

# Oak Green School



Pupil Premium 2024-2027

Year 2 2025-2026

# Pupil premium strategy statement 2024-2027

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	Oak Green School
Number of pupils in school	686
Proportion (%) of pupil premium eligible pupils	258 children (Nov 2025) - 38%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2024-2027 Y2 2025-2026
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026 July 2027
Statement authorised by	Donna Kelloway (Co-Headteacher)
Pupil premium lead	Mrs J Mynott (Assistant Headteacher)
Governor / Trustee lead	Gareth Mortimer

## Funding overview

Detail	Amount
	2025-2026
Pupil premium funding allocation this academic year	£334,815
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£334,815

# Part A: Pupil premium strategy plan

## Statement of intent

At Oak Green School our children come first. We are a large, three form entry primary school in Aylesbury, Buckinghamshire, in an area of significant deprivation. Children can start school with us from 2 years of age through to Year 6. We have a highly diverse community, with a wide range of ethnic and social backgrounds; our curriculum is designed to ensure that every child can experience, learn and achieve their full potential irrespective of their background or the challenges they face.

We believe educational disadvantage includes all pupils whose achievement and educational experience is at risk because of the impact of their social and economic circumstances. These circumstances can include factors such as the development of language skills, cultural knowledge, aspirations and confidence, parental engagement, attendance and punctuality, emotional support and living conditions. We recognise there may be complex situations that prevent children from flourishing and that these challenges are varied and there is no 'one size fits all.' We therefore incorporate all pupils who are vulnerable, such as those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being, whether they are in receipt of the Pupil Premium (PP) funding or not.

Our curriculum drivers have been designed with our children in mind, focusing on language development in all its forms with a clear emphasis on vocabulary, oracy, writing and reading; outdoor learning opportunities to increase access to the outdoor environment and the opportunity to provide a broad and balanced curriculum, imparting the knowledge, skills and opportunities to improve the life chances for all.

A key principle for us is that all our staff understand the challenges of educational disadvantage and recognise their responsibility in addressing them. This is captured in the activities outlined below; however, it is also evident in the daily interactions with our pupils through our inclusive ethos and approach to education; taking collective responsibility for overcoming the barriers to achievement for our most vulnerable learners.

Here at Oak Green, our unified approach is responsive to both common challenges and our pupils' individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. We plan to make sure our resources are used where they will make the biggest difference to the greatest number. From research and experience, we acknowledge that this is in the classroom through the quality of teaching, therefore high-quality teaching is a key part of our strategy as well as developing a high-quality curriculum. This explains our commitment to staff support and professional development throughout our strategy.

We will measure the impact of the PP spend each term using points progress against key subject areas. We will focus on diminishing differences between our disadvantaged pupils and those not in receipt of the funding, both within school and nationally. The usual cycle of data collection and the monitoring and tracking of the cohort's attainment, will be used to inform pupil progress and enable the early identification of need, support and appropriate intervention.

At the end of each intervention cycle, the school will review the impact of actions taken and will plan for how the funding will be specifically allocated over the next phase.

