

Pupil premium strategy statement – Oak Hill First School 2025-28

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	426
Proportion (%) of pupil premium eligible pupils	21.6% (92/ 426)
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)	2025-2028
Date this statement was published	31 st December 2025
Date on which it will be reviewed	30 th November 2028
Statement authorised by	Sarah Allen (Principal)
Pupil premium lead	Sarah Allen (Principal)
Governor / Trustee lead	M Phillips

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£116,205
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <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>	£116,205.75

Part A: Pupil premium strategy plan

Statement of intent

At Oak Hill First School, our ambition is that every child—irrespective of background or challenge—secures strong foundations across the curriculum and achieves highly. We are experts in the pupils in front of us: using precise assessment to identify barriers and direct resources to those most at risk of underachievement, including pupils with a social worker, young carers, and high prior attainers.

High-quality teaching is our primary lever for success. We prioritise explicit instruction, daily retrieval, and carefully sequenced vocabulary and background knowledge across reading, writing, mathematics, and the wider curriculum. Clear, actionable feedback ensures pupils know what to do next and can do it. Where needed, we intervene early with targeted academic support and complementary wider strategies, aligned to the EEF tiers, and we review impact routinely.

Our approach is rooted in evidence and responsiveness—not assumptions about disadvantage. We monitor progress through formative assessment, standardised checks, PiXL diagnostics, work scrutiny, pupil voice, and attendance/behaviour indicators, adapting swiftly where required. We expect this strategy to accelerate progress for disadvantaged pupils while sustaining and improving outcomes for their peers. Every adult takes responsibility for disadvantaged pupils' outcomes and holds high expectations. Every interaction matters. Every child, every day—no exceptions.

Challenges

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

Challenge number	Detail of challenge
1	Attendance <ul style="list-style-type: none">Regular attendance is essential for progress. Some families face challenges that make this harder.Evidence: Latest PP attendance: 89.93% vs non-PP 94.99%; PP persistent absence: 34.74%.Our focus: Family engagement, incentives, and support through school and local services.
2	Gaps in Knowledge & Confidence <ul style="list-style-type: none">Some pupils have gaps in prior knowledge or lower confidence, which can affect resilience and engagement.Our focus: High-quality teaching, targeted interventions, and strategies to build self-belief.
3	Multiple Needs

	<ul style="list-style-type: none"> Many disadvantaged pupils also have additional needs (SEND or EAL), requiring tailored support.
4	Mental Wellbeing & Community Support <ul style="list-style-type: none"> Some pupils need extra help to manage emotions or have experienced trauma, which can affect learning. Our focus: Pastoral support, SEMH interventions, and strong partnerships with families.
5	Reading <p>Phonics</p> <ul style="list-style-type: none"> Secure phonics knowledge is essential for early reading. Some pupils need extra time to consolidate Phase 1 before moving on, which can delay progress through later phases. Evidence: Year 1 phonics: PP 80.0% vs non-PP 88.4%. Our focus: Consistent phonics teaching and rapid interventions for pupils at risk. <p>Reading Fluency & Comprehension</p> <ul style="list-style-type: none"> While decoding is strong, some pupils need more support to read fluently and understand texts deeply. Evidence: NGRT scores improved from 91.52 to 96.48 but remain below 100. Our focus: Daily reading practice, fluency checks, and comprehension strategies.
6	Oracy & Vocabulary <ul style="list-style-type: none"> Strong speaking and listening skills help children access learning. Some pupils start school with lower language and vocabulary, which can make understanding lessons harder. Evidence: GLD outcomes: PP 60.0% vs non-PP 72.3%. Our focus: Daily language-rich experiences, structured talk, and interventions like Wellcomm

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
Achieve and sustain improved attendance for all pupils, particularly disadvantaged pupils, so they access the full curriculum and secure strong foundations.	Success Criteria by 2027/28: <ul style="list-style-type: none"> Overall attendance consistently at or above 96%. PP attendance gap reduced to ≤ 1.5 percentage points. Persistent absence reduced to $\leq 8\%$ for all pupils and $\leq 12\%$ for PP. Lateness for PP pupils reduced significantly (target: 50% fewer late marks compared to 2024/25 baseline).
Increase the proportion of disadvantaged pupils achieving a Good Level of Development, especially in Communication &	<ul style="list-style-type: none"> PP GLD $\geq 72\%$; gap to non-PP ≤ 5 percentage points (3-year average).

