



Oldbury Park Primary

We Believe in Best

Pupil Premium Statement 2026-29

Recommended by:

Principal

Recommendation Date:

September 2026

Ratified by:

LAGB

Signed:

Kirstin Black

Position on the Board:

Chair of LAGB

Ratification Date

September 2026

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	363
Proportion (%) of pupil premium eligible pupils	22% 79 pupils
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2026-2029
Date this statement was published	October 2026
Date in which it was reviewed and updated	First cycle
Statement authorised by	Ben Irving
Pupil premium lead	Sarah Davies – <i>Vice Principal</i>
Governor / Trustee lead	Kirsten Bluck

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 122,450 PLAC/LAC = £5,260 (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	£127,710

Part A: Pupil premium strategy plan

Statement of intent

Oldbury Park is committed to ensuring that all pupils thrive academically, emotionally and socially. We aim to develop confident individuals with a strong sense of self-worth, independence and self-efficacy, equipping them for success in both learning and life. Central to this is fostering a strong sense of belonging within our school community, enabling pupils to feel socially included and confident in navigating the wider world.

We provide a broad, ambitious and engaging curriculum, delivered by staff who demonstrate a strong commitment to social justice and possess both the academic and pastoral expertise required to support all pupils to achieve their full potential. High-quality teaching, underpinned by strong, positive relationships, is at the heart of our provision. We adopt a whole-school approach to inclusion, where all staff take responsibility for understanding and supporting disadvantaged pupils, building meaningful and supportive relationships with them.

Our approach is responsive to both common challenges and individual needs. It is rooted in robust diagnostic assessment and a secure understanding of each pupil, rather than assumptions about disadvantage. The strategies we implement are cohesive and mutually reinforcing, with a particular emphasis on developing confident, capable readers who recognise reading as the foundation for learning.

A significant proportion of our disadvantaged pupils experience challenges in maintaining focus in lessons due to social and emotional needs. As a result, we work closely with pupils and their families to provide appropriate support for emotional regulation and social development, ensuring that pupils are well-positioned to engage fully in learning and to thrive.

We place strong emphasis on enrichment opportunities, ensuring these effectively promote social inclusion. Our aim is for pupils to develop a stronger sense of belonging within their own community while also broadening their experiences and aspirations beyond the immediate locality. With an ever growing community of disadvantaged children with English as an Additional Language, it is increasingly important that we ensure social inclusivity throughout the curriculum, social times and extra-curricular opportunities.

Oldbury Park consistently admits a higher-than-average proportion of disadvantaged pupils into the Early Years Foundation Stage. As such, we prioritise early identification of need and implement timely, targeted interventions to support pupils from the outset of their school journey.

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 disadvantaged children, particularly those children with whom English is an Additional Language are participating in school clubs. This might indicate social isolation.
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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.	- 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 – Think Pair Share, mini whiteboards. - Children are encouraged to speak articulately and with increasing fluency – Sentence stems. - 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 in the EYFS and ultimately for more children from disadvantaged backgrounds to meet GLD at the end of the year.	- 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. - Data analysis shows that the gap between children from disadvantaged backgrounds and their non-disadvantaged peers is closing. - Communication and Language provision is strong – ELSEC participation, increased SALT training. - EAL training due to increased children with English as an additional language and from disadvantaged background.
Attendance for pupils from disadvantaged backgrounds is improving and less pupils are persistently absent.	- Staff talk knowledgeably 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. - Early Support Plans are initiated quickly to offer support to families when need arises. - Parent support coffee morning – weekly.
There is a strong sense of social inclusion for children from disadvantaged backgrounds, within their	- 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 evidence improved engagement in school club enrichment.