## Challenges

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

Challenge number	Detail of challenge
1	<p><b>Overall attainment and progress in core subjects (including Phonics).</b></p> <p>Data analysis from across the school indicate a gap in attainment between disadvantaged pupils and non-disadvantaged pupils across reading, writing and maths in most year groups - particularly in maths for for Years 2, 3 and 4. In phonics, we have a gap in attainment between our disadvantaged and non-disadvantaged pupils. Across the school, there is a significant proportion of disadvantaged pupils who are behind age-related expectations across the three core subjects. Our phonics data in 24-25 was 74%, 54% for disadvantaged pupils and 83% non-disadvantaged pupils. End of KS2 data shows 59% (reading), 54% (writing) and 57% (maths) of disadvantaged pupils met the expected standard in the core subjects and 14% (reading), 0% (writing), 5% (maths) met higher than expected standard in 24-25. 43% of disadvantaged pupils met the expected standard in reading, writing and maths.</p>
2	<p><b>School absence including persistent absence.</b></p> <p>The underlying factors that contribute to attendance issues are multifaceted and unique to individual children; we recognise that there is no one size fits all solution. At the end of the academic year 2024-25, disadvantaged pupils had an attendance of 91% compared to 93% for non-disadvantaged and 34% persistent absentees compared to 20% for non-disadvantaged. We have also seen a rise in EBSNA (emotional based school non-attendance) since the pandemic. Attendance data for disadvantaged children needs to be increased and in line with national expectations for school attendance, including persistent absence. These factors have a significant impact on pupils' academic progress and achievement due to the missed learning opportunities as well as their social and emotional development.</p>
3	<p><b>Cultural Capital</b></p> <p>Every pupil will enter Oak Green with different experiences (including language, beliefs, traditions, cultural and family heritage, interests, travel, knowledge). Our analysis shows many disadvantaged pupils require our curriculum to offer cultural capital opportunities, including trips, visits and in-school experiences, clubs and extracurricular opportunities to provide the same/similar opportunities and experiences as non-disadvantaged pupils. We also need to ensure we are not placing additional financial burdens on families to support accessibility to these experiences. Widening staff knowledge of cultural capital and the impact to support adaptations to planning and teaching to bridge the gap in knowledge, skills and experiences between disadvantaged and non-disadvantaged pupils and therefore support progress and attainment across the curriculum.</p>
4	<p><b>Lack of social and emotional confidence and the motivation to improve.</b></p> <p>Internal data, including attendance and behaviour data, wellbeing survey data and the increased need for nurture support illustrates a rise in social and economic issues for our most disadvantaged pupils (social interactions, mental</p>

	health issues, emotional regulation and motivation to improve). These challenges particularly affect disadvantaged pupils resulting in low self-esteem, learning avoidance and disruptions to learning. Therefore, having a negative impact on their levels of academic progress and attainment.
5	<p><b>Progress and attainment in writing – including oracy (speech, language and communication) and vocabulary.</b></p> <p>Data analysis from across the school indicates a need for improving attainment and progress for disadvantaged pupils in writing. This includes all areas of the writing curriculum including, handwriting, phonics/spelling, vocabulary and oracy (pupils must be able to articulate and speak fluently before beginning the writing process). Our EYFS pupils enter school with low language skills, many are non-verbal and therefore require the curriculum to be communication and language rich.</p>

## 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
To improve progress and attainment across core subjects for disadvantaged children, closing the gaps between disadvantaged/non-disadvantaged children through quality first teaching and appropriate interventions.	<ul style="list-style-type: none"> <li>• Pupil progress meetings, monitoring and evaluation and data analysis shows the difference in attainment and progress between disadvantaged/non-disadvantaged children is diminished in all year groups for core subjects.</li> <li>• Interventions successfully close gaps in learning</li> <li>• For our disadvantaged pupils on the SEND register we will aim for expected progress however consider individual pupil profiles and will make suitable adaptations to ensure an equitable provision is accessed</li> </ul>
To improve attainment in Phonics Screening Check so that disadvantaged children achieve the pass mark and gaps between disadvantaged/non-disadvantaged children close in phonics through quality first teaching and appropriate interventions.	<ul style="list-style-type: none"> <li>• Pupil progress meetings, monitoring and evaluation and data analysis shows the difference in attainment and progress between disadvantaged/non-disadvantaged children is diminished for children accessing phonics.</li> <li>• Interventions successfully close gaps in learning</li> </ul>
To improve attainment and progress in writing, closing the gaps between disadvantaged/non-disadvantaged children through quality first teaching and specific focus on handwriting, spelling, vocabulary and oracy.	<ul style="list-style-type: none"> <li>• Pupil progress meetings, monitoring and evaluation and data analysis shows the difference in attainment and progress between disadvantaged/non-disadvantaged children is diminished in writing</li> <li>• Interventions successfully close gaps in learning</li> <li>• Consistent, high-quality approach to teaching handwriting, spelling and vocabulary</li> <li>• Whole school culture towards oracy is in place and effective, embedding examples of good practice from EEF research with Voice 21 <a href="#">Voice 21: Oracy Curriculum, Culture and Assessment Toolkit -...   EEF</a></li> </ul>
To improve speech, language and communication skills among disadvantaged pupils across the school, especially in EYFS. Improvements in spoken language will feed into children's	<ul style="list-style-type: none"> <li>• 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.</li> </ul>

