

Pupil premium strategy statement – Oakwood Infant and Nursery School

Our intention is that all pupils, regardless of their background, level of deprivation or the challenges they face, make good progress and achieve their true potential across all subject areas. Our early identification of need is based on observations and assessments and not assumptions. The children at Oakwood come first. We strongly believe that every interaction matters and that all children should feel a sense of belonging and ownership.

Our values are at the heart of our approach as we strive to ensure our children are cared for, confident, honest, empathetic, resilient, inquisitive, supportive and exceptionally happy.

Our intention is that our strategy will also benefit the non-disadvantaged pupils alongside their disadvantaged peers. Our aim is that every pupil, regardless of background, feel like they belong and that they are ready to learn and achieve their full potential.

We strive to support our pupils to become confident, articulate and ambitious individuals. In order to do this, we recognise that speech and language is key to success. Our aim is therefore for all children to become good readers and to develop high quality oracy skills with a rapidly growing vocabulary. We therefore prioritise reading throughout the school; both as a skill and as a pleasurable activity. Speech and Language and reading are whole-school priorities.

On entry to the early years, the majority of our pupils have speech and language needs; we work closely with the speech therapy department and we have developed a team of trained teaching assistants who will support pupil's specific needs.

We have also identified pupils' increasing SEMH needs, so we have expanded our pastoral care team of teaching assistants who will provide bespoke support to identified pupils, both individually and in small groups. We strive to have a learning-led approach using diagnostic assessment and live feedback. In all classes, there is explicit teaching of reading as well as celebrating the enjoyment of it. We are also introducing strategies to develop oracy and vocabulary in teaching.

Cont.

We value the impact of quality CPD to raise standards. In class, we strive to have high expectations for all pupils, regardless of their needs, ensuring everyone is given the same standard of teaching and learning opportunities. The approaches we have adopted complement each other to support our pupils excel, regardless of social and economic deprivation. disadvantage. We have developed a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what each and every one can achieve

High quality teaching is a key principle in our approach. Teachers are passionate and seek to ensure all children learn well using research-based teaching principles. Our curriculum enables children to remember the content and deepen understanding of concepts over time. For each child's earliest starting point we identify opportunities for facilitating progression and continuity.

Pupils make rapid progress in Communication and Language, Personal, Social and Emotional development and Early Reading. We recognise that a number of our pupils have complex needs which can be barriers to learning. We look at pupils as individuals at tailor provision specific to each child.

Teaching staff, the pastoral team and external agencies work together to provide the best outcomes for every individual. Our curriculum is based on pupil engagement and progression, it provides the children with experiences and opportunities beyond their everyday lives to achieve success, to include awe and wonder, careers opportunities and roles play learning.

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	298
Proportion (%) of pupil premium eligible pupils	130
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)	2026-2027
Date this statement was published	April 2026
Date on which it will be reviewed	April 2026

Statement authorised by	Headteacher/Chair of Governors
Pupil premium lead	Maria Gray
Governor / Trustee lead	Robert Galvani

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£214,056
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>	£214,056

Part A: Pupil premium strategy plan

Statement of intent

Challenges

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

Challenge number	Detail of challenge
1	Early assessments and observations indicate that a high percentage of pupils have poorly developed speech and language skills. Therefore, there is an increased need for speech, language and communication support.
2	The school experiences significant social, economic and emotional deprivation and this has considerable impact on pupil progress and attainment.
3	A percentage of pupil experience poor school attendance and punctuality, which impacts on their overall progress and attainment.
4	Parental anxiety and mental health have a direct impact on pupil progress and attainment
5	Significantly below average on entry data for EYFS pupils' Internal assessments from our Nursery setting and the Reception Baseline Assessment information show that 78% Reading, 81% Writing and 67% Maths of our children come in below where they should be.
6.	Pupils ability to us comprehension is poor as they do not have the skills to make inference.

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
1. To improve speech and language skills for all learner, especially for disadvantaged learners. Endowment https://educationendowmentfoundation.org.uk/	Early wellComm assessments and deployment of speech and language intervention. Clear evidence of staff working closely with intervention teams, parent and external agencies to improve skills and improve WellComm assessment scores Clear consistent procedures to improve speech and language as part of teaching and learning strategies.

