Oldbury Park Primary
We Believe in Best

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Pupil Premium Statement 2024-27

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Recommended by:	Principal
Recommendation Date:	September 2024
Ratified by:	LAGB
Signed:	_____
Position on the Board:	Chair of LAGB
Ratification Date	September 2025
Next Review:	September 2027
Policy Tier (Central/Hub/School):	School (OP)

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery 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	Oldbury Park Primary School
Number of pupils in school	364
Proportion (%) of pupil premium eligible pupils	24% (88 pupils)
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2024-2027
Date this statement was published	October 2025
Date in which it was reviewed and updated	N/A
Statement authorised by	Ben Irving
Pupil premium lead	Sarah Davies – *Vice Principal*
Governor / Trustee lead	Kirsten Bluck

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 124,230 (82 pupils) PLAC/LAC = £10,520 (4 pupils) Service: £700 (2 pupils)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 135,450

Part A: Pupil premium strategy plan

Statement of intent

Oldbury Park's intention is that all pupils thrive academically, emotionally and socially, having a strong sense of self-worth, independence and self-efficacy in life and learning.

We provide a broad and inspiring curriculum, taught by teachers who have a strong commitment to social justice and who have both the academic and pastoral expertise to ensure children reach their potential. High-quality teaching and strong relationships are at the core of everything we do.

Our approach will be responsive to common challenges and individual need, rooted in robust diagnostic assessment and our deep knowledge of the children, rather than assumptions around the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel, in particular, building strong readers who love reading for pleasure and purpose.

Our approach is built around the following aspects:
1. Deep knowledge of our children (being the experts on the pupils in front of us)
2. Ensure seating plans are thoughtful, supporting equity and quality talk
3. Pupils at risk of greatest underachievement is where resource will be directed
4. Careful consideration about the background knowledge required to access the work – this will be addressed.
5. Ensure additional adults support those who most need it
6. Ensure pupils achieve clear feedback
7. Recognition that every interaction matters.

To ensure pupils achieve well and thrive, we will:

- Adopt a whole school approach in which all staff take responsibility for knowing their disadvantaged pupils and creating a deep connection with them, without being label led.
- Commit to looking under the surface at how disadvantage and low incomes affect learning, social and emotional needs.
- Work with children and families when emotional or social support is needed in order for children to thrive.
- Ensure that our enrichment offer is effective in supporting social justice.
- Use data to ensure disadvantaged pupils are both supported and challenged in the work they are set.
- Act early to intervene at the point in which needs are identified.

Challenges

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

Challenge number	Detail of challenge
1	Not enough children from disadvantaged backgrounds are achieving ARE or above in Reading, Writing or Maths compared to their non-disadvantaged peers.

2	Not enough children from disadvantaged backgrounds are achieving a Good Level of Development at the end of Reception compared to their non-disadvantaged peers.
3	Our monitoring of attendance has identified that children from disadvantaged background are more at risk of becoming persistently absent.
4	Enrichment data shows that a lower percentages of children from disadvantaged backgrounds are participating in school clubs, and a high proportion of the schools alternative break provision is accessed by children from disadvantaged backgrounds. This hints at potential social isolation, although pupil voice doesn't support this.

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
For the attainment gap between pupils from a disadvantaged background and their non-disadvantaged peers to decrease in Reading, Writing and Maths. **Target year groups:** **Years 1, 4 and 6**	- Staff have an expert knowledge of their children from disadvantaged backgrounds. - Monitoring shows that diagnostic assessment is used dynamically to best support pupils to make progress. - Monitoring shows that assessment for learning is impactful and ensures progress over time. - Staff expertly use Whiteboards to assess. - Staff expertly plan for and use think, pair, share to support dialogue. - Books show clear progress over time. - Children can talk about what they are learning with confidence. - Data analysis shows that the gap between children from disadvantaged backgrounds and their non-disadvantaged peers is closing.
For the attainment gap between pupils from a disadvantaged background and their non-disadvantaged peers to decrease in all prime areas and ultimately GLD. **Target year groups:** **Reception**	- Staff have an expert knowledge of their children from disadvantaged backgrounds. - Monitoring shows that diagnostic assessment is used dynamically to best support pupils to make progress. - Monitoring shows that assessment for learning is impactful and ensures progress over time. - Staff expertly use Whiteboards to assess. - Staff expertly plan for and use think, pair, share to support dialogue. - Children can talk about what they are learning with confidence. - Data analysis shows that the gap between children from disadvantaged backgrounds and their non-disadvantaged peers is closing. - Engagement with Glow Maths Hub and Mastering Number gives pupils a good foundation in Number. - CL is judged to be strong due to the increased whole class focus after engagement with CPD through the SALT team.
Attendance for pupils from disadvantaged backgrounds is improving and less pupils are persistently absent.	- Staff talk knowledgably about the barriers relating attendance. - Clear provision and strategies are in place to limit the impact of these barriers. - There is clear process in place and this process has demonstrably impact. - The attendance team have expert knowledge about individual families. - Attendance protocols are followed.

