

Pupil premium strategy statement - Oakhill Primary Academy

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	324
Proportion (%) of pupil premium eligible pupils	27%
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 Year 1 2025-2026 Year 2 2026-2027 Year 3
Date this statement was published	December 2025 (Year 2/3)
Date on which it will be reviewed	November 2026
Statement authorised by	Jo Gibbons/Mick Neal
Pupil premium lead	Jo Gibbons
Governor / Trustee lead	Mick Neal

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£98,775
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£98,775

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about our use of Pupil Premium and Recovery Premium funding, we have considered the context of the school following a global pandemic and the subsequent challenges faced by pupils at Oakhill Primary Academy.

Context

Oakhill is a relatively large Primary Academy with 1.5 form entry. We serve the Ardsley community in Barnsley, with relatively low deprivation. 20% of our pupils were eligible for Pupil Premium in 2023-24 and this increased to 23% in 2024-25 and 27% in 2025-26 this academic year.

At Oakhill Primary Academy, our ultimate aim is to provide an excellent education for all our pupils, giving them vast and wide-ranging opportunities. We want them to find the 'things' they truly love (and excel in) that will shape their lives and the future. Some pupils from disadvantaged backgrounds require additional support and we will use all the resources available to help them achieve their full potential.

We feel it is our moral duty to prepare our learners for the next stage in their life. Therefore, our disadvantaged pupils receive the very best quality first teaching and through further enhanced provision and are targeted to ensure they have the same opportunities as their peers. Common barriers to learning for our disadvantaged pupils can be less support at home, weak language and communication skills, lack of confidence and self-esteem, and attendance and punctuality issues.

The funding is used across a range of different initiatives where it supports the families in order to secure the best outcomes. We work carefully to ensure our pupils feel safe, happy and have the resources to develop their emotional and social well-being. Staff are involved in the Raising Attainment & Progress (RAP) analysis so they are fully aware and are able to identify the strengths and weaknesses of our pupils.

Key Principles

We ensure that:

- the quality of teaching is at least good and that lessons are carefully designed to meet the needs of all the pupils and accelerate progress towards age related expectations
- we have good systems for the assessment of all pupils, and that our analysis and planning for future learning is detailed and precise
- we have a sharp focus on equality of opportunity for all pupils and are fully committed to providing our children with the knowledge, skills and experiences which they need to access the next stage of their educational journey, and beyond

Challenges

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

Challenge number	Detail of challenge
1	Weak language and communication skills (SALT)
2	Low attainment in Reading, Writing, Maths and the MTC
3	35% of our PPG pupils have additional SEND barriers
4	PPG pupils attend school less often
5	Low self-confidence and self-esteem

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
1	Development of language rich environments to improve SALT outcomes	Increase speaking and listening skills and close gaps
2	Increased attainment of ARE and GDS at statutory points of assessment	Increase attainment in line or above national data at EYFS, KS1 and KS2 points of assessment in Reading, Writing, Maths, SPaG, Phonics and MTC.
3	Ensure the needs of all pupils with SEND are identified early, planned for and met	Increase the attainment and progress of pupils with SEND in Phonics, Reading, Writing and Maths to be inline with non-disadvantaged peers
4	Improved attendance and closing the gap between PPG and Non-PPG pupils	Increase attendance to meet school expectations, reduce persistent absenteeism and increase the support given to our families
5	Increase pupil confidence and well-being	Through intervention, children will develop self-awareness of their feelings, needs and be able to express these readily to have their needs met giving them confidence.

Activity in this academic year

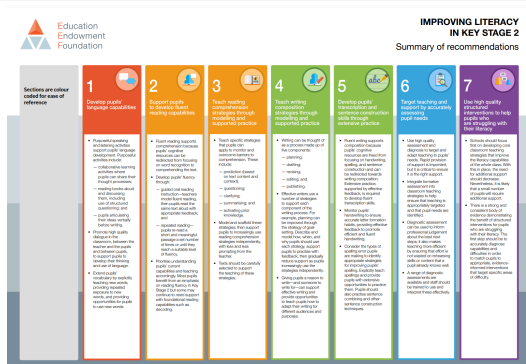
This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

