

# Pupil premium strategy statement - Oldway Primary School 2025-26

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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	591
Proportion (%) of pupil premium eligible pupils	101/591 (17%)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	September 2024 – July 2025 September 2025 – July 2026 September 2026 – July 2027
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Emma Bamber (HoS)
Pupil premium lead	Chris Hallett
Governor / Trustee lead	Becky Ross

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£190,920
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b> <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>	£190,920

# Part A: Pupil premium strategy plan

## Statement of intent

Context for the school:

	Year Groups										
	Pupils	Boys	Girls	EAL	Summer Born	Free School Meals	SEN Support	EHC Plan	Absence Rate		
Nursery 2	28	13	15	0	11	0	0	0	5.5%		
Reception	76	32	44	3	36	4	12	0	4.5%		
Year 1	55	26	29	3	19	8	12	1	4.2%		
Year 2	81	35	46	1	28	12	13	0	4.1%		
Year 3	90	58	32	3	36	9	17	5	3.8%		
Year 4	94	49	45	5	46	23	20	3	5.0%		
Year 5	81	52	29	7	33	13	15	2	5.0%		
Year 6	86	41	45	1	33	26	12	5	6.6%		

Our ultimate objectives are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- For all disadvantaged pupils to achieve or exceed national expectations in reading, writing and maths.
- To support children’s health and wellbeing to enable them to access learning at an appropriate level.
- To enable all pupils to access all areas of the curriculum including wider school opportunities.
- To open doors for disadvantaged pupils through equity of access to all areas of the curriculum including wider school opportunities.

We aim to do this through:

- Ensuring high quality teaching and learning in every class, which meets the needs of all pupils.
- Refining the curriculum offer, so that it meets the needs of disadvantaged pupils.
- Bespoke intervention programmes to address individual gaps, supporting rapid catch-up.
- Where possible, increase capacity to provide small group work focussed on closing gaps in learning and pastoral support.
- Provide financial support for extra-curricular activities e.g. music tuition, educational visits and residential ensuring children have first-hand experiences to use in their learning in the classroom.
- Systematic monitoring of attendance and bespoke support for families through a Family Support Worker and Attendance Officer.
- Increase provision within the school’s pastoral team to support children’s social and emotional learning.

## Challenges

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

Challenge number	Detail of challenge
1	Rigorous and accurate assessment of pupil need through diagnostic assessment. (New assessment program - utilisation of 'Insight' to improve the impact of pupil progress meetings)
2	Closing the language gap – assessments, observations and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. This is evident from Reception through to Year 6 and generally are more prevalent among our disadvantaged pupils than non-disadvantaged pupils.
3	High aspirations and expectations for all pupils - Ensuring that the glass ceiling has been removed. This will help to create a 'can do' attitude, improve self esteem and promote a growth mindset.
4	SEMH impacting on learning - behaviour
5	Attendance – attendance data over recent years indicates that attendance amongst disadvantaged pupils is lower than for non-disadvantaged pupils.
6	Standards - Improvement of the outcomes by all pupils.
7	All pupils to experience a range of diverse cultural activities.
8	Equitable engagement and active participation of disadvantaged pupils within lessons and across the wider school community to build cultural capital.

## 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
To remove the attainment gap by the end of Reception	All disadvantaged pupils achieve in line with their peers (and national average)
Increase % of EYFS pupils achieving GLD in reading, writing and maths.	Disadvantaged pupils achieving GLD is in line with their peers and national average
Increase % of Year 1 pupils achieving the Phonics Screening threshold.	Disadvantaged pupils meeting the expected standard in phonics in year 1 is in line with their peers and national average
To remove the attainment gap by the end of KS1	Pupils eligible for PPG make more progress than their peers to reduce the attainment gap.
All pupils make at least expected progress in reading, writing and maths by the end of KS1	Pupils eligible for PPG make more progress than their peers to reduce the attainment gap.
Increase the number of pupils achieving the expected standard in reading, writing and maths combined at the end of KS1	Pupils in receipt of PPG achieving the expected standard in reading, writing and maths combined at the end of KS1 is in line with their peers
Increase the number of pupils achieving at Greater Depth in reading, writing and maths combined at the end of KS1	Pupils in receipt of PPG achieving the higher standard in reading, writing and maths combined at the end of KS1 is in line with their peers
All pupils make at least expected progress in reading, writing and maths by end of KS2	Pupils eligible for PP make more progress than their peers to reduce the attainment gap.

