

Pupil premium strategy statement – Oxon CE Primary School

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	427
Proportion (%) of pupil premium eligible pupils	10% (35 FSM6, 7 PLAC)
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)	2024-2025 (2022-2025)
Date this statement was published	19 th December 2024
Date on which it will be reviewed	18th July 2025 (plus interim reviews)
Statement authorised by	Mark Rogers
Pupil premium lead	Diane Reeves
Governor / Trustee lead	Dr Eric Stannard

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£69,790
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
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>	£69,790

Part A: Pupil premium strategy plan

Statement of intent

Our vision for all children is:

A happy and secure atmosphere

We aim for our school to have a happy, caring and friendly atmosphere underpinned by Christian values. We seek to provide a supportive learning environment that is calm, positive and purposeful.

Love of Learning

We aim to foster within children a love of learning and a confidence in their own abilities that will stay with them throughout their formal education and beyond.

The best for each child

We value a spirit of mutual respect and inclusiveness. We strive to offer a rich and broad curriculum supported by a wide range of extra-curricular activities. It is our belief that these high-quality experiences build character, strengthen self-esteem and help to prepare children to fulfil their personal potential in future life.

Our 'ultimate objectives' for our disadvantaged pupils are the same as for all our other children and are articulated above. We recognise that many of our disadvantaged children may need more support in achieving this vision. The 'culture' of our school is explicitly and actively committed to supporting our disadvantaged children in achieving their potential.

An overview of strategy:

The School Improvement Plan contains:

- Effective plans and strategies for staff CPD.
- Detailed plans and arrangements for the monitoring of teaching, planning and scrutiny of books.
- Detailed plans for the cycle of continual improvement.

Key elements of our strategy include:

Teaching:

- Teachers monitoring end of half term and full term assessments through review meetings. This process looks in detail at the progress children are making in the light of previous assessments.
- Teachers monitoring summative assessments. These review meetings are frequently combined with the above and inform judgements about progress.
- Teachers designing provision maps, each term, to support the progress of identified children. The process of producing, evaluating and updating these plans contributes to the monitoring of the progress of disadvantaged children. Teaching assistants and other professionals, such as the SENDCo, are involved in this process.
- The Pupil Premium Lead (deputy headteacher) has the lead role in relation to disadvantaged children. She carries out additional tracking in relation to the end of term assessments and summative data for our disadvantaged children.
- The headteacher, SLT and governors monitor data that includes summary information about the progress of disadvantaged children.

Targeted support:

- Targeted support is delivered by teaching assistants and some outside agencies to enable all children, including disadvantaged children to achieve their best outcomes. This targeted support is delivered in a variety of forms, including individual and group and is timed and structured to meet the needs of the children as appropriate. When appropriate, additional teachers, including the deputy headteacher, deliver targeted support.
- School improvement plan outlines the systems for monitoring, supporting and developing the quality of targeted support sessions.

Wider strategies:

The class teachers have a central role in the development of the 'whole child', their engagement in school and contribution to the full life of the school, including areas such as the arts and sports.

- The Pupil Premium Lead (deputy headteacher) reviews the broader development of disadvantaged children. She evaluates this progress and arranges additional interventions and support as required. She works closely with the following:
 - Class teachers
 - Teaching Assistants
 - SENDCo
 - SLT and Headteacher
- The 'culture' of the school is to be explicitly and actively committed to supporting disadvantaged children.

The Pupil Premium Lead (Deputy Headteacher) will monitor this by talking to children about their work across the curriculum, their wider experiences at school and their personal goals. The achievement of personal goals will be a focus for discussions between staff and children at a class level and will be supported both informally and formally as appropriate.

The child's end of year report will provide evidence of progress on this journey.

Challenges

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

Challenge number	Detail of challenge
1	The number of disadvantaged pupils who are also identified as having SEND.
2	The lack of resilience impacting on self-confidence and co-operation when approaching work.
3	The mobility of disadvantaged pupils.
4	Social and emotional issues which affect learning behaviours and have an impact on independent learning.
5	Access to some extra-curricular activities/educational experiences such as homework clubs, educational visits, residential visits and music lessons.

6	A lack of aspirations for their futures reducing their motivation and commitment to learning.
7	Challenges with home learning environments. This could include access to suitable IT equipment and availability of adult support.
8	Ability of parents/ carers to fully support access to wider experiences.
9	Teaching: Ensuring that disadvantaged children receive the most effective teaching at all times. Key areas of focus for 2024-25: <ul style="list-style-type: none"> • English and maths, with a particular focus on maths, reading and phonics. • Further developing the wider curriculum. • Further develop assessment.
10	Targeted support: Ensuring that the decision to deliver an intervention for an individual child carefully ensures that the benefits of that intervention fully justify the withdrawal from any activities planned for that time. Ensuring that interventions are focussed on the most critical areas of need for the child. Ensuring the highest quality of planning and delivery of interventions.
11	Wider strategies: Ensuring that the planned activities fully support the children's welfare, personal skills, self-esteem and confidence.
12	Attendance: Ensuring that disadvantaged children receive a full education, and all that school has to offer them, by attending school on time and for the required length of time.