High Quality Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £47,277

Activity	Evidence that supports this approach	Challenge number(s) addressed
UPDATE AND REVIEW ROCKET PHONICS TRAINING/CPD Training and resourcing of new Rocket Phonics validated by the DFE for EYFS and KS1 children. Delivery, monitoring and evaluation.	EEF +5 Months: The average impact of the adoption of phonics approaches is about an additional five months' progress over the course of a year.	2
ORACY DEVELOPMENT Whole school CPD focus on Oracy to develop speaking and listening skills by: <ul style="list-style-type: none"> targeted reading aloud and book discussion with young children; explicitly extending pupils' spoken vocabulary; the use of structured questioning to develop reading comprehension; the use of purposeful, curriculum focused, dialogue and interaction 	EEF +6 Months : The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language. Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment	1

<ul style="list-style-type: none"> • Links with SHU to develop work on oracy • Enrolment in the Voice 21 3 year oracy school improvement • Use of peer enquiry method to improve the teaching of oracy. • Implementation of Drawing Club to increase oracy and writing in EYFS. 		
<p>SALT TRAINING & CPD</p> <p>SALT training, bespoke programmes and CPD in liaison with SLCN as a graduated approach across school ensuring early identification</p> <ul style="list-style-type: none"> • NELI • ELKLAN • ShREC 	<p>EEF +6 months Progress: 'The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language.'</p>	<p>1</p>
<p>IMPROVING LITERACY OUTCOMES</p> <p>Developing high quality teaching, assessment and a broad and balanced knowledge-based curriculum which responds to the needs of pupils</p> <ol style="list-style-type: none"> 1. Develop language capabilities 2. Develop fluent reading capabilities 	<p>EEF +6 Months : The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language. Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment</p>	<p>1,2</p>

<p>3. Reading comprehension through modelling and supported practice</p> <p>4. Develop writing through modelling and supported practice</p> <p>5. Develop sentence skills and transcription</p> <p>6. Accurate assessment</p> <p>7. Quality interventions</p>	 <p>The infographic is titled 'IMPROVING LITERACY IN KEY STAGE 2 Summary of recommendations'. It is divided into seven numbered sections, each with a color-coded header and a list of recommendations. The sections are: 1. Develop reading enjoyment and motivation, 2. Support pupils in developing their reading skills, 3. Develop reading comprehension through modelling and supported practice, 4. Develop writing through modelling and supported practice, 5. Develop sentence skills and transcription, 6. Develop spelling and punctuation skills, and 7. Develop handwriting skills. Each section contains a list of specific recommendations for teachers to follow.</p>	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £31,190

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>BOOSTERS & SUMMER SCHOOL</p> <p>Extending core teaching and learning time during after school booster sessions, Easter school.</p>	<p>EEF + 3 months: Extending school time The average impact is influenced by the targeted use of before and after school programmes, which have higher impacts on average</p>	2
<p>1:1 TUITION</p> <p>One to one tuition with a teacher, teaching assistant or other adult giving a pupil intensive individual support.</p>	<p>EEF + 4 months: Small group tuition is effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support</p>	2
<p>SMALL GROUP INTERVENTION</p> <p>Small group tuition with a teaching assistant working with two to five pupils together in a group.</p> <ul style="list-style-type: none"> provides support to lower attaining learners or those who are falling behind 	<p>EEF + 4 months: Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. Once group size increases above six or seven there is a noticeable reduction in effectiveness</p>	2

<ul style="list-style-type: none"> ensure effective progress, or to teach challenging topics or skills. 		
<p>SELF REGULATION AND META-COGNITION</p> <p>Sensory Circuits & Jump ahead</p> <p>Outdoor and active learning</p>	<p>EEF Self regulation & meta cognition 7+months: Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning.</p> <p>EEF Outdoor adventure learning</p>	3, 5
<p>SMALL GROUP INTERVENTION</p> <p>Small group tuition targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support.</p> <ul style="list-style-type: none"> Lego Therapy TTRS Thrive Motional 	<p>EEF Small group tuition 4+ months</p> <p>Evidence shows that small group tuition is effective. The smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact.</p>	3, 5
<p>THRIVE/ MOTIONAL AND WEBSTER STRATTON INTERVENTIONS/NURTURE PROGRAMME/PARENTING PUZZLE</p> <p>1:1. group work and whole class targets of Thrive Approach led by licensed practitioners alongside teacher knowledge.</p> <p>Family sessions/ workshops targeted at the families needing support in Webster Stratton and the Nurture Programme and Parenting Puzzle.</p>	<p>EEF + 4 months: Parental Engagement has a positive impact and is crucial to avoid widening gaps</p> <p>EEF +6 months: SEL interventions alongside universal approaches - in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p> <p>DFE Wider Benefits of family learning research project result in :</p> <ul style="list-style-type: none"> increased parental involvement in school life increased parental activity in their child's school or in their local community gaining employment an increased social network improvement in confidence, communication and interpersonal skills 	3

