



Oaklands Infant School Pupil Premium Strategy

This statement details our school's use of pupil premium for the 2026 to 2027 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Oaklands Infant School
Number of pupils in school	158
Percentage of school population	7 % (11 Targeted) 3 % (5 Expanded)
Academic year/years that our current pupil premium strategy plan covers	2026 - 29
Date this statement was published	September 2026
Date on which it will be reviewed	July 2027
Statement authorised by	Catherine Williams
Pupil premium lead	Samantha Jones
Governor / Trustee lead	Charly Thackrah

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£15,950
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£15,950

Part A: Pupil premium strategy plan

Statement of intent

At Oaklands Infant School we will use pupil premium funding to improve the progress and attainment of disadvantaged pupils.

We understand that using our pupil premium funding to improve teaching quality is the most effective way to improve outcomes for disadvantaged pupils. Additionally, we will identify the specific challenges faced by our disadvantaged and vulnerable pupils, both academic and non-academic. Due to the smaller number of PPG eligible children much of our funding will be towards improving the quality of teaching and bespoke academic interventions.

Our strategy plan will focus on the controllable challenges that are having the most significant adverse impact on our disadvantaged pupils. We understand that good teaching is the most important lever schools have with which to improve outcomes for disadvantaged pupils, and so this remains our primary focus.

Our approach demonstrates our understanding that the causes and consequences of disadvantage are varied: disadvantaged students are not a homogeneous group, and so in addition to ensuring a basic entitlement to good and better teaching, we will aim to address individual's barriers to learning from a small but effective menu of additional provision. Wider strategies such as family support, parent partnerships, and our work around improving behaviour and attendance is the third tier, aimed at the most significant non-academic barriers to success.

We will consider evidence summaries, including EEF, and seek out proven strategies where context and outcomes match the need of pupils at Oaklands Infant School.

Challenges

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

Challenge number	Detail of challenge
1	Significant barriers impact progress for many of our disadvantaged pupils. SEN and low prior attainment can be a significant challenge to expected progress and ambitious achievement. KS1 children have low starting points for phonics and decoding. EYFS children have low starting points for COEL
2	Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress. Last year attendance for our PPG cohort was 89.27% which negatively compares to the school's average attendance of 96.3%
3	Observations, monitoring of individuals and conversations with parents have identified an increase in frequency and scale of difficulties with wellbeing & self-regulation. Anxiety, social and emotional difficulties, self-regulation

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
High-quality teaching and learning of early reading as standard for all pupils	Achieve strong internal evidence of disadvantaged pupils being on-track to achieve outcomes for phonic screens and end of key-stage assessments.
Accelerated progress achieved for all disadvantaged pupils, including those with SEN	All disadvantaged pupils make good and better progress from starting points because of effective high-quality teaching, one-planning, structured conversations and impactful interventions.
Attendance for disadvantaged pupils to be in line with the school average of 96%.	Attendance for disadvantaged pupils to have significantly improved and be broadly in line with the school average. Significant reduction in levels of persistent absenteeism.
Children are happy, engaged and ready to learn.	Reduced levels of pupil anxiety and improved wellbeing. Evidenced in • Information from pupil voice, parent surveys and teacher observations • An increase in provision and participation in enrichment activities, particularly among disadvantaged pupils. • Children access most of the class learning. • Children are ready for their next steps in primary education.

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: £4600

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for all teaching staff and coaching feedback to ensure we meet the needs of all learners, particularly our disadvantaged pupils. Improving reading and writing, provide effective support for PPG children Improve inclusion through explicit instruction, scaffolding & calm environments	There is a strong evidence base that suggests quality first teaching has the greatest impact on all learners. The EEF Great Teaching guide states that 'Great teachers: 1. understand the content they are teaching and how it is learnt 2. create a supportive environment for learning 3. manage the classroom to maximise opportunity to learn 4. present content, activities and interactions that activate their students' thinking' https://assets.website-files.com/5ee28729f7b4a5fa99bef2b3/5ee9f507021911ae35a06c4d_EBE_GTT_EVIDENCE%20REVIEW_DIGITAL.pdf?utm_referrer=https%3A%2F%2Fwww.greatteaching.com%2F	1
Team teaching and coaching feedback from excellent practitioners and external professional partners (such as the CTSA) to develop classroom practise. Phonics Handwriting SHREC – quality interactions	The EEF Guide to Effective Professional Development suggests that we should 'ensure that professional development effectively builds knowledge, motivates staff, develops teaching techniques, and embeds practice'. https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/effective-professional-development/EEF-Effective-PD-Recommendations-Poster.pdf?v=1692944202 By continuing to improve the quality of teaching through an effective CPD program we will improve the learning for all as well as the disadvantaged.	1

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

Budgeted cost: £3000

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:2:1 or small groups sessions delivered by HLTA and LSAs. Targeted and structured interventions to improve phonic and address SEMH needs. Bespoke phonic interventions, Lexia program, play club, ELSA therapy	EEF guidance report Improving Literacy in KS1 makes the following recommendations: Use high-quality structured interventions to help pupils develop their reading skills Use high quality information about pupils' current capabilities to select the best next steps for teaching. https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/literacy-ks-1/Improving Literacy in KS1 Recommendations Poster.pdf?v=1692959006 EEF also states that improving Social and Emotional learning at schools offer school leaders six practical recommendations to support good SEL for all children. It stresses this is especially important for children from disadvantaged backgrounds and other vulnerable groups, who, on average, have weaker SEL skills at all ages than their better-off classmates. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel	1,3
We provide a bespoke SEMH/SEND pathway for a small number of pupils whose complex needs necessitate a highly individualised approach to learning, enabling engagement with education at an appropriate level.	Provision is tailored to individual need, following EEF guidance that recommends schools build a holistic understanding of pupils' needs and provide carefully selected targeted support where barriers prevent full access to the mainstream curriculum.	1, 3
We will fund teacher release to enable teachers to lead feedback/conferencing sessions with pupils to ensure they are aware of their learning goals.	EEF states that feedback is information given to the learner about the learner's performance relative to learning goals or outcomes. It should aim to (and be capable of producing) improvement in students' learning. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback The Great Teaching guide also suggests that 'creating a climate of high expectations, with high challenge and high trust, so learners feel it is okay to have a go; encouraging learners to attribute their success or failure to things they can change'.	1

