stretton
Governor Lead	Mr J Smallman

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	See pupil premium report for each year
Recovery Premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	See pupil premium report for each year

### Statement of Intent

#### **What are your ultimate objectives for your disadvantaged pupils?**

- To close the attainment gap between disadvantaged and non-disadvantaged pupils
- For all disadvantaged pupils in school to make or exceed nationally expected progress rates
- To support children's health, wellbeing and readiness to learn to enable them to progress at an appropriate level.
- To ensure that every child has the opportunities to access an inspiring, nurturing curriculum and leaves our school with age appropriate knowledge, skills and future aspirations.

#### **How does your current pupil premium strategy plan work towards achieving those objectives?**

- Ensuring that teaching and learning opportunities meet the needs of all the pupils and engage with parents & carers to support this partnership.
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- Targeted, small group work based on collaboration and feedback and focusing on key numeracy and literacy skills (especially phonics and comprehension) is a proven strategy. Pre-learning and same day/next day catch up is planned and delivered in line with well-established and current pedagogy. (*Education Endowment Foundation*).
- We will support disadvantaged pupils to increase their attendance and punctuality at school; therefore closing the gap between themselves and non-disadvantaged pupils and thus enabling them to experience the full learning experience at Oakham Primary School
- We will facilitate pupils accessing a wide range of enrichment experiences both in and out of school, which will positively impact on their academic achievement and well-being.

#### **What are the key principles of your strategy plan?**

- Ensure that all children receive consistently high, quality teaching with input from teaching and support staff throughout their learning journeys.
- All our work through the pupil premium funding will be aimed at accelerating progress, moving children to at least age-related expectations
- To provide increased high quality in-class support to ensure all children wherever possible keep up, not catch up. Additional learning opportunities provided through lunchtime and afterschool clubs
- Provide age appropriate IT hardware to guarantee access to home learning resources/online platforms and support families with this provision.
- Additional learning and wellbeing opportunities provided through lunchtime and after-school clubs.
- Children's SEMH needs are suitably met so that they are able to access learning appropriately and offer of support from mentors/SAW Lead.
- Support payment for activities, educational visits and residential trips to ensure a wide range of life experiences are available to all disadvantaged children

## Challenges

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

Challenge number	Detail of challenge
1	Early Reading – Children struggle to access age appropriate texts and apply phonic knowledge in early reading sessions.
2	Improve attendance of selected disadvantaged children and encouraging punctual arrivals and readiness for daily learning.
3	Communication & Language – EYFS children enter school behind peers with limited vocabulary and gaps in oral language skills among many disadvantaged pupils throughout school.
4	School internal data shows disadvantaged children underperforming in Reading, Maths and Writing.
5	Need to raise disadvantaged pupil engagement with online Home Learning and have limited access to online learning platforms/support at home.
6	Limited life experiences and opportunities to gain greater understand of British Culture and the wider opportunities available.
7	Ensure (P)LAC children are offered appropriate educational and SEMH support to close gaps on peers.

## 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 children develop secure phonic knowledge and apply this to reading texts in school and at home. Variety of texts and genres to read at home.	Disadvantaged children age phonics screening data is comparable to non-disadvantaged peers. Sustainable progression through school reading scheme and application of taught phonic knowledge across the curriculum and a range of texts. Disadvantaged children are confident, fluent and accurate readers
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils	The overall absence rate for all pupils to decrease and the attendance gap between disadvantaged pupils and their non-disadvantaged peers to further reduce and be consistently above local and national attendance data.
Children achieve age-appropriate WELLCOMM scores (green)	WELLCOMM data evidences competition of personal targets both at home and in school. Children can use, understand and apply a wider range of vocabulary in different contexts.
Disadvantaged pupils to have age appropriate IT hardware to access Home Learning resources & applications	All disadvantaged pupils complete age/ability level appropriate Home Learning tasks. Tasks are completed consistently and on time. Home Learning provides opportunities to apply knowledge/skills from class/intervention teaching.

Disadvantaged pupils access opportunities for offsite visits and experiences (including extra curricular clubs) and attend Y2, Y4 & Y6 residential	Families use the P/Premium funding (50%) residential discount to enable children to experience 2/4 night offsite opportunities.  No fees for disadvantaged children on offsite visits and trips enable them to fully participate in experiences with peers.
(P)LAC children to engage with learning, form appropriate relationships and skills for learning.	Children to make appropriate progress and attainment in reading, writing and maths. Children can self-regulate, form and maintain positive friendships and play an active role in school life. Demonstrate positive behaviours and engagement within school.