Language, Literacy and Mathematics, to secure strong foundations for KS1.	<ul style="list-style-type: none"> • Strand outcomes: PP at expected+ in C&L $\geq 75\%$, Literacy $\geq 75\%$, Maths $\geq 75\%$. • From on-entry baseline: $\geq 90\%$ of PP make at least expected progress in C&L, PSED, Literacy and Maths; $\geq 40\%$ make more than expected in at least one prime area. •
More disadvantaged pupils become fluent, confident readers by end of KS1 and sustain comprehension gains into lower KS2.	<ul style="list-style-type: none"> • Year 1 phonics: PP within ± 3 percentage points of non-PP (maintained). • Fluency: by end Y2, $\geq 85\%$ of PP at or above age-expected WCPM (≥ 90 WCPM Words Correct Per Minute) with $\geq 95\%$ accuracy and secure prosody; by end Y3, $\geq 80\%$ meet age-expected fluency benchmarks. • Comprehension: PP mean standardised reading score ≥ 100; $\geq 80\%$ at SS 100+ and $\geq 30\%$ at 110+. • Attainment: KS1 reading TA PP EXS $\geq 75\%$, gap ≤ 5 percentage points •
Raise writing outcomes for disadvantaged pupils through secure transcription fluency, accurate sentence construction and sustained writing stamina.	<ul style="list-style-type: none"> • Attainment: KS1 writing TA PP EXS $\geq 70\%$; gap to non-PP ≤ 7 percentage points; PP GDS $\geq 15\%$. • Transcription: PP mean standardised spelling score ≥ 100; handwriting fluency/legibility at age-expected in $\geq 90\%$ of PP books. • Sentence control: $\geq 85\%$ of PP independent writes show correct basic demarcation in $\geq 85\%$ of sentences, with accurate subject–verb agreement. • Stamina and independence: PP complete ≥ 3 high-quality independent writes per term across the curriculum with reduced scaffolding; $\geq 80\%$ of PP evidence edit–improve cycles against success criteria. •
Disadvantaged pupils with additional needs receive tailored support to thrive academically and socially, with equitable access to enrichment.	<ul style="list-style-type: none"> • Provision for PP pupils with SEND/EAL is mapped and reviewed termly at cohort/group level to ensure needs are met. • SEMH interventions show clear positive impact on emotional regulation and engagement (target: 80% improvement, tracked using Zones of Regulation and SDQ). • PP participation in trips, clubs, and enrichment activities is at least 90%, closing the gap with non-PP pupils. •

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: £ 56,205.75

Activity	Evidence that supports this approach	Challenge number(s) addressed
Rigorous Pupil Progress Meetings (half-termly) and CPD through Aristotle coaching	<ul style="list-style-type: none"> High-quality CPD and data-informed planning improve teacher expertise and pupil attainment. EEF: Effective Professional Development. 	1 (Writing), 4 (Gaps), 5 (Maths), 6 (Multiple Needs)
Inclusive Teaching Practices (SEND lens, Zones of Regulation embedded)	<ul style="list-style-type: none"> EEF SEND guidance: inclusive environments and high-quality teaching have the greatest impact on pupils with additional needs (EEF SEND Guidance). Zones of Regulation research shows improved emotional regulation and engagement (Zones Research). 	6, 9
White Rose Maths implementation with fluency focus	<ul style="list-style-type: none"> NCETM mastery approach: small-step progression and variation theory improve conceptual understanding (NCETM Research). EEF: Mastery learning adds +5 months progress (EEF Mastery). 	5
RWI Phonics and Handwriting programme	Systematic phonics is highly effective for early reading (+5 months progress). EEF Phonics Toolkit	3
Jump Start Reading and PiXL assessments	Diagnostic assessment and fluency practice accelerate reading progress. EEF Literacy KS1	3,4
Writing assessment supported by AIR	Writing for Pleasure pedagogy improves stamina and transcription. Writing4Pleasure	1
Oracy CPD and Lyfta assemblies	Oral language interventions have high impact (+6 months progress). EEF Oral Language Interventions	2
CUSP Foundations in EYFS	Structured curriculum and language-rich environments improve GLD outcomes. EEF Preparing for Literacy	2

OPAL playtimes and character education	Purposeful play and pupil agency improve wellbeing and social skills. EEF Behaviour Guidance	7,9
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 44,932