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
Ensuring that each identified disadvantaged child makes very strong academic progress to reach their potential.	<ul style="list-style-type: none"> • A clear focus on 'quality first teaching', to provide consistently high standards, by setting expectations, monitoring performance and delivering best practice. (Lesson observations, drop ins and book scrutinises). • School tracking systems and improvement calendar related reviews to specifically focus on the progress of disadvantaged children.

	<ul style="list-style-type: none"> • School intervention planning systems and calendar related reviews to specifically focus on support for disadvantaged children. • Pupil Premium Lead to review the academic progress of all disadvantaged children and initiate additional actions and support where required. <p>In the academic year 2024-2025 specific areas of focus include:</p> <ul style="list-style-type: none"> • Ensuring reading, writing and maths scores continue to return to, or exceed pre-Pandemic levels. • Ensuring phonics scores return to high pre- Pandemic levels. • Ensuring ability in phonics in lower key stage 2 return to pre-Pandemic levels. • Review of interventions provision – Ensuring that an appropriate balance between ‘quality first teaching’ and relevant interventions is maintained.
Ensuring that all disadvantaged children receive the highest level of support for their pastoral, academic and cultural capital needs	<ul style="list-style-type: none"> • Staff to review disadvantaged children’s pastoral, academic and cultural capital needs and initiate additional actions where required. This process will occur through calendar related reviews and from informal monitoring by staff in relation to any issues that arise. • Pupil Premium Lead and SENDCo to coordinate support for all disadvantaged children and initiate additional actions and support where required.

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: £0

Activity	Evidence that supports this approach	Challenge number(s) addressed

Note: Funding for this work comes from our main school budget. Details of this work can be found in our School Improvement Plan.

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

Budgeted cost: £39,233

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted Teaching Support</p> <p>The Deputy Headteacher will be released for a regular amount of time each week to provide additional small group support for children who are identified as making slower rates of progress in English in upper KS2. The sessions will generally last for two hours and run over a four or six week period. Children may receive several blocks of intervention during an academic year.</p> <p>The focus of this intervention will normally be on short term targets that are assessed each half term throughout the year. We have seen clear evidence of children in these target groups achieving increased numbers of medium-term targets.</p> <p>(£2,512)</p>	<p>Note: We make evidence-based judgements about how best to use the additional funding for disadvantaged pupils. Publications from the Children’s Commissioner, the Education Endowment Foundation and other relevant sources are used.</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/</p> <p>Core strategies we use:</p> <ul style="list-style-type: none"> • Metacognition and Self-Regulation +7 (Mainly through Quality First approaches.) • Feedback +8 (Through Quality First approaches and reinforced/enhanced through teacher/TA led interventions.) <p>Small group tuition +4 (Through teacher/TA led interventions.)</p>	<p>1,2,3,4,6,9,10</p>
<p>Teaching Assistant Support</p> <p>The school will fund additional teaching assistant hours to support disadvantaged children in their learning. A particular focus will be on children identified as making slower rates of progress or at risk of not maintaining good</p>	<p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/</p> <p>Core strategies we use:</p> <ul style="list-style-type: none"> • Teaching Assistant Interventions +4 • Metacognition and Self-Regulation +7 • Feedback +8 • Small group tuition +4 	<p>1,2,3,4,6,7,9,10</p>

<p>progress. Support will be provided in a variety of different ways to individuals or small groups. Some support will be embedded within the class and other support will be additional interventions. (£24,160)</p>		
<p>Pupil Premium Lead</p> <p>The Pupil Premium Lead (Deputy Headteacher) will be released for a regular amount of time each week to monitor the progress of Pupil Premium children and support them. This will involve monitoring books and assessments, spending time observing the children at work, and talking to children about their learning and wider experiences at school. Liaison will take place with school staff, including the SENDCo, teachers, teaching assistants, and parents to support the children in a positive way. Adjustments to interventions and additional actions will be taken, as required, as part of this process. Teacher and teaching assistant CPD will continue to be delivered by the Deputy Headteacher to raise the profile of support for disadvantaged children. (£12,561)</p>	<p>The evidence for this is contained in all the other sections but also includes:</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/</p> <ul style="list-style-type: none"> • Parental engagement +4 	<p>1,2,3,4,5,6,7,8,9,10,11,12</p>