	<ul style="list-style-type: none"> • improved parenting skills increased ability to manage their children's behaviour, • communicate with them and support their learning at home effectively. 	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £20,308

Activity	Evidence that supports this approach	Challenge number(s) addressed
ARTS PARTICIPATION <ul style="list-style-type: none"> • Art exhibition involvement • Young Voices Choir • Music Interaction (EYFS) • Rocksteady Band Membership 	EEF: 3+ months Overall, the average impact of arts participation on other areas of academic learning appears to be positive. Some arts activities have been linked with improvements in specific outcomes. There is some evidence of the potential link between music and spatial awareness. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.	5
EXTRA CURRICULAR ACTIVITIES Offer quality sports programme with the emphasis on connection with academic learning (Head Heart, Hands) Participating in sports and physical activity to have wider health and social benefits.	EEF Physical Activity 1+ month The average impact of the engaging in physical activity interventions and approaches is about an additional one month's progress over the course of a year.	5
COMMUNICATING WITH PARENTS Parental engagement to involve parents in supporting their	EEF +4 months: Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.	4

<p>children's academic learning. It includes</p> <ul style="list-style-type: none"> • approaches to encourage and support parents to help their children with homework • Involvement of parents in their children's learning activities • Intensive programmes for families in crisis i.e Webster Stratton Course 		
<p>ATTENDANCE & FAMILY SUPPORT</p> <p>Implement our attendance strategy and the use of an Attendance Officer to identify children at risk of not attending school regularly.</p> <ol style="list-style-type: none"> 1. Build a holistic understanding of families specific needs 2. Build a culture of support and belonging 3. Communicate with families 4. Deliver targeted interventions as required 5. Monitor the impact 	<p>The DfE (2015) says there is a clear link between poor attendance and lower academic success.</p> <p>Develop and maintain a whole school culture that promotes the benefits of good attendance.</p> <p>CSJ research 'Kids can't catch up if they don't show up' A research paper into the impact of the pandemic and other absences such as PA, increasing numbers of EHE and risk of exclusions resulting in detrimental outcomes for children into their adult life.</p>	<p>4</p>

Total budgeted cost: £98,775

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils using EYFS, Key Stage 1 and 2 performance data, phonics check results, MTC results and using our own **internal formative and summative assessments**.

	ALL PUPILS	DISADVANTAGED	NON-DISADVANTAGED
EYFS GLD	35 pupils	7 pupils	28 pupils
	61%	43%	75%
Y1 Phonics	45 pupils	13 pupils	32 pupils
	73%	54%	81%
Y2 Phonics	41 pupils	9 pupils	32 pupils
	93%	78%	97%
Y4 MTC 25	39 pupils	15 pupils	24 pupils
	51%	47%	54%
Y4 MTC 20+	39 pupils	15 pupils	24 pupils
	72%	60%	79%

EYFS lead delivered and co-ordinated SALT training, bespoke programmes and CPD in liaison with SLCN as a graduated approach across school through:

- Elklan Training
- Staff CPD
- Rocket Phonics Programme

Our EYFS lead gained her Elklan Level 4 qualification enabling her to disseminate the main messages and key practice amongst colleagues. This became part of the CPD offer for staff including further opportunities such as: Effective use of Support, DLD training, SEND individual plans, Provision Mapping, Communication Friendly schools, SPAG training.

MTC check - there is only a small gap between the disadvantaged and the non disadvantaged in the children gaining 25/25 and the gap between the children scoring 20+ is decreasing.