Activity	Evidence that supports this approach	Challenge number(s) addressed
PiXL-informed small-group tutoring in reading fluency and comprehension	Targeted small-group support improves progress when well-structured. EEF Literacy KS2	3,4
Phonics Tutoring	Short, focused interventions accelerate phonics progress. EEF Phonics Toolkit	1
Sentence combining and spelling interventions	Structured writing interventions improve transcription and sentence control. EEF Literacy KS1	
Pre-/post-teach by trained TAs	Pre-/post-teach by trained TAs	1,4,5

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

Budgeted cost: £ 11,273.75

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance casework and family engagement	Parental engagement approaches show promise for improving attendance. EEF Attendance Guidance	8
<i>Zones of Regulation targeted sessions</i>	Emotional regulation frameworks improve behaviour and readiness to learn. Zones Research	9

<i>Individual enrichment subsidy for PP pupils</i>	Access to enrichment improves cultural capital and engagement. EEF Behaviour Guidance	7
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Total budgeted cost: £ £116,205

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Overview of Performance

- **EYFS (GLD):** Disadvantaged pupils achieved **60% GLD** compared to **72.3% non-PP**, narrowing slightly from previous years but still below national disadvantaged averages. Strengths were in Physical Development and Managing Self, but gaps remain in Communication & Language and Literacy.
- **Year 1 Phonics:** PP pupils achieved **80%**, compared to **88.4% non-PP**, broadly in line with national disadvantaged and above previous year's PP performance.
- **KS1 Attainment (Year 2):**
 - Reading: PP **60.9% EXS**, gap to non-PP (75.9%) = 15pp.
 - Writing: PP **52.2% EXS**, gap = 18.5pp.
 - Maths: PP **60.9% EXS**, gap = 11.5pp.
Combined RWM for PP = **52.2%**, compared to **65.5% non-PP**.
- **Lower KS2 (Year 4):** PP pupils achieved **76.5% EXS in Reading, 70.6% Writing, 76.5% Maths**, with combined RWM at **70.6%**, narrowing the gap to non-PP (73.4%).
- **Reading Fluency & Comprehension:** NGRT scores for PP improved from **91.52 to 96.48**, but remain below 100 (age-related expectation).

Attendance & Wider Indicators

- PP attendance was **89.93%**, significantly below non-PP (94.22%) and national expectations. Persistent absence for PP was **34.74%**, a major barrier to progress.
- Behaviour: Fixed-term exclusions rose sharply (16 PP pupils excluded), linked to SEMH needs and attendance challenges.
- Wellbeing: Zones of Regulation and pastoral interventions showed positive engagement, but impact on attendance and emotional regulation needs further strengthening.

Assessment Against Strategy Outcomes

- **On Track:**

- Phonics gap narrowed; PP performance above national disadvantaged.
- Reading fluency improved (NGRT +4.96 points).
- Year 4 attainment shows promising progress toward KS2 targets.

Not Yet Secure:

- Attendance remains a critical issue (gap >4pp, persistent absence >30%).
- Writing outcomes for PP remain significantly below target (EXS 52% vs target 70%).
- EYFS GLD gap persists, especially in language and literacy strands.

Analysis of Strategy Impact

- **Working Well:**
 - High-quality teaching (White Rose Maths, RWI Phonics) and PiXL-informed interventions improved fluency and maths outcomes.
 - Oracy CPD and CUSP Foundations supported language development in EYFS.
- **Needs Refinement:**
 - Attendance casework and family engagement strategies require escalation; consider targeted home visits and multi-agency support.
 - Writing interventions (sentence combining, stamina) need greater intensity and monitoring.
 - SEMH support effective for engagement but not yet translating into improved attendance.

Previous Plan Evaluation

The 2024–25 plan partially met its intended outcomes: phonics and reading improved, maths progress accelerated, but attendance and writing remain priority areas. The new 2025–28 strategy rightly continues these foci with sharper success criteria and integrated wellbeing and family engagement approaches.

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
Song of Sounds (until September 2026)	Sue Reed and Liz Wbester
Maths No Problem (until September 2026)	Maths No Problem
Read Write Inc	Ruth Miskin
White Rose Maths	White Rose Education
Times Table Rock Stars	Maths Circle Ltd
Numbots	Maths Circle Ltd
CUSP	Curriculum with Unity Partnerships School
PE scheme	Primary PE Planning
Attendance	Inclusive Attendacne (Wayne Harris)

Service pupil premium funding (optional)

<i>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</i>
N/A
The impact of that spending on service pupil premium eligible pupils
N/A

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.