Increase the number of pupils achieving the expected standard in reading, writing and maths combined at the end of KS2	Pupils in receipt of PPG achieving the expected standard in reading, writing and maths combined at the end of KS2 is in line with their peers
Increase the number of pupils achieving Greater Depth in reading, writing and maths combined at the end of KS2	Pupils in receipt of PPG achieving the higher standard in reading, writing and maths combined at the end of KS2 is in line with their peers
Increase attendance of disadvantaged pupils	Attendance of identified pupils increases and the gap between non-disadvantaged pupils and disadvantaged pupils is removed – attendance of disadvantaged pupils is above 96%
Reduce the number of disadvantaged pupils with persistence absence from school (below 90%)	The number of disadvantaged pupils with persistent absence is in line with their peers and above national average
Pupils fully engaged with all aspects of school-life	Pupil surveys (including aspirations) reflect enjoyment in school, increased participation and improved attitudes to learning. Attendance increases (see attendance target above).

## 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: £40,010

Activity	Evidence that supports this approach	Challenge number(s) addressed
Identify pupils' barriers to learning through use of diagnostic assessment	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests   Assessing and Monitoring Pupil Progress   Use of Insight   Education Endowment Foundation	1,2,4,5,6,7,8
Continue to ensure earlier identification of pupils' specific needs	In depth monitoring of PP outcomes in year groups through analysis of data, termly pupil progress meetings and then planning appropriate strategies to support these needs.	1, 2, 8
Increased opportunities for peer observations and coaching to develop classroom practice with a focus on high quality interactions, pupil	EEF (guide to PP – tiered approach) shows that teaching is a top priority, including CPD	6

participation and metacognition.		
Refine curriculum to meet the needs of all pupils (including disadvantaged) and offer wider opportunities and links to locality	Implemented 'United Curriculum' across the school. High quality staff CPD is essential to follow EEF principles. This is followed up during staff meetings.	2,3,6
Active Participation	No hand up, Talk partners, Lolly sticks, targeted questioning.	8
RWI phonics programme	Validated Phonics Scheme. Adoption advised by the local English hub. This is a Government approved scheme that is widely used and is known to be effective.	1,2,3,6,8
Maths Mastery focus on developing journaling across the school  Understanding to be deepened through questioning, maths talk and journaling.	To further develop the use of Power Maths to effectively teach maths across the school. The focus of this activity is to deepen understanding in maths through carefully selected questioning, the development of rich maths talk and the notes, jottings and other written responses in pupil maths books.	2,3,6,8
Mastering number in Rec, Y1, Y2, Y4 and Y5  Developing fluency in number	This is a scheme created by the NCETM and adoption was advised by the Maths Hub. This is a Government approved scheme that is widely used and is known to be effective. This year it has been extended to include years 4 and 5 in addition to Rec, Y1 and Y2. The aim of this approach is to improve fluency in number across the school.	2,3,6,8
Steplab	This is a Nationally recognised programme to support coaching for all staff as part of our staff development focus to impact on the improvement of teaching and learning.	6
Bookwrites	A well established scheme that is used widely locally. Adoption advised by external advisors. It is well known to be effective as a tool for the development of writing.	2,3,6,8
Classroom Excellence	This is an approach to teaching with specific routines and expectations. It provides consistency for the pupils (and staff). Every moment matters, so if routine instructions can be done with one word, more time can be spent on teaching and learning. Research shows us that consistency supports vulnerable pupils; clear routines and consistency reduce cognitive load for pupils. <ul style="list-style-type: none"><li>● Stop sign</li><li>● SMART sitting</li></ul>	2,3,4,6,8

	<ul style="list-style-type: none"> <li>• Whiteboard &amp; Hover</li> <li>• Rulers when reading</li> <li>• Turn and talk</li> <li>• Tables facing forwards</li> <li>• Individual learning packs</li> </ul>	
Classroom Excellence: Oracy	<p>Maximising opportunities for oracy in the classroom.</p> <p>Oracy is articulating ideas, developing understanding and engaging with others through speaking, listening and communication.</p> <p>The school's oral language approach, with a focus on maximising opportunities for choral reading and echo-reading, provides additional opportunities for pupils to practise and consolidate their reading skills across the curriculum.</p> <ul style="list-style-type: none"> <li>• Choral reading</li> <li>• Echo reading</li> <li>• My Turn, Your Turn</li> <li>• Turn and Talk</li> </ul>	2,3,4,6,8
Y5/6 Mixed Aged Classes	<p><u>Better Class Sizes and Balance</u></p> <p>With fluctuating pupil numbers across cohorts, mixing year groups allows us to create class sizes that ensure every child receives the attention they need to thrive.</p> <p><u>Broader Learning Opportunities</u></p> <p>Mixed-age classes provide opportunities for older pupils to reinforce their learning by supporting others, while younger pupils are positively challenged by working alongside older peers. The curriculum will be carefully planned across the mixed year groups to ensure full coverage and to avoid any repetition, so that all children continue to make clear and consistent progress.</p> <p><u>Teaching Focused on Individual Needs</u></p> <p>Children develop at different rates, and mixed-age classes give teachers the opportunity to tailor learning more precisely to each child's current level of understanding. This approach ensures that every pupil is challenged and supported appropriately. We will not be setting and streaming across the cohort.</p> <p><u>Preparation for Transition</u></p> <p>Year 5 pupils benefit from increased maturity and independence when learning alongside year 6 pupils, while year 6 pupils often grow in confidence by taking on leadership and mentoring roles—both valuable in preparing them for secondary school.</p>	1,2,3,4
SEND hubs	Creating a classroom provision to support cognition and learning needs is essential to promote equitable and appropriate access to	1,2,3,4,5,6,7,8