<p>ability to write and express themselves coherently.</p>	<ul style="list-style-type: none"> <li>• Children can access a vocabulary 'talk rich' curriculum (teacher planning and purposeful talk evident across all subject areas)</li> <li>• All pupils will demonstrate improved oral language skills, a wider breadth of vocabulary and an increased confidence to speak and communicate articulately across the curriculum</li> <li>• High quality classroom discussions reflect the value of every voice</li> <li>• Pre-teaching of vocabulary for targeted pupils to support understanding, confidence and class participation</li> <li>• End of EYFS data (GLD%), assessments and observations indicate progress in speech, language and communication for disadvantaged pupils so that they are ready to access KS1</li> <li>• Whole school culture towards oracy is in place and effective, embedding examples of good practice from EEF research with Voice 21 <a href="#">Voice 21: Oracy Curriculum, Culture and Assessment Toolkit - ...   EEF</a></li> </ul>
<p>To ensure attendance of all disadvantaged children is in line with our school's attendance target of 95%.</p>	<ul style="list-style-type: none"> <li>• The overall absence rate for all pupils is in line with our school's attendance target of 95%.</li> <li>• The attendance gap between disadvantaged and non-disadvantaged to be reduced.</li> <li>• Unexplained absences will be challenged and followed up.</li> <li>• Families with low/persistent attendance will be contacted and offered support to improve attendance.</li> <li>• % of pupils who are persistently absent/late being in line with national average and the figure among disadvantaged pupils being in line with non-disadvantaged pupils.</li> <li>• EBSNA support will support our most vulnerable children in attending school.</li> <li>• Attendance mentors have a positive impact on the attendance of the pupils they support</li> <li>• Embed the principles of good practices set out in the DFE's improving school attendance <a href="#">[Withdrawn] Improving school attendance: support for schools and local authorities - GOV.UK</a></li> </ul>
<p>To achieve and sustain improved well-being for all pupils in our school, ensuring the individual needs of disadvantaged children with additional barriers to learning are addressed, enabling them to feel secure, safe and supported in school.</p>	<p>Sustained high levels of well-being demonstrated by:</p> <ul style="list-style-type: none"> <li>• Qualitative data from pupil voice, pupil and parent surveys and teacher observations</li> <li>• A significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> <li>• Barrier tracking for identified pupils</li> <li>• The effectiveness of interventions and our pastoral curriculum</li> </ul>
<p>To provide a curriculum that actively meets the needs of all of our children and will address a lack of life experiences.</p>	<ul style="list-style-type: none"> <li>• All children are in receipt of Quality First Teaching across the curriculum which uses assessment effectively to consider prior knowledge and teach to address gaps.</li> <li>• All children receive a curriculum which is exciting, challenging and provides a wealth of engaging learning experiences such as experience days and trips.</li> <li>• Parents and pupils are consulted on experiences and encouraged to share their cultural knowledge/experiences with the school community.</li> <li>• Curriculum is adapted with our pupils in mind.</li> </ul>

Activity in this academic year  
 This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

