

# Pupil Premium Strategy Statement – Oakridge Infant and Nursery School 2025 - 2026

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	266 pupils
Proportion (%) of pupil premium eligible pupils	44 pupils – 16.5%
Academic year/years that our current pupil premium strategy plan covers	2025-2026
Date this statement was published	14 <sup>th</sup> October 2025
Date on which it will be reviewed	30 <sup>th</sup> November 2026
Statement authorised by	Diane Charman Executive Headteacher
Pupil premium lead	Claire Cameron Deputy Headteacher
Governor	Ian Hemstock

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£56,755
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>	£56,755

# Part A: Pupil premium strategy plan

## Statement of intent

At Oakridge Infant and Nursery School, our intention is that all pupils—regardless of their background or the challenges they face—make good progress and achieve high attainment across all areas of the curriculum.

Our Pupil Premium strategy is designed to ensure that disadvantaged pupils are supported to achieve this goal, irrespective of their academic starting point. We are committed to providing equity of opportunity and fostering a culture of high expectations for every child.

We aim to:

- Remove barriers to learning created by individual circumstances, which may include academic, social, or family-related factors.
- Narrow the attainment gap between disadvantaged pupils and their non-disadvantaged peers, both within school and nationally.
- Ensure all pupils read fluently and with good understanding to enable them to access the full curriculum.
- Support vulnerable families to enable their children to engage fully in school life.
- Promote pupils' social and emotional wellbeing and resilience.
- Secure high attendance for all pupils so that they can benefit fully from education.

To achieve these aims, we will:

- Provide all teachers with **high-quality CPD** to ensure effective, inclusive, and evidence-based classroom practice.
- Deliver **targeted interventions** to address learning gaps swiftly, including small group and one-to-one support.
- Offer **enrichment opportunities**—such as sports, music, and educational visits—to broaden experiences and raise aspirations.
- Provide **pastoral and nurture-based support** so pupils are emotionally ready and able to learn.

## Challenges

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

Challenge number	Detail of challenge
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1	Pupils entering the EYFS with language and listening skills well below their developmental age and stage. A lack of early language skills within the early years impacts on pupils' ability to hear sounds when practising blending and segmenting. Therefore, impacting on early reading and fluency.
2	Pupils' vocabulary is limited due to a lack of exposure to the wider world, this in turn impacts on their ability to comprehend and read fluently
3	Pupils' speech, language and communication skills are poor which impacts on all areas of learning
4	Some of our disadvantaged parents and carers need access to emotional and practical support
5	Pupils' attendance is not in line with national and persistent absence is above national data for PP children

## 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 leave EYFS with improved language skills and they can listen appropriately for their developmental age and stage	Children's language skills are in-line with age expectations and a significant improvement from their starting point
Improve oral and language skills and vocabulary among disadvantaged children	Each child will show improvement in their phonic knowledge and apply this to their reading and writing. Children will engage in lessons and book scrutiny will show improved use of vocabulary
Disadvantaged children to feel confident in sharing their feelings, having strategies to manage and regulate their internal world, and to believe that they can do	Children who struggle have access to high quality, trained pastoral workers. It is evident that pastoral intervention has made a positive impact on their area of need (social, emotional and/or academic)
Parents to be able to access a variety of support (emotional and practical) and feel equipped to give their best to their children	Parents are aware of the pastoral support available at school. Demonstrate the positive support given through parent forums/workshops and the impact this has on the family life and the improved life chances of the children
Attendance for disadvantaged children improves and persistent absence reduces	Attendance data indicates that the gap to national closes year on year for persistent absences

## 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: £50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of Early Years Leader to support and deliver high quality training for EYFS and Nursery team	<ul style="list-style-type: none"> <li>Pupils make good progress Pupils in line with other disadvantaged children nationally and the gap closing between them and non-disadvantaged children</li> </ul>	1,2,3
Develop a knowledge-rich curriculum that includes broad exposure to new concepts and vocabulary	<ul style="list-style-type: none"> <li>Pupils have opportunities to rich learning experiences and develop their specific vocabulary linked to units taught</li> </ul>	1,2,3

### 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
Little Wandle catchup programme and on-going training	<ul style="list-style-type: none"> <li>Staff able to deliver high quality phonics lessons with children retaining the knowledge helping them to read fluently and with confidence.</li> <li>English manager/Phonics lead to coach and monitor the quality of provision in phonics and reading.</li> </ul>	1,2,3,
Purchase of books and resources to deliver	<ul style="list-style-type: none"> <li>Children exposed to high quality, decodable texts to support their learning to read.</li> </ul>	1,2,3

high quality phonics and reading lessons	<ul style="list-style-type: none"> <li>• Reading flood – access to text for all children.</li> </ul>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide a subsidy for disadvantaged children as needed towards trips, uniform, PE kit, etc	<ul style="list-style-type: none"> <li>• All children can participate in trips and visits and have the correct kit to take part in school activities</li> </ul>	4,5
Monitor attendance/punctuality and support parents in understanding the importance of being at school.	<ul style="list-style-type: none"> <li>• Attendance at school is vital to narrowing learning gaps and improving life chances</li> </ul>	1,2,3,4,5
<p>Provide pastoral support and social support sessions for vulnerable children.</p> <p>Vulnerable children are given support to manage their worries, emotional well-being and mental health.</p> <p>They are better equipped to engage in social activities too.</p> <p>The pastoral team receives regular, up-to date training.</p>	<ul style="list-style-type: none"> <li>• Pupils with better health and wellbeing are likely to achieve better academically</li> <li>• Effective social and emotional competencies are associated with greater health and wellbeing, and better achievement</li> <li>• The culture, ethos and environment of a school influences the health and wellbeing of pupils and their readiness to learn</li> </ul>	4,5

**Total budgeted cost: £80,000**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

- All staff trained to support disadvantaged pupils; annual Little Wandle phonics training completed.
- Targeted staff deliver focused catch-up and rapid progress sessions following specific training.
- High engagement in before/after school clubs: Autumn 83%, Spring 87%, Summer 90%.
- Phonics screening outcomes above national average – 82.8%.
- Increased access to pastoral support for families, particularly around mental health.
- Strong attendance and engagement – disadvantaged attendance 2024–25: 95%.

### Externally provided programmes

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

Programme	Provider
TTRockstars/Numberbots	<a href="https://trockstars.com/">https://trockstars.com/</a>
Collins Ebooks	<a href="https://www.collinshub.co.uk/">https://www.collinshub.co.uk/</a>
Widget	<a href="https://widgeonline.com/en/home">https://widgeonline.com/en/home</a>
Hamish and Milo – Wellbeing Resources	<a href="https://hamishandmilo.org/">https://hamishandmilo.org/</a>

### Service pupil premium funding (optional)

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