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

Budgeted cost: £30,557

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Support from specialist agencies</p> <p>Some of the Pupil Premium grant will be used to purchase support from specialist agencies e.g. The Learning Support Advisory Team, Outreach Services (Learning), Outreach Services (SEMH/ND), Educational Psychologist, Year 7 transition support etc, to support a number of Pupil Premium children and their families.</p> <p>(£4,400)</p>	<p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/</p> <ul style="list-style-type: none"> • Social and emotional learning +4 • Parental engagement +4 • Behaviour interventions +4 	<p>1,2,3,4,9,11,12</p>
<p>SENDCo Early Help Support</p> <p>The SENDCo provides Early Help and appropriate family support for disadvantaged children. Time will be spent liaising with the Early Help Team (Shropshire Council), specialist agencies and the families of disadvantaged children.</p> <p>(£23,247)</p>	<p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/</p> <ul style="list-style-type: none"> • Social and emotional learning +4 • Parental engagement +4 • Behaviour interventions +4 	<p>1,2,3,4,6,7,8,9,10,12</p>
<p>Homework Club - We will run a homework club with a particular focus on disadvantaged children. The club will include time working with our 'MyMaths' resource that requires access to a home computer.</p> <p>(£1,902)</p>	<p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/</p> <ul style="list-style-type: none"> • Homework +5 • Extending school time +3 • Teaching Assistant Interventions +4 	<p>1,2,4,5,7,11</p>
<p>After School Clubs - After school clubs are free for all children at Oxon. These are not funded by Pupil Premium but do represent a significant</p>	<p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/</p> <ul style="list-style-type: none"> • Physical activity +1 	<p>5,8,11</p>

<p>commitment from the school to support a fully inclusive community. This approach has particular benefit for disadvantaged children.</p> <p>Access to school-based clubs will be monitored by the Pupil Premium Lead (Deputy Headteacher). Children and parents will be encouraged to access school-based provision and will be signposted to wider provision as necessary.</p>	<ul style="list-style-type: none"> • Arts participation +3 	
<p>School Visits - A small amount of Pupil Premium money is used to fund free or subsidised places for disadvantaged children on school visits. (£658.58)</p>	<ul style="list-style-type: none"> • Educational visits at Oxon are a key part of our curriculum. They are fully integrated with the planned learning. • Conversations with children and parents tells us that these visits are greatly valued. 	5,8,11
<p>Music lessons - Shropshire Council operates a system of providing free music lessons for children in receipt of free school meals; this is funded directly via the Shropshire Music Service. A small amount of our Pupil Premium money is used to fund free music lessons for children who are not eligible for the external funding. (£100)</p>	<p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/</p> <ul style="list-style-type: none"> • Arts participation +3 	5,7,8,11
<p>School Uniform (£150)</p>	<ul style="list-style-type: none"> • Conversations with children and parents tells us that these contributions are very helpful. 	11
<p>Other Resources (£100)</p>	<ul style="list-style-type: none"> • Conversations with children and parents tells us that these contributions are very helpful. 	11

Total budgeted cost: £69,790

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

In summer 2024, all children received detailed end of year reports with progress and attainment grades for each curriculum area. Comments and judgements made by the class teachers indicate that in other areas of the curriculum disadvantaged children made broadly good progress.

School data and observations (including information held on the school tracker, CPOMs and other records held by the headteacher, deputy headteacher (Pupil Premium Lead) and SENDCo (Wellbeing lead) are monitored regularly to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing. Appropriate individual support is provided by both school staff and outside agencies to ensure the needs of the children are met.

Following school-based assessments during the year 2023-24, the internal data indicates that our disadvantaged pupils, across the school as a whole, performed slightly lower than our non-disadvantaged pupils.

We are not able to calculate KS1-KS2 progress scores for the academic year 2023/24 because there is no KS1 baseline available to calculate primary progress measures for these years due to Covid-19 disruption. We are also unable to show results broken down by prior attainment. The data for our disadvantaged pupils at the end of key stage two indicates that the rates of progress they made were slightly lower than our non-disadvantaged pupils.

Evidence nationally shows that, overall the performance of disadvantaged pupils is lower than that of other pupils. The 2024 national figures for performance for disadvantaged pupils at the end of key stage two show that our disadvantaged pupils have performed slightly below our non-disadvantaged pupils but above other disadvantaged pupils nationally. Out of the nine disadvantaged pupils in year 6, five were SEND (56% SEND).

Closing the gap between disadvantaged and non-disadvantaged pupils across the school in reading, writing and maths has become a greater priority since the 2019 Covid pandemic. The challenges faced by some of our children are significant. However, the internal data indicates that although there are still gaps in places, the gaps are reducing. The use of regular formative assessments ensures that attainment and progress are tracked and causes for concern are noted. Support is planned in and completed to address these needs.

High quality provision is supporting pupils to make appropriate progress in their learning from their respective starting points. There is a continued improvement in the standards achieved by our disadvantaged children as a result of effective planning, 'quality first teaching', feedback, appropriate interventions, accurate provision mapping, personalised learning experiences and the effective use of resources tailored to pupils' current and future needs. Most disadvantaged pupils make similar progress to our non-disadvantaged pupils.

At present, we are on target to achieve the outcomes of our strategy (as outlined in the Intended Outcomes section above). All aspects of our strategy are working well. However, there

is always a need for a flexible approach to address the changing needs and challenges of some of our disadvantaged pupils.

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

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

This money was spent in a very similar way to that outlined in our main Pupil Premium allocation. The range of strategies outlined above were deployed for service children. (Obviously the average amount of finance available is much smaller than the £1,455 Pupil Premium amount.)

The impact of that spending on service pupil premium eligible pupils

The ongoing cycle of pupil review monitors closely the journey of all children. A number of our service children have benefited from additional support that has been funded through this allocation.

Further information (optional)