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

Budgeted cost: £128,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>High quality teaching and assessment</b></p> <ul style="list-style-type: none"> <li>- Continue to embed a high priority of reading across the curriculum so that pupils enjoy reading widely and often with fluency, enjoyment and comprehension to ensure improved EXS for KS1 and KS2 pupils and meets the needs of all pupils.</li> <li>- Review the use of the OG approach of White Rose maths to ensure that it meets the needs of all &amp; pupils are able to apply mathematical knowledge, concepts and procedures independently to ensure improved EXS for KS1 and KS2 pupils and meets the needs of all pupils.</li> <li>- To further develop and embed the writing curriculum so that all staff use it to ensure improved EXS for KS1 and KS2 pupils and meets the needs of all pupils.</li> <li>- Continue to improve outcomes for pupils with SEND, EAL, PP or any group so they achieve the best possible outcomes (diminishing difference)</li> <li>- Embed the OG approach to phonics (RWI) so that Yr 1 Phonics outcomes improve to be nearer to national with new staff</li> <li>- To continue to develop teaching and learning so all lessons are high quality</li> <li>- To continue to develop teachers knowledge so that they are able to adapt the planning to meet the needs of all pupils</li> <li>- Adaptations are considered and implemented carefully to reflect the needs of the particular pupils</li> <li>-Use of effective assessment and feedback to be embedded across the school, developing teachers' ability to identify and address gaps in learning and support progress/attainment.</li> <li>-Pupil progress meetings to take place half-termly/termly with AHTs, SEND team, supported by SLT, to analyse progress and attainment.</li> <li>-Consistent strategies and support for disadvantaged pupils who are also SEND</li> <li>-Continue to develop a curriculum that is ambitious and designed to give pupils, particularly the most disadvantaged, the knowledge and cultural capital they need to succeed in life and address social disadvantage.</li> </ul>	<p><b>EEF</b> (guide to the Pupil Premium) – Target teaching and support by accurately assessing pupils' needs. Staff CPD will focus on the quality of teaching and using a consistent approach to adapting the curriculum to all pupils' needs.</p> <p>High quality assessment and diagnosis should be used to target teaching and adapt teaching to pupils' needs.</p> <p>Leadership capacity at both senior and middle leadership level is crucial in supporting and challenging staff to improve practice and raise pupil outcomes – distributed leadership impact  <a href="https://educationendowmentfoundation.org.uk/education-evidence/using-pupil-premium">https://educationendowmentfoundation.org.uk/education-evidence/using-pupil-premium</a> .</p> <p>Feedback has a high impact on pupil learning when using appropriate/effective strategies.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback">Evidence review on feedback approaches and educational attainment in children and young people</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a></p> <p><b>Pupil Premium: - Ofsted Update</b>          'the most effective leaders identify their pupils' specific needs accurately and promptly so that low attainment can be tackled at the very earliest stage... to doing everything possible to remove any barriers that might hinder a pupil's development... and 'Every effort is made to ensure that pupils eligible for the pupil premium have access to the best teachers and are supported by skilled and well-trained additional adults.'</p> <p><a href="#">The pupil premium: an update - GOV.UK</a></p> <p><b>EEF</b> - Inclusive teaching strategies  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</a></p>	<p>1 3 5</p>
<p><b>Implementing Oracy across the curriculum</b></p> <ul style="list-style-type: none"> <li>-Using 'talk' to review current/new learning following independent application of new skills, develop</li> </ul>	<p>There is strong evidence that the rate at which children develop language is sensitive to the amount of input they receive from adults and</p>	<p>1 3</p>