	<p>all aspects of the curriculum. It ensures all pupils reach their potential.</p> <p>The provision supports the Oldway approach to inclusion. We have high expectations for all pupils so that everyone can realise their potential in terms of achievement, and diversity is understood and valued.</p> <p>Tailored support enables structured teaching approaches, adapted instruction, and scaffolded learning to bridge this gap effectively, which contribute to closing the gap on attainment.</p> <p>The provision will be run by staff skilled in supporting a range of learning needs and aid the development of expertise among staff (e.g., in dyslexia-friendly strategies, memory aids, structured phonics, adapted curriculum).</p>	
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## Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £125,407

Activity	Evidence that supports this approach	Challenge number(s) addressed
Role of the Pastoral Team to support children's social and emotional needs	EEF (+4) Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.	4
Develop vocabulary/language in EYFS through adult support and intervention (NELI)	EEF (+6) Very high impact for relatively low cost 'Overall, studies of oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year. NELI – to implement language intervention to improve listening, narrative and vocabulary development	2,3
Additional phonics teaching in Y3 to address attainment gaps and	EEF (+5) Some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books	2,3,6

ensure pupils meet the expected standard	<p>read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning.</p> <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils.</p>	
Improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills	<p>Oral language approach can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language approach   EEF (<a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p>	<p>2,3</p> <p>Knowledge organisers have been developed but further implementation is necessary</p>
<p>Additional tutoring through booster groups to address attainment gaps - Led by Y6 team and CH (Spring term start)</p> <p>Assembly tuition (Autumn term start)</p>	<p>EEF - 'Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average. Results from studies are consistent and strong, particularly for younger learners who are behind their peers in primary open schools, and for subjects like reading and mathematics. Effects on pupils from disadvantaged backgrounds also tend to be particularly positive.</p>	<p>1, 2, 3, 4</p>

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

Budgeted cost: £25,503

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to develop the role of the FSW to support families in receipt of PPG.	Improving regular engagement/communication with parents reduces the barriers. Supporting encouraging them	4
<b>Pastoral staff and Trauma informed practitioner</b> to support social, emotional and learning needs (including mindfulness, confidence, social skills, mental health and well-being.)	EEF - 'Interventions which target social and emotional learning (SEL) seek to improve pupils' interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community.	4, 5



	<p>School staff need to provide significant pastoral support to identified pupils due to impact of national lockdown.</p> <p>Children are settled in the school with effective support emotionally and socially in order to access learning and to have safe, cooperative playtimes.</p> <p>Our pastoral team provide a range of interventions for families and pupils to ensure we are meeting the needs of the whole child. These interventions are fluid in their approach.</p>	
Enhance parental engagement with children's learning and continue to develop the role of the FSW to support families in receipt of PPG.	<p>Using Seesaw platform for communication and sharing children's achievements.</p> <p>FSW to support families in receipt of PPG.</p>	3,6
To offer financial support for enrichment opportunities including: music tuition 50%	To provide opportunities for pupils to achieve or excel in the arts as well as core subjects. Pupils benefit from being introduced to a variety of experiences and learn a new skill.	3,7
To offer financial support for wider school opportunities such as clubs, enhanced curriculum provision, wrap around care and off-site visits.	In order for pupils to be fully integrated into school life parental income cannot be a barrier. All children have equality of opportunity and financial support is received when appropriate. As a school will feel it is vital to support our community with the cost of school trips to ensure pupils benefit from community cultural capital enrichment activities such as school trips (including residential).	3,6,7
Riviera 70 activities (including forest school) - stimulating extended learning experiences help develop imagination and language development	Providing enrichment activities to support curriculum development is vital in showing pupils skills needed to do certain jobs and to have high aspirations for their own careers. Very few of our pupils do not get these opportunities or have enrichment experiences to places of interest such as museums, heritage sites within family time, therefore we provide this for them.	3,6,7

**Total budgeted cost: £190,920**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### Pupil premium strategy outcomes

