

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

This statement details our school's use of pupil premium (for the 2025 to 2026 academic year) 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
School Name	Oldway Primary School
Number of pupils in school	602
Proportion (%) of pupil premium eligible pupils	95/602 (15.7%) Ever 6 FSM 106/602 (17.6%) PP incl Service
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	December 2024 – December 2027
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Emma Bamber (Headteacher)
Pupil premium lead	Chris Hallett (Deputy Headteacher)
Governor / Trustee lead	Becky Ross

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£189,440 (2024-2025) £172,710 (2025-2026)
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>	£189,440 (2024-2025) £172,710 (2025-2026)

## 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 1	9	4	5	0	0	0	0	0	13.7%
Nursery 2	28	13	15	0	11	1	0	0	5.7%
Reception	76	32	44	3	36	4	12	0	4.9%
Year 1	55	26	29	3	19	8	12	1	5.0%
Year 2	80	35	45	1	27	11	13	0	4.1%
Year 3	93	59	34	3	36	11	19	6	4.1%
Year 4	93	48	45	5	45	22	19	3	4.9%
Year 5	83	52	31	7	33	13	18	2	4.8%
Year 6	85	41	44	1	32	25	15	5	7.0%

At Oldway Primary, we have a lower than national average number of pupils from disadvantaged backgrounds (15.7% compared to the national average of 25.7%). Each and every child is precious to us and we are determined that no child will be left behind. Many of our children from disadvantaged backgrounds have significant, additional barriers to learning (See challenges section below)

We intend for all our pupils from disadvantaged backgrounds to leave Oldway Primary School as confident, rounded individuals who are the best person that they can be. They will read fluently and widely, forming opinions on books and authors. They will write to express their views confidently, solve and reason with mathematical problems fluently, gain wider knowledge of the world around them through a carefully constructed and well sequenced curriculum alongside real life experiences.

They will compete in team events and perform on the stage, through plays, assemblies and playing a musical instrument. They will have hopes and dreams similar to or above those of their peers. They will have experienced the opportunity to be a leader and feel successful.

The aspirations and high expectations of all staff and children at Oldway ensure that their transition to the next stage of their education is an exciting and ambitious one for all.

## Challenges

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

Challenge number	Detail of challenge
1	<b><u>Vulnerabilities:</u></b> Through analysis of assessment data, behaviour analysis, speech & language needs and discussions with teachers, leaders have identified that a significant number of DPP children have increased vulnerabilities, including SEND, SEMH needs as well as medical and child protection concerns. These vulnerabilities affect their engagement with learning, their learning behaviours, their progress in lessons, their attendance, their own self-esteem and ultimately, the standard they reach in their outcomes. What we have discovered indicates underdeveloped oral language skills and vocabulary gaps amongst many of our disadvantaged pupils. This is evident from Reception through to Year 6 and generally are more prevalent among our disadvantaged pupils than non-disadvantaged pupils.
2	<b><u>Disengagement:</u></b> For children who are eligible for DPP funding, discussions with professionals in school confirm that these families require additional support e.g. Family Support Worker (FSW) support. Similarly, discussions with the FSW show that some parents with eligible children have concerns with their own skills. Therefore, they lack confidence to help their children with their learning. This increases the need for interventions for these children in addition to the timetabled English and Maths lessons in school to ensure these children keep up with the pace of learning. There is also a concern from teachers regarding the children's self-esteem and growth mindset in these situations. Our attendance data over recent years indicates that attendance amongst disadvantaged pupils is lower than for non-disadvantaged pupils.
3	<b><u>Social Factors:</u></b> For many of the pupils eligible for Pupil Premium funding, there are <b>social and emotional barriers</b> to their progress. These are most pronounced in playtimes and lunchtimes, where children are interacting with a large number of children. These situations can cause issues to arise between children, which impact on the progress of those children in the lessons following the playtime. Through conversations with parents and pupils, we have also discovered that not all eligible pupils experience a range of diverse cultural activities.