<p>understanding of new vocabulary, setting expectations/tasks for children to do, oral rehearsal for writing and recapping prior learning</p> <ul style="list-style-type: none"> <li>-Providing sentence stems for children across the curriculum to structure talk</li> <li>-Use of a variety of 'talking techniques' such as MTTT, talk partners, choral reading/responding, oral rehearsing</li> <li>-Encouraging children to be active members of the learning environment: agree, build and challenge / talk tactics</li> <li>-Embedding the voice 21 'discussion guidelines' and oracy framework across the school <i>adapted for EYFS</i></li> </ul>	<p>peers around them. The number and quality of conversations children have with adults and peers throughout the day in a language rich environment is crucial.</p> <p><a href="#">The ShREC approach   EEF</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/early-language">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/early-language</a>  <a href="#">Voice 21: Oracy Curriculum, Culture and Assessment Toolkit -...   EEF</a></p>	5
<p><b>Prioritising Speech, Language and Communication in teaching pedagogy</b></p> <ul style="list-style-type: none"> <li>-Use of images/visuals across the school, particularly in EYFS and for introducing new concepts/vocabulary</li> <li>-EYFS provision designed to target developments in speech, language and communication through their use of teaching pedagogy, Makaton, visuals, songs/rhyme/stories.</li> <li>-Ensure staff have knowledge of speech, language and communication development and how to adapt the curriculum so that language is not a barrier through effective CPD</li> </ul>		1 3 5
<p><b>Teacher professional development</b></p> <ul style="list-style-type: none"> <li>-Clear and systematic approach of high expectations of teaching and learning</li> <li>-Staff CPD internal and externally provided to develop teacher's pedagogical content knowledge, ability to adapt schemes of work and provide high quality teaching consistently for all pupils (including strategies for support SEND and disadvantaged pupils)</li> <li>-Supporting the development and changing role of subject leaders</li> <li>-Supporting staff to understand the importance of adaptations for all children to be able to achieve the learning objective</li> <li>-Supporting staff to understand how to address misconceptions in the moment to enable pupils to achieve the learning objective</li> <li>-CPD to develop I do, We do, You do to engage children in all parts of the lesson</li> <li>- Develop the role of the strategic subject leader in improving standards in all areas across the curriculum</li> <li>-Staff audits in subject knowledge and CPD/support provided by ESLT/Subject leaders to develop teachers' pedagogical content knowledge</li> <li>- Staff audit on adaptive teaching and CPD provided to address any gaps</li> <li>-CPD to develop effective teaching pedagogy (understanding of how pupils learn – cognitive strategies)</li> <li>-Members of ESLT supporting teachers in the classroom particularly in the early stages of their careers (team/shared teaching).</li> </ul>	<p>Prioritising staff development at all levels will ensure that school staff are supported to be highly skilled practitioners who have a secure understanding of teaching pedagogy and how to secure the best educational outcomes for all children, including those deemed to be disadvantaged.</p> <p><a href="#">Teachers' continuing professional development   EEF</a></p> <p>The greatest impact on pupil attainment is the quality of teaching and staff understanding of how pupils learn</p> <p><a href="#">1. High-quality teaching   EEF</a></p> <p><b>EEF</b> - Ensuring an effective teacher is in front of every class is the key ingredient.</p>	1 3 4 5

<p><b>Phonics Development</b></p> <ul style="list-style-type: none"> <li>-Embed the strategic approach to RWI phonics so that EYFS and Yr 1 Phonics outcomes improve especially for disadvantaged pupils.</li> <li>-RWI phonics development days and support from advisor</li> <li>-Investing in the RWI online portal to provide ongoing CPD for all phonics teaching staff</li> <li>-Half-termly assessments carried out by key, trained staff to track progress of disadvantaged pupils and identify gaps</li> <li>-Gaps addressed through fast track tutoring for KS2 pupils who have not met the expected standard in KS1</li> </ul>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: <a href="#">Phonics   EEF</a></p> <p>High quality staff CPD is essential to follow EEF principles. This is followed up during staff meetings, INSET and support from</p> <p>When class teachers are aware of which disadvantaged pupils are not on track to pass the phonics screening check, they can identify these children as 'target' children and put interventions in place</p>	<p>1 5</p>
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £77,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Targeted Interventions/small group tuition</b></p> <ul style="list-style-type: none"> <li>-To identify gaps in learning and accelerate the progress of disadvantaged pupils through intervention groups including identifying the lowest 20% of readers in each year group.</li> <li>-Class teachers, SEND team and ESLT to monitor the impact of interventions effectively</li> <li>-TAs to be given effective CPD to lead on an area of intervention support/provision</li> <li>-Use of a catalogue of provision to enable staff to access available interventions easily to target pupils' gaps in learning</li> <li>-CPD given to teachers to develop their understanding of effective interventions</li> <li>- Use of PIXL data to analyse gaps and put in place therapies to help to reduce the gaps</li> </ul>	<p>EEF feedback studies tend to show very high effects on learning. In general, research-based approaches that explicitly aim to provide feedback to learners tend to have a positive impact. As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase improving outcomes for pupils.</p> <p>EEF evidence indicates that one to one tuition can be effective. Results from studies are consistent and strong, particularly for younger learners who are behind their peers in primary schools, and for subjects like reading and mathematics. Effects on pupils from disadvantaged backgrounds also tend to be particularly positive.</p> <p><a href="#">Small group tuition   EEF</a></p>	<p>1 3 4 5</p>
<p><b>Embedding Widgit</b></p> <ul style="list-style-type: none"> <li>-Ensuring all staff have access to widgit</li> <li>-Use of visuals and symbols across the curriculum to support interventions, small group tuition and targeted pupils</li> <li>-Widgit being used effectively to support understanding and communication for disadvantaged pupils (especially for SEND and behaviour challenges)</li> </ul>	<p>Widgit aids understanding and communication for pupils who find reading text difficult. Underpinned by a Structured Language Framework, Widgit Symbols add visual support to the printed word, giving easier access to information and separating it from the challenge of reading.</p> <p><a href="#">Widgit Symbols in Mainstream Schools</a></p> <p><b>EEF: Early Literacy</b></p> <p><a href="https://educationendowmentfoundation.org.uk/early-years/evidence-store/early-literacy?approach=mapping-sounds-and-letters">https://educationendowmentfoundation.org.uk/early-years/evidence-store/early-literacy?approach=mapping-sounds-and-letters</a></p>	<p>1 3 5</p>
<p><b>Development of language and vocabulary</b></p> <ul style="list-style-type: none"> <li>-ELSA</li> </ul>	<p>There is a strong evidence base that suggests oral language interventions are inexpensive to implement with high impacts on reading.</p>	<p>1 3</p>

