

Pupil premium strategy statement 2025 - 2026

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	Oaktree Nursery and Primary School
Number of pupils in school	370
Proportion (%) of pupil premium eligible pupils	162 – 320 52%
Academic year/years that our current pupil premium covers	2025 - 2026
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Ben John/ Erica Milsom
Pupil premium lead	Ben John
Governor / Trustee lead	Erica Milsom

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£249,500
Recovery premium funding allocation this academic year	0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
Total budget for this academic year	£249,500

Part A: Pupil premium strategy plan

Statement of intent

Oaktree Nursery and Primary School is an inclusive school where we aim to develop the whole child, to enable them to reach their full potential socially, emotionally and academically. Our motto and ethos is 'Every child, every chance, every day' and is at the core of everything that we do. We believe that learning should be rewarding and enjoyable for everyone and it is our aim to ensure that no child is disadvantaged as a result of their socio-economic background. With the correct support all children can achieve their full potential.

Our objectives are:

- Remove barriers to learning created by poverty, family circumstance and background.
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally.
- Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum.
- Develop confidence in their ability to communicate effectively in a wide range of contexts.
- Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- Access a wide range of opportunities to develop their knowledge and understanding of the world.
- Create learners who are confident, resourceful, enquiring, independent, resilient and reflective

Our Context:

Achieving our objectives

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1 and small group tuition
- Target funding to ensure that all pupils have access to trips, residential, first hand learning experiences
- Provide opportunities for all pupils to participate in enrichment activities including sport and music
- Provide appropriate nurture support to support pupils in their emotional and social development.
- Enable our Pastoral Team, including our DSL (Designated Safeguarding Lead) and PSA (Parent Support Adviser) to support disadvantaged and vulnerable families, especially in accessing financial help, healthy food and positive routines, thus encouraging and enabling good school attendance.

- Be proactive in addressing individual needs to provide the right support to ensure children are safe, well, fed and in school on time, ready to learn

This is not an exhaustive list and strategies will change and develop based on the needs of individuals.

SLT and class teachers identify specific interventions and support for individual pupils through data analysis and pupil progress meetings. We aim to raise aspiration by providing a rich range of activities and learning experiences for children to participate in and which enable them to identify talents, skills and areas of interest beyond the curriculum.

Challenges

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

Challenge number	Detail of challenge
1	Low attainment on entry to the Early Years Foundation Stage. Typically, children entering Acorns (2-year-olds provision), Nursery and Reception are significantly below age related expectations (ARE) developmentally in all areas.
2	Weak Language and Communication skills. The vast majority of children who attend our school have not experienced a language rich start to life, with many of them living in homes with no books and limited vocabulary.
3	Attendance and Punctuality issues. A minority of families, for a variety of reasons, find it difficult to maintain consistent attendance or punctuality at school.
4	Challenges experienced as a result of socio-economic background. Many of our children live in one of the most socially deprived areas in England and experience very limited opportunities for extra-curricular activities and experiences. Challenges they face include poverty, poor housing, homelessness, parental substance misuse, domestic abuse, family conflict, low aspirations.
5	Good mental health and well-being of our children and whole school community is vital to all of the work that we do in school. This has always been the case but the recent pandemic and current economic situation has exacerbated some of the difficulties that the community is experiencing.

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
Interventions put in place by the school enable more children to make the expected standard by the end of FS, Y1 Phonics, KS1 and KS2	Accelerated progress is made towards all assessments, resulting in more children making the expected standard at the end of Key Stage Assessments, Phonics check and Multiplication check
There is an increase in the number of disadvantaged children reaching the expected standard in end of Key Stage and other reading or phonic assessments which is in line with data for other non-disadvantaged pupils.	Data shows an increase in the number of children achieving the Phonics check and end of Key Stage reading tests. Disadvantaged pupils' data is in line with non-disadvantaged pupils' outcomes.
Rates of attendance and punctuality increase and are in line with national rates of attendance. Rates of persistent absence or lateness for disadvantaged pupils is reduced.	Attendance data shows that the gap is narrowed between national rates of attendance and the school's rate of attendance, particularly for our disadvantaged children.
Children who are experiencing adverse home circumstances are well supported so that in school they feel 'safe enough to learn well'.	Data analysis shows that children accessing Nurture support are progressing well in terms of their social and emotional development so that their behaviour and attitudes to learning improve. Gaps between these learners and other non-disadvantaged learners are narrowed.
Children's SEMH needs are identified, and interventions are in place which specifically target their mental health and well-being. This allows them to develop resilience and coping strategies when difficulties arise.	Boxall scores show improved outcomes. Pupil voice, Feeling Safe surveys and internal monitoring shows improved outcomes. As a result, Disadvantaged learners make accelerated progress and attainment gaps are narrowed to be in line with non-disadvantaged learners' outcomes.

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 costs: £27,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Investment in development of Early Reading: Continued Read Write Inc support and training for all staff	External and internal data show that standards in phonics and reading are consistently below national averages and a significant proportion of children require additional support and intervention to accelerate progress.	1, 2
Training for KS2 teachers in reading fluency strategies	Analysis of children reading skills, particularly in KS2 consistently show reading for inference and fluency as an area for development.	2
Continued investment in staff expertise in Mental Health and Well Being: DSL, Zones of Regulation Domestic Abuse training Mental Health Lead Training Attachment & Trauma Training	Progress Meetings, SNAP Profiles, Pupil Voice, PSA referrals and teacher/parent/carer referrals into Rainbow (Nurture) Room indicate the impact of higher levels of multiple factors on children's well-being and progress. Contextual data on our school and community indicate high levels of multiple deprivation factors which affect our families.	4, 5