Phonics Outcomes

YEAR	Y1 School	Y1 National	Y2 School	Y2 National
22/23	89%	(79%)	91%	(89%)
23/24	83%	(80%)	91%	(91%)
24/25	73%	(80%)	93%	(89%)

Statutory Outcomes

	EXS	GDS	EXS	GDS	EXS	GDS
KS1	41 pupils		9 pupils		32 pupils	
KS1 Reading	71%	10%	56%	0%	75%	13%
KS1 Writing	66%	20%	33%	0%	75%	25%
KS1 Maths	71%	10%	56%	11%	75%	9%
KS1 SPaG	63%	2%	44%	0%	69%	3%
KS1 Combined	63%	2%	33%	0%	72%	3%
KS2	45 pupils		13 pupils		32 pupils	
KS2 Reading	80%	24%	69%	38%	84%	19%
KS2 Writing	73%	0%	62%	0%	78%	0%
KS2 Maths	82%	22%	69%	15%	88%	25%
KS2 SPaG	80%	18%	69%	23%	84%	16%
KS2 Combined	69%	0%	54%	0%	75%	0%

In KS2, there has been an increase in Reading, Maths, SPaG and combined in 2024/25 with the results being above national in all areas. Disadvantaged pupils achieved better in GDS than non disadvantaged pupils in both reading and spag. This is also the case in KS1 maths.

Within this Year 6 cohort there were 17 pupils on the SEND register (37%), 5 of which had an EHCP, with 1 pending. There were also 4 looked after pupils in this cohort.

Attendance Outcomes

Term	Disadvantaged Pupils	Non-Disadvantaged Pupils	All Pupils
2024/25	93.3%	93.16%	93.3%

2023/24	91.30%	93.76%	93.25%
2022/23	91.51%	93.16%	93.04%

Using wider strategies related to attendance, behaviour and well being through:

- Breakfast clubs
- Music and Arts provision
- Attendance and family support work

In year three of the plan to increase support linked to poverty, health, education/skills and living conditions we have directed our salaried Parent Support Advisor and the Attendance Lead to process the Household supports grant for families. In doing so, working in collaboration with the Local Authority and Local Alliance, we have been able to help and improve the living conditions of many families to provide vouchers for food and fuel and household essentials. We have also worked with the church to provide Christmas hampers to ensure we have supported families' ongoing health. Our relationships with our families have gained in strength.

As a school we host a daily breakfast club with different activities. Over 40 children attend this club each week to ensure all our children have breakfast before they start their day.

Our extended curriculum includes opportunities for children to take part in art and music sessions including Rocksteady Lessons and taking part in an art exhibition.

We have extensive support and rewards for attendance:

- Daily tickets for punctuality and attendance and weekly draw for class
- Weekly class attendance awards
- Half termly 100% attendance
- Attendance Lead is working closely with families to promote good attendance
- Regular communication with families

Attendance remains an area of focus for us and the important work we are doing to close the attendance gap. Absence among disadvantaged pupils was slightly higher than their peers. We recognise there is a gap and this is why raising the attendance of our disadvantaged pupils is a continued focus

Our observations and assessments demonstrated that pupil behaviour significantly improved last year, but challenges in relation to wellbeing and mental health continue to be higher than before the pandemic. The impact on disadvantaged and SEND pupils has been particularly acute.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing. The data demonstrated that:

- Attendance remained consistent and in line with the national average despite challenges following the pandemic - PA reduced and the gap with their peers reduced
- Partnership work between school, Education Welfare and Local Alliance enabled personalised approaches for our vulnerable children and their families supporting their attendance and well being
- Positive relationships strengthened through the work of the FSW.
- Breakfast club remained in place for children and we recognise the positive impact on punctuality and preparing the children for the day ahead.
- The CPD for staff has had a positive impact on early reading and phonics namely the SALT provision for our young people.

Based on all the information above, the performance of our disadvantaged pupils met most of the expectations and we made a positive impact to support PPG pupils.

Our evaluation of the approaches delivered last academic year indicates the involvement of all parties working together to improve attendance has been very successful.

Externally provided programmes

Programme	Provider
Purple Mash	2Simple
Thrive	Thrive
Times Tables Rockstars	TTRS
Spelling Shed	Edshed
Reading Rockets Phonics and Planets online books	Rising Stars
Frog Play	I am learning
Class Dojo	Dojo
Communication Counts Programme	Elklan
Lexia	Lexia UK

Service pupil premium funding (optional)

<i>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</i>
<ul style="list-style-type: none"> • 1:1 support for Reading • Small group intervention for Reading, Phonics, Writing & Maths • ICT provision
The impact of that spending on service pupil premium eligible pupils
Year 6 pupil - GDS in Reading and Spag and EXS in Maths and Writing.