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

Budgeted cost: £129,315

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Pastoral support and nurture provision</b></p> <ul style="list-style-type: none"> <li>-provide pastoral/nurture support for disadvantaged pupils and their families</li> <li>-partially fund the school's nurture provision for KS1 and KS2 pupils</li> <li>-support SEMH in all pupils, with a particular focus on disadvantaged pupils</li> <li>-continue to develop a wellbeing / personal development curriculum that supports disadvantaged pupils in developing confidence, resilience and knowledge so that they can keep themselves mentally healthy and raise aspirations/motivation</li> <li>-Embed trauma-informed practices across the school - building and maintaining positive, trusting and beneficial relationships with all our children and families – understanding where they are coming from and that all behaviour is communication</li> <li>-Developing the use of Zones of Regulation</li> <li>-Continue to promote wellbeing and success for disadvantaged pupils and their families through play therapy, FSW coffee mornings, reading to dogs, food parcels, free school uniform, support with finances and benefits and supporting families with accessing referrals to appropriate agencies</li> <li>-Continue to develop the nurture/wellbeing provision including dragonfly group (bereavement group) and nurture groups.</li> </ul>	<p>EEF evidence states that social and emotional learning interventions which target social and emotional learning seek to improve pupil's interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.</p> <p>DfE report: link between attendance and attainment at KS2 – in general, the higher the overall absence rate across the KS, the lower the likely level of attainment at the end of KS2.</p> <p>EEF evidence states that metacognition and self-regulation approaches aim to help pupils think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring and evaluating their learning. Metacognition and self-regulation approaches have consistently high levels of impact.</p> <p><a href="#">Mentoring   EEF</a></p> <p>Both targeted interventions and universal approaches can have positive overall effects.</p> <p><a href="#">Behaviour interventions   EEF</a></p> <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life.</p>	<p>1 2 4 5</p>