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

Budgeted costs: £206,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
Intervention Teaching for UKS2	Progress meetings and ongoing assessments including assessment for learning opportunities identify the gaps in learning and show the impact of small group and 1:1 teaching of concepts. This specifically narrows the gap between disadvantaged and non-disadvantaged children.	2, 4
WellComm Intervention	Initial assessments of children on-entry to the school (Acorns, Nursery or Reception) show consistently low starting points in all areas and particularly in Language and Communication.	1, 2, 4
Read Write Inc 1:1 tutoring	External and internal data show that standards in phonics and reading are consistently below national averages and a significant proportion of children require additional support and 1:1 intervention to accelerate progress.	1, 2, 4
Fresh Start Phonics training and provision (Y5 and Y6)	Internal data shows that a significant minority of children require further support in phonic acquisition to aid fluency in reading. This is impacted by children joining the school, particularly in KS2, who are at an early stage of English Language development e.g. EAL.	1, 2, 4
Intervention teacher for KS1 (0.7)	Progress meetings and ongoing assessments including assessment for learning opportunities identify the gaps in learning and show the impact of small group and 1:1 teaching of concepts. This specifically narrows the gap between disadvantaged and non-disadvantaged children.	1, 2, 4

Class based Learning Support Assistants in all year groups: in class support, additional interventions	Progress meetings and assessment for learning shows the impact of support to address misconceptions quickly and narrow gaps in learning. Positive relationships enable children with low levels of self-esteem or confidence to access support quickly.	1, 2, 4, 5
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted costs: £82,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral Support for all year groups 2 full time members of nurture staff (DSL and 1 Nurture TAs) Rainbow Room (Nurture) groups for all year groups timetabled for 5 days a week Lunch club (Nurture room) open to all children. Trips for specific Nurture groups e.g. Young Carers	Significant impact of SEMH on learning is proven to be lowered through a menu of support and intervention including: Rainbow Room groups, Lunch Club, Lunch time support for identified children, Young Carers, Forest Schools, 1:1 support, play therapy All of these interventions enable learners to feel safe and to be ready to learn well. They also help to build resilience and independence.	3, 4, 5
Full time Parent Support Advisor	This promotes better engagement with school of the 'hard to reach' families by supporting parents and carers to access the right support, which in turn improves a wide range of factors which affect children's home lives.	3, 4, 5
Subsidising of school trips and visitors to school Running costs of the school minibus for enrichment of the curriculum	Data indicates that a large proportion of children have limited experiences outside of school. This impacts their ability to draw on wider experiences to support their learning. Children's writing is improved following any high-quality first-hand experience.	2, 3, 4

Enrichment projects in sport and the arts	Data indicates that a large proportion of children have limited experiences outside of school. This impacts their ability to draw on wider experiences to support their learning. Children's levels of engagement and also speaking and listening skills are improved following any high quality first-hand experience. Resilience and co-operation skills are also improved.	2, 3, 4, 5
Attendance Lead to promote good attendance and to monitor levels of attendance Attendance incentives and rewards (weekly, termly and yearly)	The impact of targeted work is measureable in the improvement of individual pupil's rates of attendance.	3, 4, 5

Total budgeted cost: £316,400

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

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

Attendance

The school’s attendance improved slightly in 2024/2025 for disadvantaged pupils rising from 90.9% to 91.4%. This is close the national average for this group of pupils.

All pupils - Attendance

Year	Cohort	School	National	National distribution banding	Sch trend vs Nat trend	School context
2024/25	292	92.4%	94.9%	Below	Relative decline	High - FSM
2023/24	316	92.7%	94.5%	Below	Not available	High - FSM, High - SEN

[▶ Chart](#)

FSM6 - Attendance

Year	Cohort	School	National	National distribution banding	Sch trend vs Nat trend	School context
2024/25	141	91.4%	92.6%	Close to average	Relative decline	High - FSM
2023/24	158	90.9%	92.0%	Close to average	Not available	High - FSM, High - SEN

Reading, Writing & Maths Attainment

The school’s outcomes for KS2 are close to the national average for our disadvantaged pupils. Our outcomes for maths and therefor the combined target, are below the national average.

3 of 5

Read % ES

Writ % ES

EGPS % ES

0 of 5

0 of 5

0 of 5

Last 3 years

Last 2 years

Latest year

Above

2 of 5

RWM % ES

Mat % ES

0 of 5

0 of 5

0 of 5

Last 3 years

Last 2 years

Latest year

Below

0 of 5

0 of 5

0 of 5

Last 3 years

Last 2 years

Latest year

Close to average

Disadvantaged pupils - Reading, writing and mathematics expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	-	-	46%	-	68%	-	-	Not applicable
2025	21	33%	47%	Below (non-sig)	69%	-36	Not available	Low - Stability
2024	-	-	46%	-	67%	-	-	-
2023	-	-	44%	-	66%	-	-	-

Disadvantaged pupils - Reading expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	-	-	62%	-	80%	-	-	Not applicable
2025	21	52%	63%	Close to average (non-sig)	81%	-28	Not available	Low - Stability
2024	-	-	62%	-	80%	-	-	-
2023	-	-	60%	-	78%	-	-	-

Disadvantaged pupils - Writing expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	-	-	59%	-	78%	-	-	Not applicable
2025	21	57%	59%	Close to average (non-sig)	78%	-21	Not available	Low - Stability
2024	-	-	58%	-	78%	-	-	-
2023	-	-	58%	-	77%	-	-	-

Disadvantaged pupils - Mathematics expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	-	-	60%	-	80%	-	-	Not applicable
2025	21	48%	61%	Below (non-sig)	80%	-33	Not available	Low - Stability
2024	-	-	59%	-	79%	-	-	-
2023	-	-	59%	-	79%	-	-	-

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