

# Pupil premium strategy statement – Oakhill Church School 2024/2025

Before completing this template, read the Education Endowment Foundation's [guide to the pupil premium](#) and DfE's [pupil premium guidance for school leaders](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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	95
Proportion (%) of pupil premium eligible pupils	18%
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> )	3 year plan 2024/2024 2025/2026 2026/2027
Date this statement was published	December 2024
Date on which it will be reviewed	July 2024
Statement authorised by	Stephanie Dowley
Pupil premium lead	Stephanie Dowley
Governor / Trustee lead	Louise Adams

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£39,898
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>	£622,093

# Part A: Pupil premium strategy plan

## Statement of intent

### Our Intent at Oakhill church School

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 disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. 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 disadvantaged 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 strategy will continue to consider where additional support is required for pupil cohorts whose education and wellbeing were impacted by the COVID-19 pandemic. Our approach will be responsive to common challenges and individual needs, rooted in robust 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	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with reading than their peers.  On entry to Reception class in the last 2 years, disadvantaged children had lower outcomes in oral literacy, Phonic skills and reading compared other children. This gap narrows but remains significant to the end of KS2.
3	Internal and external assessments indicate that Reading, writing and maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. . This gap remains steady to the end of KS2.
4	Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to attendance and a lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment. Teacher referrals for support remain relatively high. 10%of pupil currently require additional support with social and emotional needs, receiving small group interventions.
5	Our attendance data over the last 2 years indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils. 10% of disadvantaged pupils have been 'persistently absent' compared to 5% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils progress

## 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 vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among

	disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils. Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 reading outcomes in 2024 show that more than 57% of disadvantaged pupils met the expected standard. KS2 maths outcomes in 2024 show that more than 29% of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2025/26 demonstrated by: <ul style="list-style-type: none"> <li>· qualitative data from student voice, student and parent surveys and teacher observations</li> <li>· a significant reduction in bullying</li> <li>· a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2025/26 demonstrated by: <ul style="list-style-type: none"> <li>· the overall unauthorised absence rate for all pupils being no more than 10%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by</li> <li>The percentage of all pupils who are persistently absent being below 97% and the figure among disadvantaged pupils being no more than 5% lower than their peers.</li> </ul>

## 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: £19,949

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Continuation of RWI from Nursery</i> Retaining a high quality co-ordinator to enable this to continue is paramount <b>RWI coordinator hours</b>	All children have made rapid and sustained progress on this programme	1 2
<i>Small group interventions with targeted support</i>  <b>teacher for targeted support hours</b>	A teacher led programme of interventions targeted from a provision map intended to see rapid progress	2 3
<i>ELSA sessions</i>	Programme of personalised sessions designed to build self esteem and well developed learning behaviours.	1 4 5
<i>PFSA</i>  <b>PFSA hours</b>	To improve attendance and parent welfare	1 4 5

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

Budgeted cost: £ 19,949

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Continuation of RWI from Nursery</i> Retaining a high quality co-ordinator to enable this to continue is paramount	All children have made rapid and sustained progress on this programme	1 2
<i>Small group interventions with targeted support</i>	A teacher led programme of interventions targeted from a provision map intended to see rapid progress	2 3

<i>ELSA sessions</i>	Programme of personalised sessions designed to build self esteem and well developed learning behaviours.	1 4 5
<i>PFSA</i>	To improve attendance and parent welfare	1 4 5

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

Budgeted cost: £ *[insert amount]*

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<i>Add or delete rows as needed.</i>		
<i>Extended curriculum programmes to identify hard to reach children</i>  <i>After school expansion to 5pm</i> <i>After school games clubs</i> <i>Sports equipment</i> <i>Pay leader training</i> <i>Play leader mentoring</i>	Pupil questionnaire Parent questionnaires Staff questionnaire	1-5

**Total budgeted cost: £ *[insert sum of 3 amounts stated above]***

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

*Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:*

*Data for the school is difficult to quantify against national as local as the school is in a rural setting and very small ,< 100 children*

*Recent surveys have shown that children from disadvantaged backgrounds are seeking more play and social opportunities*

- *Data from the previous academic year's national assessments and qualifications, once published.*
- *Comparison to local and national averages and outcomes achieved by your school's non-disadvantaged pupils (a note of caution can be added to signal that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).*
- *Information from summative and formative assessments the school has undertaken.*
- *School data and observations used to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing*

*You should state whether you are on target to achieve the outcomes of your strategy (as outlined in the Intended Outcomes section above) and outline your analysis of what aspects of your strategy are/are not working well.*

*If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.*

### 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



## Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b></i>
N/A
<b>The impact of that spending on service pupil premium eligible pupils</b>

## Further information (optional)

*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.*