<p>-Peer mentors embedded targeting disadvantaged pupils to develop their aspirations, motivation to improve and self-esteem</p> <p>-Talk and Toast for KS1/LKS2/ARP disadvantaged children</p> <p>-Attendance mentors to support pupils whose attendance is below national average to come to school every day</p> <p>- Boxall profile to be purchased to support planning and analysis for pupils who attend nurture groups</p>	<p>The lockdown and post lockdown has provided some additional challenges for some pupils. Raising self-esteem and building resilience will impact academic achievement. Having a better understanding of children's barriers of learning will enable us to adapt accordingly.</p> <p>EEF evidence states that behaviour interventions seek to improve attainment by reducing challenging behaviour.</p> <p><a href="#">Social and emotional learning   EEF</a></p>	
<p><b>Wider curriculum opportunities</b></p> <p>-To ensure that disadvantaged pupils have the opportunity to engage in the wider curriculum including curricular opportunities such as clubs, trips and residential experiences</p> <p>-Continue to subsidise/cover the cost of experiences for disadvantaged pupils where finances are a barrier</p> <p>-Continue to develop outdoor experiences for disadvantaged pupils including forest school</p> <p>-Targeting disadvantaged pupils for clubs and wider opportunities such as PE/sports trips through invitations and early registration</p> <p>- IROCK music tuition to be offered to pupils to engage them in learning a musical instrument</p> <p>- Book picnics/come and read to promote a love of reading and engage parents</p> <p>- Come and craft to promote parent and pupil relationships</p>	<p>EEF toolkit shows that enrichment in the form of sports, arts, outdoor adventure learning are shown to have +2or +4 months impact.</p> <p>Family circumstances should not determine whether children can participate in extracurricular activities and which children cannot. Children who are exposed to these have an enhanced knowledge and understanding of the world. When finance isn't a factor for families, they almost always want their children to experience these.</p> <p>The trips and Y6 residential will allow children to develop their self-confidence, independence skills, self-esteem, physical well-being and knowledge and understanding of the world.</p> <p>Children who are able to follow their hobbies and passions without finance being a barrier will be able to foster their love of music/sport etc, raising their self-esteem.</p> <p>Disadvantaged children may not have access to gardens or public spaces in the same way that their peers may. Forest Schools make a difference in the following ways:</p> <ul style="list-style-type: none"> <li>• Confidence: children had the freedom, time and space to learn and demonstrate independence</li> <li>• Social skills: children gain increased awareness of the consequences of their actions on peers through team activities such as sharing tools and participating in play</li> <li>• Communication: language development prompted by the children's sensory experiences</li> </ul>	<p>1 3 4 5</p>
<p><b>Attendance</b></p> <p>-Nest Club to support those at risk of school non-attendance</p> <p>-Close monitoring and tracking of attendance from a member of SLT with a focus on disadvantaged pupils</p> <p>-Tiered approach to supporting/tackling attendance concerns with a layered approach from class teacher, AHT and DHT/attendance team</p> <p>-Embed attendance policy and practices across the school</p> <p>-Continue to support ongoing anxiety school non-attendance through EBSNA provision</p> <p>-Home visits when appropriate</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance/build-a-culture-of-community-and-belonging-for-pupils">https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance/build-a-culture-of-community-and-belonging-for-pupils</a></p> <p>EEF - Improving attendance is a multifaceted mission</p> <p><a href="#">Supporting attendance   EEF</a></p> <p>Establishing good attendance patterns from an early age is vital for social development. We also know that extended absence from school is linked with behavioural and social problems. These effects can be long lasting and affect a young person's mental health and their long-term life chances.</p>	<p>1 2 5</p>

