# Pupil premium strategy statement – Oxford Road Community 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 | 206 or 243(including nursery) |
| Proportion (%) of pupil premium eligible pupils | 85 pupils 37% |
| 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)** | 2024 – 2025<br>2025 – 2026<br>2026 - 2027 |
| Date this statement was published | December 2025 |
| Date on which it will be reviewed | December 2026 |
| Statement authorised by | Claire Hurst |
| Pupil premium lead | Harriet Page |
| Governor / Trustee lead | Liz Woodhouse |

## Funding overview

| Detail | Amount |
|---|---|
| Pupil premium funding allocation this academic year | £96,110 |
| Pupil premium funding carried forward from previous years *(enter £0 if not applicable)* | £0 |
| **Total budget for this academic year**<br>*If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year* | £96,110 |

# Part A: Pupil premium strategy plan

## Statement of intent

At the heart of everything we do in our school is our children, any decision we make is based on what is best for them and how we can best support them. Our drive to ensure all children achieve and thrive across the curriculum has led to research based practices being implemented, evaluated, adapted and embedded within our pedagogy.

Our intention is to provide high quality teaching for all our pupils, irrespective of their backgrounds or the challenges that they may face. We know, that this is the single most effective way to ensure children are making good progress and achieve their potential whatever their start point.

We have tailored our approach towards supporting disadvantaged pupils and non-disadvantaged pupils to make good progress across the curriculum by investing time into ensuring we have a deep understanding of gaps and next steps. Alongside disadvantage, we have a very clear focus on those children who are vulnerable, such as those who have a social worker. We know these children may need more support to ensure they thrive at school. We have a clear focus on addressing gaps within our Wave 1 teaching and Wave 2 interventions, ELSA and 1:1 counselling. Teachers and staff have a very good understanding of the areas children need to revisit, revise and build upon. We ensure we have a clear understanding of how Wave 1 teaching is adapted to suit the needs of all learners.

Every member of staff shares the clarity of vision and drive that safeguards a whole school approach to raising attainment and progress for all disadvantaged and vulnerable children; this sits alongside a passion for all children to succeed in their education and become lifelong learners.

## Challenges

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

| Challenge number | Detail of challenge |
|---|---|
| 1 | Children have social and emotion needs that have not been met.<br><br>We continue to strive to maintain close relationships with our children and families to support with their social and emotional needs. Our school Single Plan prioritises MHST alongside out MHST and Wellbeing Policy.<br>We have identified that a large % of these children are disadvantaged. Children work 1:1 or in small groups to have support through ELSA sessions for their social and emotional health. Some children may work 1:1 with our school councillor. |

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| 2 | Many disadvantaged pupils have a poor vocabulary and oral language skills which affects their achievement in all areas of the curriculum. Many children start school with lower than expected starting points leading to underdeveloped reading, spelling and maths skills<br><br>Assessment, observations and discussions with pupils have identified gaps in vocabulary and oral language skills from nursery to KS2. One of our single plan priorities is to develop our whole school curriculum (particularly Writing and Maths) to ensure language development is progressive and sustained for all children, including disadvantaged children. All subjects have a focus on Tier 2& 3 vocabulary and offer opportunities to develop oracy. |
| 3 | Attendance is sometimes below the national average. Persistent absence is higher than average.<br><br>We have identified that a large % of these children are disadvantaged and may be working with a family/social worker. We have identified attendance as an area to develop with a focus on closing the gap between PP attendance % and non PP children. |
| 4 | Support from home is not always consistent or high quality.<br><br>Many of our families fall just outside of the criteria for pupil premium funding, we have identified these families and work with them to ensure that they have their basic needs met. Our DSL's support families who are in crisis or those who need support with food, housing, employment and parenting.<br>The impact of this support means that our children have a stable, happy and healthy home that supports their educational goals. |
| 5 | An increase of SEND need across the school.<br><br>Many of our children with SEND are also PP, with many falling just outside the criteria for PP funding. School continue to develop staff's expertise in scaffolding learning and support for SEND pupils to ensure the gap between SEND and non -SEND decreases. |

## 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 oral language skills and increased vocabulary among disadvantaged children | • Our Literacy curriculum fully supports early development of language, the continuing development of language and vocabulary and ensures that this is progressive across the curriculum.<br>• Our whole school oracy curriculum shows a progression of oracy skills across the whole curriculum.<br>• Observations, book looks and pupil conversations show evidence that children are developing their oral language and building their vocabulary bank. |