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

#### **Narrative about curriculum developments for supporting all pupils including disadvantaged.**

Phonics - RWI - regular testing ensures that the pupils are given the correct level of challenge. Children who are identified as falling behind are quickly supported through one to one tutoring for RWI which is highly bespoke and rigorous in its approach. All staff are made aware of 'spotlight children' so that they are within their eyeline and focus of their daily sessions. Our children start their phonics journey in Nursery and we ensure there are lots of enriching experiences with language play before they begin our phonics programme (Read Write Inc). This ensures key skills within sound discrimination, rhythm, alliteration, repetition, and volume are secure before they start to learn letter sounds and how to orally blend. Children who are at risk of poor outcomes within Nursery are quickly identified and we implement effective intervention to help close gaps. The school also has a full time speech and Language teaching assistant to support early years oracy skills. The school also delivers Nuffield Early Language Intervention (NELI) in small groups.

Reading - Reading in EYFS is embedded securely through our entire curriculum. Opportunities to foster a love of reading and the teaching of early reading skills is incorporated into our daily provision. We embed a culture where books (text), vocabulary and language are all a priority, to enhance all other learning. EYFS classes ensure they revisit high quality texts throughout each term through our 'Favourite Five'. In addition, early oral language intervention through the NELI programme supports pupils' language comprehension. The teaching of whole-group phonics, and additional 1:1 support for pupils falling behind, begins in EYFS and continues throughout the school. Half-termly assessments identify which pupils require precise intervention and additional support for phonics learning is 'ring-fenced' with dedicated reading champions in each year group. The development of reading fluency and a focus on vocabulary is a key element of pupils' weekly reading provision in whole-class reading. Pupils who are working below the expected standard in reading for their year group have additional daily reading and discussion with an adult. In addition, these pupils are 'spotlight children' during phonics and whole-class reading lessons and benefit from 'double teaching'. The school's oral language approach, with a focus on maximising opportunities for choral reading and echo-reading, provides additional opportunities for pupils to practise and consolidate their reading skills across the curriculum.

Maths - Journaling approach used across the school. All lessons from Y1-Y6 start with a review of previous learning (Flashback 4) to help keep the learning in their long term memories. It also provides teachers with helpful knowledge about what the pupils are not

remembering as well. The 'new learning' part of the lesson begins with a 'discover task' which encourages pupils of all abilities to 'notice more'. Teachers use questioning in a 'relentless' manner, ensuring that ideas, thinking and answers are repeatedly shared. Pupils should hear and see concepts modelled multiple times by the adults and other pupils before they are asked to work independently. The journaling of ideas in the books provides a 'reference' that the pupils can refer back to. Top tips are particularly useful for this. Mastering Number is the bulk of the Reception maths curriculum and is also taught, in addition to daily maths lessons, in Years 1 and 2. Mastering number in Reception and KS1 helps to secure firm foundations in the development of good number sense for all children. Arithmetic lessons in KS2 help to develop fluency in multiplication and division facts, and a confidence and flexibility with number that exemplifies good number sense.

## EYFS

The percentage of children leaving EYFS at a good level of development (GLD):

	Oldway 2024-25 All	Oldway 2024-25 Non PP (52 pupils)	Oldway 2024-25 PP (6 pupils)	National
GLD	84%	90%	33%	68%

## Year 1 Phonics

The percentage of children who passed the phonics screening:

	Oldway 2024-25 All	Oldway 2024-25 Non PP	Oldway 2024-25 PP	National
Phonics	100%	100%	100%	80%

## Key Stage 1 Assessments

		Oldway 2024-25 All	Oldway 2024-25 Non PP	Oldway 2024-25 PP	National
Reading	EXS+	74%	76%	57%	72%
	GDS	19%	21%	0%	19%
Writing	EXS+	70%	73%	29%	64%
	GDS	9%	10%	0%	9%
Maths	EXS+	75%	77%	57%	73%
	GDS	13%	13%	14%	17%
Combined	EXS+	66%	70%	29%	59%
	GDS	7%	7%	0%	6%

## Key Stage 2 Assessments

		Oldway 2024-25 All	Oldway 2024- 25 Non PP	Oldway 2024- 25 PP	National
Reading	EXS+	71%	77%	56%	75%
	GDS	30%	33%	20%	33%
Writing	EXS+	77%	83%	60%	72%
	GDS	14%	17%	8%	13%
Maths	EXS+	77%	85%	56%	74%
	GDS	25%	30%	12%	26%
SPAG	EXS+	74%	79%	60%	73%
	GDS	25%	29%	16%	30%
Combined	EXS+	65%	71%	48%	62%
	GDS	11%	12%	8%	8%

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider
NELI	NELI
Read, Write, Inc	Read, Write, Inc
Times tables Rock Stars	Times tables Rock Stars
Power maths	Power maths
BookWrites	Devon
TIS (Trauma Informed Schools)	TIS