<p>2. To ensure there are clear process implemented to support the school's significant social, economic and emotional deprivation which impact pupil progress and attainment.</p>	<p>To maintain the secure relationships with vulnerable families and support them according to support required.</p> <p>For the Manager for Vulnerable children, with the support of the management team, to quickly identify vulnerable families and provide support and resource</p> <p>For teachers and members of the management team to check in frequently to monitor and support parents and pupils, with individualised support.</p> <p>Endowment https://educationendowmentfoundation.org.uk/</p>
<p>3. A percentage of pupils experience poor school attendance and punctuality, which impacts on their overall progress and attainment.</p>	<p>The school has an appointed manager to manage attendance and a manager for vulnerable children who will continue to build on their procedures to further improve attendance and punctuality.</p> <p>Endowment https://educationendowmentfoundation.org.uk/</p> <p>The school will work closely with Aquinas to continue provide support to parent to enable them to ensure their children attend school and on time,</p>
<p>4. Parental anxiety and mental health have a direct impact on pupil progress and attainment</p>	<p>For the Head Teacher Manager for Vulnerable children and the school's Learning Mentor to provide support and intervention to vulnerable parents and pupils we continue to provide essential support and resource to ensure they feel supported and valued.</p>
<p>5. Significantly below average on entry data for EYFS pupils' Internal assessments from our Nursery setting and the Reception Baseline Assessment information show that 78% Reading, 81% Writing and 67% Maths of our children come in below where they should be.</p>	<p>Early assessments Early interventions Engagement with parents, closely supported by our SENCO Support form subject leaders and members of the management team https://www.gov.uk/government/publications/pupil-premium/pupil-premium</p>
<p>6. Pupils ability to us comprehension is poor as they do not have the skills to make inference.</p>	<p>Class teachers to ensure they continue to focus on Comprehensions skills during guided reading sessions</p> <p>Interventions sessions in Key Stage One to ensure they continue to provide targeted interventions. https://www.gov.uk/government/publications/pupil-premium/pupil-premium</p>

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: £3000 (01028) (not from PP)

Activity	Evidence that supports this approach	Challenge number(s) addressed
External consultants to provide continued professional development Role of questioning and language	Improved speech and language Greater confidence when completing comprehension tasks	1, 2, 5 & 6
Parent workshops to promote parenting and enable parents to secure their child's attendance and support at home	Improved behaviour and well-being Improved attendance and punctuality Improved attainment throughout the school	2, 3 & 4
Learning mentor to provide breakfast club and early intervention support to support the mental health and anxiety for pupils and parents.	Improved behaviour and well-being Improved attendance and punctuality Improved attainment throughout the school	2, 3 & 4

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

Budgeted cost: £129,533 (01014)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Alternative Provision A targeted intervention for children with significant and complex needs. A targeted intervention to support children's SEMH	Alternative Provision A targeted intervention for children with significant and complex needs. A targeted intervention to support children's SEMH needs (nurture room) Children follow a personalised curriculum in an	1 - 6

<p>needs (nurture room) Children follow a personalised curriculum in an environment that is suitable for their developmental stage and individual needs. This includes creating a purposeful area (Hubs and Playgrounds) where specialised equipment and highly trained professionals support children's progress. Children follow a structured bespoke SEMH curriculum providing them with opportunities to develop and assess against their 6 core strengths. This approach supports children attendance, reintegration into class and their ability to regulate.</p>	<p>environment that is suitable for their developmental stage and individual needs. This includes creating a purposeful area where specialised equipment and highly trained professionals support children's progress (Hubs and Playgrounds). Children follow a structured bespoke SEMH curriculum providing them with opportunities to develop and assess against their 6 core strengths. This approach supports children attendance, reintegration into class and their ability to regulate.</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £84,523 (01013/01014)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Manager for Vulnerable children attends meetings to support families and supports families in the school and children wellbeing.	Schools files and safeguarding procedures.	1 – 6
Learning Mentor supports vulnerable children and their wellbeing in school helps to support in breakfast and lunchtime clubs.	Targeted tailored interventions.	1 – 6

Total budgeted cost: £217,056 (additional £3,000 for CPD is from the school budget)

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Externally provided programmes

Programme	Provider
The school uses Aquinas to provide attendance support, to support vulnerable families to ensure pupils are attending school.	Aquinas School Attendance Provision
The school employs a contracted sports provider to develop the health and wellbeing of our vulnerable students.	Sports Way Management
The school uses Magic Breakfast charity that support schools in providing breakfast to help children who might otherwise start their school day hungry.	Magic Breakfast
The school uses a screening programme to identify a child's level of speech and language.	GL Assessment

Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year
The impact of that spending on service pupil premium eligible pupils

Further information (optional)