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| | • Ongoing formative assessment shows progress is good for disadvantaged and non-disadvantaged children.<br>• % of children passing the PSC increases.<br>• % of children meeting age related expectations at the end of year 6 increases, especially % of disadvantaged children meeting ARE and above. |
| Improved writing skills among disadvantaged children | • Our progressive writing curriculum ensures that children are equipped with the skills they need to write (in both transcription and composition) through the use of Literacy Tree planning.<br>• Kapow unit plans (foundation subjects) offer cross curricular writing opportunities.<br>• Observations, book looks and pupil conversations show evidence that children are developing their writing<br>• Ongoing formative assessment shows progress is good for disadvantaged and non-disadvantaged children.<br>• % of children meeting age related expectations at the end of year 6 increases across the school, with % of disadvantaged children meeting ARE and above. |
| All children are emotionally equipped to be able to participate in their learning. | • Children are equipped with strategies which mean they are ready to learn.<br>• Children who find learning challenging are able to participate in their learning.<br>• Children who find learning challenging develop independence in their learning.<br>• Pupil voice shows qualitative evidence to support children are emotionally stable and are able to regulate more often.<br>• School works closely with RBC MHST team to provide additional support for our children and families |
| Parents and carers are equipped to be able to support their children to succeed. | • Parents have a range of strategies to enable them to support their children.<br>• Parents communicate and work alongside professionals in school to support their children.<br>• Parents access additional support through outside agencies as necessary (guided by professionals in school). |
| Attendance for all children is at least in line with the national average. | • Attendance % data shows children in line with national data.<br>• Persistent absence % is in line with national data.<br>• The gap between disadvantaged children and non-disadvantaged children's attendance is reduced.<br>• Attendance champion and ASW work closely together with our families to support and improve attendance<br>• Attendance champion attends Attendance cluster meetings alongside local authority. |

## 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: £12,500

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| *CPD Improvement of the implementation if maths, to develop the mastery of maths across the school*<br><br>*(£4000)* | The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:<br>Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk)<br>The EEF guidance is based on a range of the best available evidence:<br>Improving Mathematics in Key Stages 2 and 3.<br>*The* EEF states that mastery learning approaches have consistently positive impacts, but effects are higher for primary school pupils and in mathematics.<br><br>The impact of mastery learning approaches tends to be an additional **+ 8 months** in primary schools<br><br>Mastery learning approaches aim to ensure that all pupils have mastered key concepts before moving on to new learning. Mastery learning approaches address challenges to learning by giving additional time and support to pupils who may take longer to master new knowledge and skills.<br><br>In order for mastery approaches to be effective for pupils with gaps in understanding, it is crucial that additional support is provided. Approaches that simply build upon foundational knowledge without targeting support for pupils that fall behind are unlikely to narrow disadvantage gaps. We will provide this through small targeted group support.<br><br>NCEMT states:<br><br>Teaching for Mastery Programme is having a significant, positive impact at a number of levels. Teachers are becoming more | 2, 5 |

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| | knowledgeable about, and skilled at, their craft; classroom practice is changing in ways designed to help pupils develop deeper understanding; and there are encouraging signs that pupils are learning maths more securely.<br><br>Teachers adopt strategies to ensure all children access the whole curriculum.<br><br>Teachers and children emphasise number facts, precise mathematical language and full sentences.<br><br>Lessons develop children's fluency and reasoning together.<br><br>Mapping key mathematical concepts in a topic, then breaking them down into small steps enables pupils to access the mathematics more securely. | |
| *CPD to develop and improve the teaching learning of Literacy using the Literacy tree*<br><br>*(£3000)* | Steven Graham and Karen Harris' key conclusions on effective writing strategies in primary and secondary schools focused on students who are struggling writers: 1. Establish writing routines that create a pleasant and motivating writing environment (Graham & Perin, 2007). 2. Implement a process approach to writing (Hillocks, 1986; Sandmel & Graham, 2011). Writing process models give students extended opportunities to write.<br><br>3. Create routines that ensure that students write frequently. Not surprisingly, students who write more write better (Graham & Perin, 2007; Gallagher & Kittle, 2018). Practice in writing is especially important in giving students opportunities to write in many genres and for many purposes and audiences. Adding 15 minutes of writing each day can make a substantial difference in writing outcomes, and contributes to reading outcomes as well (Graham et al., 2015).<br><br>4. Design instructional routines in which students compose together. Process writing programmes usually involve students working together on compositions<br><br>5. Establish goals for students' writing (Rogers & Graham, 2008). | 2, 5 |