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

Budgeted cost: £8,350

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve parental support and partnership through a 'Structured Conversation' approach	Our structured conversation approach actively involves parents in supporting their children's learning and development. It includes: Approaches that encourage parents to read and talk with their children at home or to participate in activities in the early years setting. Intensive programmes for disadvantaged families or families in crisis, for example, through settings appointing a family liaison that work with parents through either home visits or other targeted approaches. We have been careful to ensure that this work builds on that undertaken in previous years, helping us to progress towards our three-year long focus for improvement. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	1,2,3
Offering targeted support to improve wellbeing and attendance. Family Support Worker	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): EEF Social and Emotional Learning. pdf(educationendowmentfoundation.org.uk) The DfE guidance 'improving school attendance' has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. Parental engagement EEF toolkit (+4) Social and Emotional Learning – EEF (+4)	2
To offer our disadvantaged children full access to our enrichment curriculum. Personal development	The benefits of curriculum enrichment opportunities have a positive impact on both learning and well-being. We are committed to ensuring that provision is not limited by children's financial circumstances. https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment	3

Total budgeted cost: £ 15,950

Part B:

Review of the Previous Academic Year 2025-26

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2025 to 2026 academic year using a combination of national assessment outcomes and our own internal formative and summative assessments. There were 12 pupils eligible for Pupil Premium funding across the school, which is a small percentage of the population (7%) making statistical trends and comparisons between years not meaningful.

Outcomes for disadvantaged pupils were encouraging, particularly given the small cohort size and the additional needs presented by some pupils. All Year 2 disadvantaged pupils successfully met the expected standard in the Phonics Screening Check, ensuring they were better prepared for the next stage of their education. In mathematics, 3 out of 4 Year 2 disadvantaged pupils achieved the expected standard or above, while 2 out of 4 achieved the expected standard or above in reading.

In Year 1, 1 out of 3 disadvantaged pupils achieved the expected standard or above across reading, writing and mathematics. Within Reception, despite two pupils having significant SEND needs, 3 out of 5 disadvantaged pupils achieved the Early Learning Goal in reading. These outcomes reflect the positive impact of targeted interventions and support programs, although SEND-related barriers continued to affect attainment for some pupils.

Attendance and Wellbeing

Improving attendance remained a key priority throughout the year. Through regular communication with families, attendance monitoring, structured support and the involvement of the Family Support Worker, attendance for disadvantaged pupils improved over the course of the year. Two disadvantaged pupils achieved attendance rates above national expectations.

Our work to strengthen relationships with families has supported greater engagement with school and contributed to improved outcomes for children. Pupils demonstrated increased confidence, resilience, and independence, alongside stronger characteristics of effective learning. These improvements have supported both academic progress and personal development.

Evaluation of Approaches

Our evaluation indicates that the approaches funded through the Pupil Premium Strategy were successful in addressing a range of barriers to learning. Targeted phonics support and early reading interventions contributed to all Year 2 disadvantaged pupils passing the Phonics Screening Check. Reading interventions and personalised support enabled two Year 2 pupils to achieve the expected standard or above in reading.

Pastoral support was strengthened through the work of the Family Support Worker, who provided targeted support to two families. This support helped to improve engagement with school, strengthen home-school relationships, and ensure children were better able to access learning and achieve success in school.

Interventions focused on developing learning behaviours, attendance, wellbeing, and academic attainment have been particularly effective. While some pupils continued to face significant challenges arising from SEND and wider vulnerabilities, pupils made positive progress from their starting points and benefited from a personalised approach to support.

Key Successes and Challenges

Key successes this year included:

- Stronger relationships with parents and carers, leading to improved engagement with school.
- Improved attendance for disadvantaged pupils.
- All Year 2 disadvantaged pupils passing the Phonics Screening Check.
- Positive development of pupils' characteristics of effective learning, including resilience, confidence, and independence.
- Ensuring pupils leaving Oaklands were well prepared for the next stage of their education.

Challenges remain in securing consistently high attainment outcomes for disadvantaged pupils with complex SEND needs, as well as continuing to narrow attainment gaps in reading and writing.

Next Steps

We have reviewed our strategy plan and will continue to refine our approach for 2026 to 2027.

Priorities will include:

- Continuing targeted early reading and phonics interventions.
- Strengthening support for disadvantaged pupils with SEND through personalised provision.
- Further embedding attendance systems and family engagement strategies.
- Continuing Family Support Worker involvement for vulnerable families.
- Developing pupils' language, vocabulary, and communication skills through high-quality teaching and targeted interventions.
- Maintaining a strong focus on pupil wellbeing, resilience, and readiness to learn.

These priorities will ensure that disadvantaged pupils continue to receive the support needed to achieve positive outcomes both academically and personally.