

Pupil premium strategy statement – Oaklands Infants School

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 | 176 |
| Proportion (%) of pupil premium eligible pupils | 2.8% (5 pupils) |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2025-2028 |
| Date this statement was published | Dec 25 |
| Date on which it will be reviewed | Nov 26 |
| Statement authorised by | E Weston |
| Pupil premium lead | E Weston |
| Governor / Trustee lead | E Levy |

Funding overview

| Detail | Amount |
|--|--------|
| Pupil premium funding allocation this academic year | £ 5920 |
| Recovery premium funding allocation this academic year | £ 0 |
| Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>) | £ 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> | £ 5920 |

Part A: Pupil premium strategy plan

Statement of intent

At Oaklands Infant School our intention is to ensure all our children make the best possible progress and reach their full potential. Our aim is to reduce all barriers to learning and ensure full access to the curriculum.

The goals of our ambitious and challenging curriculum are to create learners who are:

- Happy
- Respectful
- Resilient
- Articulate
- Independent
- Curious
- Creative

To support children's academic learning, early support strategies for those who need additional help with reading, writing or mathematics have been funded through the Pupil Premium Grant. We also use the grant to ensure our children make at least good progress from their starting points, in literacy and mathematics, and other areas of the curriculum. We aim to support our disadvantaged children by ensuring high-quality first teaching with a focus on areas in which our children require the most, improving and sustaining parent involvement and ensuring our children are challenged in their learning. Our approach will be based on common challenges and individual needs.

We will use data to measure the impact of the Pupil Premium Grant on our children's learning. We will review the effectiveness of interventions we are using and adapt them to meet needs when and where required. We believe that the enrichment activities we provide through the Pupil Premium Grant will help our children become increasingly confident in all aspects of their learning and development.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | Dealing with challenging family dynamics – this includes parents who are struggling to ensure a home life that provides children with the fundamentals required to thrive in life, including healthy eating. |
| 2 | Low percentage of PP children achieving expected level in writing. |
| 3 | Children with EAL or no English at all that are recent arrivals to the UK. |

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 |
|--|--|
| Children will have a supportive home environment fostered by quality communication | A positive relationship between home and school is created adjudged by both parties through engagement and feedback. |
| Increase the percentage of Pupil Premium children achieving the expected standard in writing. | A higher proportion of PP pupils reach age-related expectations in summative assessments. Work shows improved sentence structure, vocabulary choices, and punctuation accuracy. |
| Ensure children with EAL or no English, including recent arrivals, make rapid progress in language acquisition and early reading and writing skills. | EAL pupils demonstrate increasing confidence in speaking, listening, reading, and early writing. Assessment shows steady progress through EAL language stages. Pupils begin to apply growing vocabulary and simple sentence structures in their written work |

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)

Budgeted cost: £ 4000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| I am a Clever Writer approach bought, and training delivered to all teaching staff. | IAACW demonstrates high-quality teaching and a strong understanding of writing techniques, using modelling, scaffolding, and targeted feedback to support children in developing vocabulary, sentence structure, and composition skills. | 2 |

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

Budgeted cost: £ 600

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|-------------------------------|--|-------------------------------|
| Weekly tutoring for EAL pupil | ESL (English as a Second Language) tutoring helps non-native speakers improve their English skills for various needs, such as work, study, or general communication. | 3 |

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

Budgeted cost: £1320

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--------------------------------|--|-------------------------------|
| Nurture Groups and 1:1 support | Feedback from children who have undertaken targeted Nurture Support is overwhelmingly positive; Children | 1 |

| | | |
|--|---|---|
| | <p>exhibit improved attitudes and behaviours e.g. coming on residential 1:1 Nurture sessions are assigned as required</p> <p>EEF Mental health and wellbeing</p> | |
| Daily positive interactions with an adult and between school and carers | <p>Engagement of the children in schooling, attendance data, research into the effect of positive child-adult interactions. Positive interactions with parents and carers document - EEF</p> | 1 |
| Focus on PPG children in staff appraisals and for enrichment activities e.g. workshops and trips | <p>By having identified children as part of the appraisal process, senior leaders can ensure their needs are identified and met as a priority. Enrichment opportunities enhance engagement and improve self-perception.</p> | 1 |
| Educational trips and experiences | <p>Developing cultural capital is one of many research-based articles that make the link between enhanced cultural capital and lifelong success, wealth and happiness</p> | 1 |

Total budgeted cost: £ 5920

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

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

| | Outcome |
|-------------------------|---|
| Early Years | 50% PPG achieved GLD |
| Year 1 Phonics | 66% PPG achieved Y1 Phonics. |
| Year 2 Phonics | 100% PPG achieved Y2 Phonic re-check. |
| Year 2 | |
| Reading | 50% PPG achieved EXP+ |
| Writing | 50% PPG achieved EXP+ |
| Maths | 75% PPG achieved EXP+ |
| Extra-Curricular | 75% PPG children attending extra curricular clubs 100% PPG attending all school trips including: Birdworld, St John's Church, South Hill Park Pantomime, Windsor Castle, Woolley Firs, Pizza Express and Windsor Education Centre. 100% PPG attended weekly nurture sessions with Oaklands Nurture dog. |
| Attendance | Average attendance for PPG children: 94.6%. All PPG children ended the year above 90% |