

Pupil premium strategy statement

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 | Oakley Infant School |
| Number of pupils in school | 182 |
| Proportion (%) of pupil premium eligible pupils | 8% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2025-2028 |
| Date this statement was published | 12 November 2025 |
| Date on which it will be reviewed | Aut 2026 |
| Statement authorised by | Niamh Hutchings |
| Pupil premium lead | Niamh Hutchings |
| Governor | Paul Colloby |

Funding overview

| Detail | Amount |
|---|---------|
| Pupil premium funding allocation this academic year | £19,695 |
| 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 | £19,695 |

Part A: Pupil premium strategy plan

Statement of intent



Thrive, strive and achieve together.

Article 28- Right to an education UNCRC

At Oakley Infant School we have high aspirations and ambitions for our children and believe that all children should thrive at school.

We believe that with the right support all children can achieve their potential.

Some pupil premium pupils have specific barriers to their learning and at Oakley Infant School we are determined to offer those the children the support and encouragement they need to succeed and reach their potential.

When leaving Oakley Infant School our ambition is for all children to be able to read independently as we believe that reading is the key building block to accessing all areas of the curriculum and the next stages of education. We want children to have a wide-ranging variety of experiences while at school so that they are able to access the curriculum alongside their peers.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Lack of resilience and emotional support to overcome difficulties. Low self-esteem and self-confidence. |
| 2 | Limited language repertoire with narrow vocabulary choices and lack of good language role models |
| 3 | Lack of home support for homework activities. |
| 4 | Low attendance and punctuality difficulties |
| 5 | Limited experience beyond their community and the village. |

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 |
|---|--|
| Reading, writing and maths | Achieve outcomes in line with or above national average |
| Phonics outcomes | Achieve 90% of Year 1 children achieving the phonics threshold. |
| Attendance | Attendance of disadvantaged children at least 95% |
| Emotional stability | Children are confident and resilient. Opportunities to access experiences outside the classroom through visitors, trips and wider opportunities. |
| To improve oral language and communication skills | Assessments (speech and language reports, internal assessments) and observations indicate improved communication skills. |

| | |
|---|---|
| Phonic development is strong for all children. | For year 1 pupil premium pupils to decode at least the average number of words on the phonics check. |
| | For children's reading age to at least match their chronological age. |
| | To ensure disadvantaged children make expected progress for reading in line with peers. |
| Improve literacy levels to enable pupils to access all areas of the curriculum. | Children continue to develop at least in line with previous attainment and in line with the previous academic year. |
| Targeted language support so that language skills are developed and improved. | Individual language plans for children who require support to develop articulation. |

| | |
|---|--|
| | <p>Opportunities for vocabulary development included in the curriculum which are revisited at intervals by teachers in the classroom.</p> <p>Opportunities for pre-teaching and explanation of vocabulary for pupils who require support.</p> |
| <p>Pupils have a breadth of experiences that enable them to contextualise their learning.</p> <p>School will deliver an engaging, broad and varied curriculum</p> | <p>Opportunities offered to Pupil Premium children to engage in experiences both in and out of school eg. Author visits/meets, cooking, trips, book fair</p> <p>The planned curriculum is broad, well sequenced and includes a variety of experiences.</p> |
| <p>Attendance is lower for disadvantaged children compared to other children.</p> | <p>Opportunity to access the Parent Support Advisor for help and advice.</p> |

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 cost: £3,555

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| THRIVE practitioner training for the new SENCo | EEF- behaviour interventions help to improve attainment. | 1 |
| Sensory Circuit lead members of staff to implement intervention. | EEF- behaviour interventions help to improve attainment using a whole school approach. | 1 |
| SEN training for children with ASC with support from Outreach services. | Impact on high quality teaching for all children | 1 and 2 |

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

Budgeted cost: £ 15,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Target 1 to 1 reading support and development. | EEF- one to one tuition has a high impact on pupil achievement | 3 |
| Phonics interventions delivered 1 to 1 and in small groups | EEF- one to one tuition has a high impact on achievement. Small group tuition has a moderate impact on achievement. | 3 |
| Targeted oral language interventions developed individually | EEF- very high impact on children's achievement. | 2 |
| Reading intervention- SIDNEY | EEF- one to one tuition has a high impact on achievement. | 3 |

| | | |
|---|---|---|
| Experiences embedded in the curriculum. Funding to use the school minibus | Wider experiences enable children to access the curriculum with confidence. | 5 |
| Homework intervention to practise spellings, hear reading and develop maths knowledge | EEF- high impact for low cost | 3 |

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

Budgeted cost: £ 4,500

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--------------------|--|--------------------------------------|
| Attendance support | EEF- Parental Engagement- moderate impact for low cost. | 4 |
| ELSA support | Good resilience and self-confidence is directly linked to academic outcomes and good life skills | 1 |
| Lunchtime Club | Support children's behaviour preparing them for learning. | 1 |

Total budgeted cost: £ 23,055

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.

Last year there were 12 children at Oakley in receipt of Pupil Premium, 6% of the school community.

75% (6/8) of the pupil premium children did reach the threshold in the phonics test at the end of Year 1, an increase on the previous year with 50% (3/6) of pupils were assessed as meeting expectations for reading at the end of Key Stage 1.

Children made good progress from their starting points in the area of reading and writing and the gaps were closed between groups. Children completing Key Stage 1 had poor attendance than previous years with attendance closely tracked and monitored as part of a wider plan.

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 |
|------------------|-------------------------|
| My Maths | Oxford University Press |
| Bug Club Reading | Active L |