## 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
Improved achievement in reading, writing and maths from children eligible for DPP funding	<p>Reading, writing and maths outcomes in 2024/25 across the school, show that more disadvantaged pupils met the expected standard (when compared to outcomes of 2023/24).</p> <ul style="list-style-type: none"> <li>• Reading: 59% (57%) +2%</li> <li>• Writing: 44% (40%) +4%</li> <li>• Maths: 59% (56%) +3%</li> </ul> <p>Our intended outcome for 25/26, and beyond, is to further improve academic outcomes for all pupils, including DPP.</p>
Improved playtime and lunchtime social experiences for children eligible for DPP funding	<p>Pupil voice and staff report an increase in positive playtimes and lunchtimes for all pupils, including those pupils eligible for DPP funding. Y5 pupils are given responsibility to lead play through official leadership roles during lunchtimes.</p> <p>Our intended outcome for 25/26, and beyond, is that surveys, pupil voice and behaviour analysis demonstrate further improved social experience at school.</p>
Improved engagement in lessons by all pupils, including those pupils eligible for DPP funding.	<p>Teachers report that through developing the recent developments with oracy and also through 'Classroom Excellence', there has been an increased engagement within lessons by all pupils, including those pupils eligible for DPP funding.</p> <p>Our intended outcome for 25/26, and beyond, is that surveys, pupil voice, monitoring and coaching demonstrate improved engagement for all pupils, including DPP pupils.</p>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Improved attendance data from 2024/25 (when compared with 2023/24) demonstrated by:</p> <ul style="list-style-type: none"> <li>• the average attendance of disadvantaged pupils improving by 1.7%. 91.7% (from 90%)</li> <li>• the overall absence rate for all pupils dropping by 1%. 5.3% (from 6.3%)</li> <li>• the attendance gap between disadvantaged pupils and their non-disadvantaged peers also dropping by 1%. 3.6% (from 4.6%)</li> </ul> <p>Our intended outcome for 25/26, and beyond, is that the attendance gap decreases further.</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)

DPP Budgeted cost: £35,010

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Maths Mastery focus on developing journaling across the school</p> <p>Understanding to be deepened through questioning, maths talk and journaling.</p>	<p>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.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</a></p>	1, 2
<p>Development of adaptive teaching strategies to support all children regardless of background, in every subject through coaching using 'Steplab'.</p>	<p>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.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a></p>	1
<p>Develop writing across the school using 'Bookwrites' to ensure consistency across the school.</p>	<p>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. Further development is taking place with reference to the updated Writing Framework and the latest guidance with regards to the accuracy of writing, especially in the development of early writing.</p>	1
<p>Develop specific routines and expectations within teaching and learning through the use of 'Classroom Excellence'.</p>	<p>This is an approach to teaching with specific routines and expectations based on Steplab and Doug Lemov's 'Teach like a champion' principles</p> <p>It provides consistency for the pupils (and staff). Every moment matters, so if routine instructions can be explained 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.</p>	1, 2

	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a>	
Classroom Excellence: Oracy	<p>Maximising opportunities for oracy in the classroom. 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> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p>	1, 2
SEND (Cognition and learning) hubs	<p>Creating a classroom provision to support cognition and learning needs is essential to promote equitable and appropriate access to 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>	1, 2
Consistency in the teaching of reading and improved outcomes at all statutory data points.	<p>EEF toolkit – Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p>	1

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

DPP Budgeted cost: £115,407

Activity	Evidence that supports this approach	Challenge number(s) addressed
Role of the Pastoral Team to support children's social and emotional needs	<p>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.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>	2
Develop vocabulary/language in EYFS through adult support and intervention (NELI)	<p>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.</p> <p>NELI – to implement language intervention to improve listening, narrative and vocabulary development.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p>	
Additional phonics teaching in Y3 to address attainment gaps and ensure pupils meet the expected standard	<p>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 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> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	
Improve listening, narrative and vocabulary skills for disadvantaged pupils who have	<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</p>	

relatively low spoken language skills	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a>	
Additional tutoring through booster groups to address attainment gaps - Led by Y6 team (Spring term start)  Assembly tuition (Autumn term start)	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.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</a>	

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

DPP Budgeted cost: £22,293

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  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a>	2, 3
<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.  School staff need to provide significant pastoral support to identified pupils due to impact of national lockdown.  Children are settled in the school with effective support emotionally and socially in order to access learning and to have safe, cooperative playtimes.	2, 3

	<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> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>	
<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>	<p>Using Seesaw platform for communication and sharing children's achievements.</p> <p>FSW to support families in receipt of PPG.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p>	2
<p>To offer financial support for enrichment opportunities including: music tuition 50%</p>	<p>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.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a></p>	3
<p>To offer financial support for wider school opportunities such as clubs, enhanced curriculum provision, wrap around care and off-site visits.</p>	<p>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).</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</a></p>	3
<p>Riviera 70 activities (including forest school) - stimulating extended learning experiences help develop imagination and language development</p>	<p>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.</p>	3
<p>Improved playtime and lunchtime social experiences for all children including those</p>	<p>EEF toolkit – There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers) (+4 months)</p>	3



eligible for DPP funding	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p> <p>EEF toolkit – There is a small positive impact of physical activity on academic attainment (+1 month). Pupils need access to high quality physical activity as well for the other benefits and opportunities it provides.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</a></p>	
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**Total DPP budgeted cost: £35,010 + £115,407 + £22,293 = £172,710**

## 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.

##### 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 2 Assessments

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



### Externally provided programmes

Programme	Provider
N/A	

### Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information:</i> <b>How our service pupil premium allocation was spent last academic year</b>
<b>The impact of that spending on service pupil premium eligible pupils</b>

### Further information (optional)

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