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| | (from Graham, Harris, & Santangelo, 2015): | |
| *CPD to continue developing a sequenced reading curriculum which develops fluent and engaged readers.*<br><br>*(£2500)* | Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment (Clark 2011; Clark and Douglas 2011).<br><br>Reading enjoyment has been reported as more important for children's educational success than their family's socio-economic status (OECD, 2002).<br><br>There is a positive link between positive attitudes towards reading and scoring well on reading assessments (Twist et al, 2007).<br><br>Evidence suggests that reading for pleasure is an activity that has emotional and social consequences (Clark and Rumbold, 2006).<br><br>Other benefits to reading for pleasure include: text comprehension and grammar, positive reading attitudes, pleasure in reading in later life, increased general knowledge (Clark and Rumbold, 2006). | 2, 5 |
| *Phonics training for new staff to ensure high quality phonics is taught to all children*<br><br>*(£2000)* | 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.<br>2. The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written.<br>3. The teaching of phonics should be matched to children's current level of skill in terms of their phonemic awareness and their knowledge of letter sounds and patterns (graphemes).<br>4. Phonics improves the accuracy of the child's reading but not necessarily their comprehension. It is important that children are successful in making progress in all aspects of reading including comprehension, the development of vocabulary and spelling, which should also be taught explicitly. | 2, 5 |
| *CPD to develop a progressive curriculum that enables PP children to acquire and develop chosen knowledge and skills.*<br><br>*(£1000)* | A narrowed curriculum can mean that children miss out on opportunities to study subjects and gain knowledge that could be valuable in later stages of education, or in their adult lives. It can also have a disproportionately negative effect on the most disadvantaged pupils – those who often start school behind their peers. (Ofsted Making | 2, 5 |

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| | curriculum decisions in the best interests of children, Jan 2020)<br><br>What underpins curriculum intent is ensuring that pupils with lower starting points are not offered a diminished diet, but rather are supported to access demanding work, through appropriate scaffolding and support, primarily through talk. (Mary Myatt) | |

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

Budgeted cost: £18,410

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| *Precision teaching*<br>*(£13,000)* | Teaching and learning toolkit - Reading comprehension strategies (+6 months)<br><br>The EEF Guided to the Pupil Premium 2019 | 1, 2, 3, 5 |
| *Targeted assessment to inform interventions*<br>*(£2000)* | Teaching and learning toolkit - Reading comprehension strategies (+6 months)<br><br>The EEF Guided to the Pupil Premium 2019 | 1, 2, 3, 5 |
| *Purchase of Nessy (online program) to support with spelling and reading*<br>*(£400)* | Teaching and learning toolkit - Reading comprehension strategies (+6 months)<br><br>The EEF Guided to the Pupil Premium 2019 | 1, 2, 3, 5 |
| *Planning in the moment training – KS1*<br>*(£400)* | Teaching and learning toolkit - Reading comprehension strategies (+6 months)<br><br>The EEF Guided to the Pupil Premium 2019 | 1, 2, 3,4, 5 |
| *Doodle Maths (online program) to support with maths and MC*<br>*(£1010)* | Teaching and learning toolkit - Reading comprehension strategies (+6 months)<br><br>The EEF Guided to the Pupil Premium 2019 | 1, 2, 3, 5 |
| *Tom Sherrington Walk Thru*<br>*(£1600)* | Teaching and learning toolkit - Reading comprehension strategies (+6 months)<br><br>The EEF Guided to the Pupil Premium 2019 | 1, 2, 3, 5 |