	- Data analysis shows that attendance for children from disadvantaged backgrounds is improving.
There is a strong sense of social inclusion for children from disadvantaged backgrounds.	- A proportionate number of children from disadvantaged backgrounds are attending school clubs. - There is a proportionate number of children from disadvantaged backgrounds accessing lunchtime provision. - Pupil voice evidences improved engagement in school club enrichment. - The enrichment tracker evidences a greater number of children from disadvantaged backgrounds attending club. - The school club offer is dynamic in responding to pupil voice.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recruitment and retention of highly skilled staff with a commitment to social justice.	The tiered approach to Pupil Premium spending	Education Endowment Foundation (d2tic4wvo1iusb.cloudfront.net)	1,2,3,4
CPD focus – assessment for learning, formative assessment and diagnostic assessment use.	Embedding Formative Assessment	EEF (educationendowmentfoundation.org.uk)	1

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
SALT support to ensure high quality CL focus throughout the curriculum.	**EEF	Communication and Language**	**2**

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance training	Supporting attendance	EEF (educationendowmentfoundation.org.uk)	3

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 2023 to 2024 academic year.

Oldbury Park Primary currently has 28% of children who are in receipt of pupil premium funding; this has risen from 25% at the start of the academic year. This rise is partly due to the changing dynamics of our community, including the wider complexities of local employment and community mobility, including families moving to our community from overseas.

Using our DVPP Key Principals we have been able to ensure that our children from disadvantaged backgrounds are well equipped to engage in school, their education and the wider school context such as enrichment opportunities.

Our staff have an expert knowledge of their children from disadvantaged backgrounds, they are dedicated to learning about family context. Our staff understand the importance of interaction and prioritise genuine interactions with our pupils and families.

Both internal and external monitoring shows that diagnostic assessment is used dynamically to best support pupils to make progress. This has been a focus in the School Improvement Plan and staff have received regular and high quality CPD around assessment. Monitoring shows that staff are providing effective feedback to pupils both in written and verbal form. It is important to note the increase in verbal feedback due to our pupil voice with disadvantaged pupil, who fed back that verbal feedback is preferred and has greater impact on learning in the moment.

The monitoring of books show clear progress over time.

Children can talk about what they are learning with confidence and their ability to reflect on their own metacognition has improved.

Oldbury Park is dedicated to improving the attendance of pupils who are from a disadvantaged background. Staff work alongside parents/carers effectively to identify barriers to attendance in a non-judgemental way. Oldbury Park staff use their expertise and knowledge from the attendance training to put dynamic support in place on an individual and bespoke basis. We have had positive feedback from parents about the support received
This focus on relationships has resulted in the attendance of children from disadvantaged backgrounds being 90.08% at the end of 2024/25. This remains a focus into 2025/26.

The resilience of the pupils at Oldbury Park has been a focus on the School Improvement Plan and has filtered into a target area for those pupils from disadvantaged backgrounds. This large piece of work will continue into next academic year, however we have evidence to suggest that staff voice is more informed around the triggers and behaviours linked to low resilience in

their class. Alongside whole school change in increased staff awareness, we have data evidencing that pastoral data is improving in individual cases, this includes Thrive data. We have had particularly good feedback rom those pupils who have accessed Drawing and Talking Therapy and the impact this has had on their ability to regulate their own emotions when feeling distressed or dysregulated.

Data analysis shows that the gap between children from disadvantaged backgrounds and their non-disadvantaged peers is closing in Year 1, 2, 3, 4 and 6 in at least two subjects out of Reading, Writing and Maths.

Good Level of Development (GLD)

27% of children from disadvantaged backgrounds achieved their Good Level of Development at the end of Reception in 2025. This will be a focus from the next strategy document.

Phonics screening check

Year 1 - 90% of children from disadvantaged backgrounds passed their phonic screening check.

Year 2 - 75% of those children from disadvantaged backgrounds who re-took their phonic screening check in year 2, passed. Where children did not pass there were complex and significant need profiles.

End of KS2 data (SATs)
End of KS2 data for disadvantaged pupils

Reading – 71% of children from disadvantaged backgrounds met ARE or above in Reading, 18% of these achieved greater depth.

Writing- 65% of children from disadvantaged backgrounds met ARE or above in Reading, 12% of these achieved greater depth.

Maths - 53% of children from disadvantaged backgrounds met ARE or above in Reading, 12% of these achieved greater depth.

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

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?	Access to pastoral support Additional phonics intervention. Swift support 1:1
What was the impact of that spending on service pupil premium eligible pupils?	Successful transition – child now attending and settled. Children met ARE at EOY.

Further information (optional)

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