<ul style="list-style-type: none"> <li>-Attendance league to motivate pupils to attend school</li> <li>-Weekly 100% stickers across the school</li> <li>-Attendance mentors to support pupils whose attendance is below national average to come to school every day</li> </ul>	<p><a href="#">EEF blog: Taking a tailored approach to improving attendance</a></p>	
<p><b>Cultural Capital</b></p> <ul style="list-style-type: none"> <li>-Development of the school's cultural capital offer and opportunities across the curriculum</li> <li>-Creating and implementing a whole-school approach to ensure all disadvantaged pupils are exposed to cultural experiences and knowledge in addition to situations they might not have previous experiences of</li> <li>-Development of 'Oak Green Experiences' to have a consistent approach to rich, purposeful experiences across the school</li> <li>-Embedding the use of 'real-world' exposure through newsround, Rights Respecting Schools, Protected Characteristics and British values</li> <li>-Reviewing our curriculum to reflect diversity and the culture of our school community</li> <li>-Gathering pupil and parent feedback to inform the cultural capital experiences and cultural celebrations</li> <li>-Embedding key scientists/inventors across the science curriculum</li> </ul>	<p>'It is the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.' (National Curriculum).</p> <p><a href="https://educationendowmentfoundation.org.uk/news/earning-about-culture">https://educationendowmentfoundation.org.uk/news/earning-about-culture</a></p> <p><a href="https://equaliteach.co.uk/education/classroom-resources/">https://equaliteach.co.uk/education/classroom-resources/</a></p> <p><a href="https://clpe.org.uk/research/clpe-reflecting-realities-survey-ethnic-representation-within-uk-childrens-literature-2">https://clpe.org.uk/research/clpe-reflecting-realities-survey-ethnic-representation-within-uk-childrens-literature-2</a></p>	<p>1 3 5</p>
<p><b>Parental Engagement</b></p> <ul style="list-style-type: none"> <li>-Parent workshops/coffee mornings on specific areas of development/topics</li> <li>-Responding to parental feedback and adapting practices e.g. parents evening appointments through a hybrid approach, follow-up parents evening</li> <li>-Supporting staff through effective CPD</li> <li>-Support from FSWs for families to access funds, resources and appropriate agencies</li> <li>-Review and explore methods of communication with parents/families</li> <li>-Providing increased opportunities for parents/families to engage with school and communicate the learning that is taking place: newsletters, fantastic finishes, social media, websites, book picnics</li> <li>-SLT and FSWs supporting staff with recognising barriers to parental engagement and strategies to overcome/support increased engagement for disadvantaged children including uniform, toy and book swaps/sales</li> <li>- Book picnics/come and read to promote a love of reading and engage parents</li> <li>- Come and craft to promote parent and pupil relationships</li> </ul>	<p><b>EEF:</b> Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. Approaches and programmes which aim to develop parental skills such as literacy or IT skills; general approaches which encourage parents to support their children with, for example reading or homework; the involvement of parents in their children's learning activities; intensive programmes for families in crisis.</p> <p><a href="#">Parental engagement   EEF</a></p>	<p>1 2 3 4 5</p>
<p><b>Flexibility for acute issues</b></p> <p>Based on our experiences, we have identified a need to be flexible with our budgeting, to respond quickly to personal needs that have not yet been identified but arise throughout the academic year through our ongoing monitoring and evaluation of pupil needs and barriers to learning.</p>		

**Total budgeted cost: £334,815**

## Part B: Review of outcomes in the previous academic year

This details the impact that our pupil premium activity had on pupils in 2024 to 2025.

### Overall Outcomes

#### Challenge 1 - Attainment and progress:

Y6 data shows an increase of PPG % attainment last year to this year.

	2023-2024	2024-2025	Increase
KS2 reading	49%	59%	10%
KS2 writing	39%	54%	15%
KS2 maths	44%	57%	13%
KS2 combined	-	43%	

KS1 phonics has increased from 53% to 54% this academic year.

#### Challenge 2 - School absence:

	%	+/- from 2023-2024
Attendance	93.1	+ 0.63
Persistent absence	19.43	-1.66
PPG attendance	90.54	+0.79
PPG persistent absence	33.9	-0.06

#### Challenge 3 - Cultural Capital:

All pupil premium pupils were able to participate in all planned visits and experiences.

124 ppg pupils attended clubs at Oak Green over the school year in compassion to 99 children last year.

34 pupils were supported with the cost of trips and experiences with £700 of PPG funding being used to enable pupils to join in the experiences offered at school

IROCK music lessons and music tuition was paid for by the school for PPG children.

#### Challenge 4 - Social and emotional confidence:

Many children, including the disadvantaged, have benefited from support from our wellbeing team and nurture groups which have run throughout the year. 39 PPG pupils attended Nurture and Helping Hands. Others had support from our ELSA and EBSA lead.

Young carers group runs weekly and continuous 1:1 support/check ins from the Family Support team for children and families who need support.

Parental engagement has increased and 53 PPG parents/pupils attended come and read, an intervention set up by our Family Support team.

48 PPG pupils attended a Talk and Toast intervention each morning to increase their confidence in speaking and to support them to be regulated for the start of the school day.

**Progress and attainment in writing - see data above**

## 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
My maths	Oxford University Press
Spelling Shed	Juniper
Time Table Rock Stars	Maths circle
Read Write Inc	Ruth MIskin
Jigsaw (PHSE)	Jan Lever group

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A