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

Budgeted cost: £65,200

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| *ELSA support*<br>*(£18,700)* | Teaching and learning toolkit – Social and Emotional learning (+4 months)<br><br>The EEF Guided to the Pupil Premium 2019 | 1, 3, 4 |
| *ELSA training – Supervisions and network meeting, new ELSA training*<br>*(£500)* | Teaching and learning toolkit – Social and Emotional learning (+4 months)<br><br>The EEF Guided to the Pupil Premium 2019 | 1, 3, 4 |
| *1:1 Counselling sessions*<br>*(£15,000)* | Teaching and learning toolkit – Social and Emotional learning (+4 months)<br><br>The EEF Guided to the Pupil Premium 2019 | 1, 3, 4 |
| *Physical and sensory interventions*<br>*(£8,000)* | Teaching and learning toolkit – Social and Emotional learning (+4 months)<br><br>The EEF Guided to the Pupil Premium 2019 | 1, 3, 4, 5 |
| *Investment in training for all support staff – Therapeutic and Trauma informed training*<br><br>*(£5000)* | Therapeutic approaches support children in school.<br><br>Therapeutic practices underpin all school policies and approaches.<br><br>Children with therapeutic plans receive effective, individualised therapeutic support which enables them to make better progress.<br><br>Children exhibit greater levels of wellbeing and involvement whilst at home and in school through a developed and supported understanding of how to respond to their child's behaviour therapeutically.<br><br>Trauma stories (written with families) ensure all staff understand the behaviour and respond mindfully to those children with significant ACEs.<br><br>Vulnerable children make progress in line with their peers due to in-depth focus child meetings for families.<br><br>Families are effectively supported by staff through the acknowledgement of the views from children and the family within the planning process.<br><br>EEF Teaching and Learning Toolkit Metacognition and self-regulation +7 months | 1, 3, 4 |
| *Support PP children with cost of swimming and* | The EEF Guided to the Pupil Premium 2019 | 1, 2, 3, 4, 5 |

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| *external clubs - Rock Steady, Breakfast and after school club, Extra curricular clubs, school trips, camp*<br><br>*(£18,000)* | | |

## Total budgeted cost: £ *96,110*

# Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

During the past year (2024- 2025), we have maintained our focus on supporting our children and their families. Our commitment to therapeutic thinking across the school has enabled children to thrive. Where children have needed more support, ELSA has been used to build relationships that support regulation. As a result of working closely with our ELSA's, we have identified a number of children who require more specialised support. We use our school counsellor to also support more vulnerable children. Since training an additional adult to lead ELSA sessions we have been able to reduce the waiting list for children needing the support. We have identified that although not exclusively, many of the children who require the additional emotional and social support we have in place are disadvantaged. The schools PMHL works closely with the lead at Wilson (federated school) to discuss and plan how the schools will support children's emotional needs, as well as offering support for parents. DSL also work closely to support families that are PP, as well as those who fall just under the funding.

Over the last two years, we have prioritised the monitoring of the school's attendance; tracking specific groups of children in order to intervene if they drop below 90% (PA). PP attendance at the end of 24/25 was close to average at 91.8% with national being 92.6%. PA was 25.8% which was slightly above average of 24.5% This will continue to be an area of focus next year.

We continue to priorities our Writing curriculum and have seen the impact this has had across the school. 24/25 year 6 cohort had 17.25% PP children. 86.2% of children met age related expectations in writing at the end of year 6 increases, with 83.3% of disadvantaged children meeting ARE and above. Literacy tree is still used as a planning resource, with subject leaders supporting teachers to develop and improve planning processes. Teachers ensure all children secure transcriptional skills to become fluent writers. Staff are aware that some disadvantaged children may have poor oral language skills and not have access to high quality texts at home, so therefore adapt their planning to suit the needs of the children in their class. with a key focus on rich vocabulary and high quality texts. We started to begin to build in opportunities for Oracy across the curriculum, with the intent to shape a whole school Oracy curriculum in 25/26.

In both Maths and Reading, 100% of disadvantaged children met the expected standard with the national being 80%. Last year, 20% of the class were PP, scoring an average of 19.3% on the MTC. National average was 19.8%.

We have continued to develop our subject based whole school curriculum, with a focus on the key knowledge and skills children need to remember, as well as high level vocabulary. Subject leaders regularly reviewed their subjects by conducting books looks and learning walks. During these, there was a key focus on the disadvantage children and the scaffolds they need to be successful in their learning.

Children who need additional support with their academic progress have received and will continue to receive 1:1 or small group interventions. Team leaders monitor and organise interventions so that they have an overview of children's gaps to ensure they are planned for. Progress is regularly monitored and interventions are adapted as needed – Pupil progress meetings. The interventions we use are designed as 'short and robust'. Where an intervention is not successful, we plan alternatives that ensure no child is left behind.

## 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 |
|---|---|
| Literacy Tree | |
| Doodle Maths | |
| Nessy | |
| Kapow | |
| Tom Sherrington Walk Thrus | |

## 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** |
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| **The impact of that spending on service pupil premium eligible pupils** |
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## Further information (optional)

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| *Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.* |