school environment and community. - Specific focus on children from disadvantaged background who also have English as an Additional Language.	- 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 – particularly those with EAL.
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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 to support teaching and learning – walk throughs, Think Pair Share, Mini whiteboards, sentence stems.	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
ELSEC support <i>ELSEC is an education and health pilot initiative launched in the UK by the Department for Education (DfE) and NHS England. The programme places specialist speech and language teams in nurseries, primary schools, and Family Hubs to provide early intervention for children with Speech, Language and Communication Needs</i>	Recommended by the SALT service	2
Robust Communication and Language assessment – Language Link/Speech Sounds Assessment, Teaching Children to Listen	Recommended by the SALT service	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
Improving parental relationships – earlier support	Build a culture of community and belonging for pupils EEF	3
Social Inclusion	Build a culture of community and belonging for pupils EEF	4

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 25% of pupils eligible for Pupil Premium funding, which is above the Worcestershire primary school average of 19.6%. This reflects the changing demographics of our community, including the complexities of local employment patterns, increasing mobility, and a growing number of families who have relocated to the area from overseas.

Tier 1 – Whole School Approach

Good progress

Average Progress

Minimal Progress

We place a strong emphasis on high-quality child-adult interactions across the school. This begins in the Early Years, where staff are expert in supporting communication and language development, recognising it as the foundation for success across all areas of learning. This expertise is then shared and embedded throughout the school, ensuring a consistent approach to supporting pupils' development.

Across the school, staff demonstrate an in-depth understanding of the pupils they work with and are committed to developing a detailed knowledge of family circumstances and individual needs. This understanding enables staff to provide tailored support and remove barriers to learning, helping pupils to make strong progress.

Internal and external monitoring evidence shows that diagnostic assessment is used effectively and dynamically to inform teaching and accelerate pupil progress. As a key priority within the School Improvement Plan, staff have benefited from regular, high-quality professional development focused on assessment practices. Monitoring also demonstrates that staff provide effective feedback through both written and verbal approaches. Notably, the use of verbal feedback has increased following pupil voice activities, during which disadvantaged pupils reported that immediate verbal feedback had the greatest impact on their learning and understanding.

Work scrutiny and book monitoring demonstrate clear progress over time across subjects. Pupils can speak confidently about their learning and show an increasingly strong ability to reflect on their own thinking and learning processes, indicating improved metacognitive skills.

Despite the levels of progress being promising, levels of attainment for children from disadvantaged backgrounds is not where we would wish, and this continues to be a focus going into 2026-2027.

Tier 2: Targeted Academic Support

Good progress

Average Progress

Minimal Progress

At Oldbury Park, 11% of the Reception cohort are identified as disadvantaged, which is above the national average. Children join the school from a wide range of early years settings (23 different providers), which can impact both the transition process and children's ability to settle quickly into a new environment. Many children enter Reception having not met age-related developmental milestones.

Despite these starting points, children from disadvantaged backgrounds generally make good progress during their time in Reception. Where there are no profound and complex learning needs, many pupils successfully catch up and achieve a Good Level of Development (GLD). Pupils from disadvantaged backgrounds and with special educational needs and disabilities (SEND) also make strong progress from their individual starting points, with some demonstrating the equivalent of two years' progress within a single academic year.

However, high levels of pupil mobility during the academic year have created challenges in ensuring consistency, particularly in the delivery of targeted interventions. In addition, staffing changes have had an impact on attainment. Two established Reception teachers, including the EYFS Lead, were on maternity leave and were

replaced by less experienced staff due to recruitment challenges. This has affected continuity and the overall effectiveness of provision.

Teir 3 – Wider approaches

Good progress

Average Progress

Minimal Progress

Oldbury Park Primary remains committed to improving attendance for disadvantaged pupils. Staff work closely and effectively with parents and carers to identify barriers to attendance and implement personalised support strategies. Drawing on current attendance training and their knowledge of individual families, staff provide bespoke interventions that respond to pupils' specific needs. Feedback from parents and carers has been overwhelmingly positive, highlighting the strength of the relationships established and the effectiveness of the support provided.

Through our DVPP Key Principles, we have worked strategically to ensure that pupils from disadvantaged backgrounds are fully equipped to engage with school life, their education, and the wider opportunities available to them. As a result, disadvantaged pupils are now more included in the broader school experience than ever before, particularly in enrichment and extracurricular activities.

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.