

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	428
Proportion (%) of pupil premium eligible pupils	7% (25 FSM6, 5 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)	2025-2026 (2023-2026)
Date this statement was published	19 th December 2025
Date on which it will be reviewed	17 th July 2026 (plus interim reviews)
Statement authorised by	Mark Rogers
Pupil premium lead	Kate Thurston
Governor / Trustee lead	Dr Eric Stannard

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£49,850
Recovery premium funding allocation this academic year	£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>	£49,850

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 whole school improvement.

Key elements of our strategy include:

Teaching:

- Teachers purposeful use of assessment and monitoring of summative assessments through review meetings. This process looks in detail at the progress children are making in the light of previous assessments, informs judgements about progress and contributes to decisions about the use of quality structured interventions linked to classroom teaching.
- Teachers design termly provision maps, to support the progress of identified children. The process of producing, evaluating and updating provision maps contributes to the monitoring of the progress of disadvantaged children. Teaching assistants and other professionals, such as the SENDCo, are involved in this process.
- Teachers use assessment effectively to intervene early and prevent gaps growing, prioritising early education.
- The Pupil Premium Lead (deputy headteacher) carries out additional tracking of summative data for our disadvantaged children.

- The headteacher, SLT and governors monitor data that includes summary information about the progress of disadvantaged children.
- The headteacher, deputy and SLT mentor and coach ECT teachers and new teaching staff to Oxon, to build teacher knowledge and expertise.
- As part of the school improvement plan continual and collegiate curriculum development supports high quality teaching, with a particular focus on foundational knowledge for all 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. Additional teachers, including the deputy headteacher, deliver targeted support as required. Quality structured interventions are linked to classroom teaching whenever possible and aim not to limit access to the wider curriculum.
- 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 aim is for all children to attend, belong and succeed and our strategy aims to overcome non-academic barriers to learning.

- The Pupil Premium Lead (deputy headteacher) reviews the broader development of disadvantaged children, including well-being and attendance. 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.

Our strategy is a whole school, united approach to ensuring the best for every child, in a happy and secure atmosphere whilst fostering a love of learning.

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	Social and emotional issues which affect learning behaviours and have an impact on independent learning.
4	Access to some extra-curricular activities/educational experiences such as homework clubs, educational visits, residential visits and music lessons.
5	A lack of aspirations for their futures reducing their motivation and commitment to learning.
6	Challenges with home learning environments. This could include access to suitable IT equipment and availability of adult support.
7	Ability of parents/ carers to fully support access to wider experiences.
8	<p>Teaching:</p> <p>Ensuring that disadvantaged children receive the most effective teaching at all times.</p> <p>Key areas of focus for 2025-26</p> <ul style="list-style-type: none"> • English - a particular focus on improving reading ages, phonics levels and spoken English. • Math- Foundation knowledge (number bonds, multiplication tables and retention of maths vocabulary). • Coaching and mentoring of new staff. • Purposeful use of assessment.
9	<p>Targeted support:</p> <p>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.</p> <p>Ensuring that interventions are focussed on the most critical areas of need for the child.</p> <p>Ensuring the highest quality of planning and delivery of interventions.</p>
10	<p>Wider strategies:</p> <p>Ensuring that the planned activities fully support the children's welfare, personal skills, self-esteem and confidence.</p>
11	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.
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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. • 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 2025-2026 specific areas of focus include:</p> <ul style="list-style-type: none"> • Review of interventions provision – Ensuring that an appropriate balance between ‘quality first teaching’ and relevant interventions is maintained. • Ensuring that assessments made lead to action in terms of planned teaching provision or targeted interventions.
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
<p>Note: Funding for this work comes from our main school budget. Details of this work can be found in our School Improvement Plan.</p>		

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

Budgeted cost: £29,758

Activity	Evidence that supports this approach	Challenge number(s) addressed
<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 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.</p> <p>£ 21,476</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 	1,2,3,4,6,7,9,10
<p>Pupil Premium Lead</p> <p>The Pupil Premium Lead (Deputy)</p>	<p>The evidence for this is contained in all the other sections but also includes:</p>	1,2,3,4,5,6,7,8,9,10,11,12

<p>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.</p> <p>£8,282</p>	<p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/</p> <ul style="list-style-type: none"> • Parental engagement +4 	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 20,092

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>£3,862</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>£13,280</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>£1,900</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. £700</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: £ 49,850

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

In summer 2025, 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.

We are not able to calculate KS1-KS2 progress scores for the academic year 2024/2025 because there is no KS1 baseline available to calculate primary progress measures for these years due to Covid-19 disruption.

The data for our disadvantaged pupils at the end of key stage two in 2025 indicate an attainment overview of 100% gaining expected standard in reading (with 50% at greater depth), 75% gaining expected standard in maths (with 25% at greater depth) and 100% gaining expected standard in writing (with 25% at greater depth).

Evidence nationally shows that overall, the performance of disadvantaged pupils is lower than that of other pupils. The 2025 national figures for performance for disadvantaged pupils at the end of key stage two show that our disadvantaged pupils have performed above other disadvantaged pupils nationally.

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 £1,480 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)