### Activity in each academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **each academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£ 68,353.51**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> <li>Highly skilled &amp; experienced LSA to lead 1:1 sessions, with targeted children using 'Big Book of Ideas' following WELLCOMM screening.</li> <li>Family liaison to support additional reinforcement at home.</li> </ul>	Oral language interventions are proven to be highly effective in terms of improving children's pace of progress (EEF).	1,3 & 4
<ul style="list-style-type: none"> <li>LSA's - targeted phonics and early reading catch-up intervention across KS1 and LSK2.</li> </ul>	Interventions to include Active Learn phonics, Rapid Reading, 5 minute box and precision teaching.	1 & 3
<ul style="list-style-type: none"> <li>LSA employed to support pupils in EYFS, Y1 &amp; Y2 to run interventions and S&amp;L 1:1 programmes.</li> </ul>	Support & guidance from Sandwell Inclusion Support SENAT and NHS Trust SALT.	3 & 5

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

Budgeted cost: £ 54,613.66

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> <li>Development of Sports Coach role in school to include mentoring sessions on 1:1 basis/in-class support.</li> <li>Reflection sessions.</li> </ul>	<p>BH to use relationships established with pupils to build on role of mentor, provide direct support with learning and reflection on behaviour, targets and wellbeing.</p> <p>'Mentoring' EEF Toolkit</p>	2 & 7
<ul style="list-style-type: none"> <li>'On-the-Radar' – structured conversation meetings with parents/carers.</li> <li>Bespoke targets and discussions over barriers to success.</li> </ul>	<p>Base on the A for All model, all KS1/2 staff manage termly meetings.</p> <p>'Working with Parents to Support Children's Learning' – EEF Toolkit</p>	1, 2, 5 & 7
<ul style="list-style-type: none"> <li>Programme of new interventions such as Write Away Together, at the point of teaching and rapid phonics running in conjunction with existing interventions</li> </ul>	<p>Support &amp; guidance from Sandwell Inclusion Support SENAT</p>	1, 2, 3 & 4

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

Budgeted cost: £ 50,239.71

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> <li>HLTA to lead teams of trained 'Wellbeing Champions' for KS1&amp;2 break/lunchtimes</li> </ul>	<p>Peer support for pupils dealing with relationship issues, worries &amp; anxieties.</p> <p>'Promoting and supporting mental health and wellbeing in schools.' Gov.uk</p>	7
<ul style="list-style-type: none"> <li>Employment of Safeguarding, Attendance &amp; Welfare (SAW) Lead supporting with attendance, DSL duties and mentoring sessions in school/family liaison.</li> </ul>	<p>Highly experienced Lead to work closely with DHT to engage families of concern or in need of support. Working in partnership with Sandwell CT, external agencies such as COG, MASH teams. Sandwell Children's CT and Public Health Sandwell.</p> <p>'Parental Engagement' –EEF</p> <p>'DfE: Improving Attendance Guidance'</p>	2
<ul style="list-style-type: none"> <li>KS2 Nurture – '100 minute model' &amp; mentoring sessions</li> </ul>	<p>Extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g.,</p>	2, 5 & 7

<ul style="list-style-type: none"> <li>Teacher &amp; LSA to led 'Forest School' SEMH Intervention</li> </ul>	<p>improved academic performance, attitudes, behaviour and relationships with peers. (EEF Social &amp; Emotional Learning in Schools)</p>	
<ul style="list-style-type: none"> <li>Disadvantaged children have 50% subsidy on 2/4 night residential costs.</li> <li>Charge for one day off site visits subsidised.</li> </ul>	<p>Children encouraged to participate in residential – opportunities for wider experiences &amp; positive impact on individuals.</p> <p>'Learning Away Report' Council for Learning outside the classroom.'</p> <p>'Cultural Capital' OFSTED (2019)</p>	6

Total budgeted cost: £ 173,206.88

### Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
TTRockstars	Maths Circle
School Jam	Pearson
The Write Stuff	Jane Considine
White Rose Maths	White Rose Education
ActiveLearn - BugClub	Pearson
Forest School – Level 3 and Level 2	Urban Outdoor Learning
'On the Radar' Project	Developed by Oakham Primary – Based on 'Achievement For All' Model