Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Oak Hill CE Primary School
Number of pupils in school	48
Proportion (%) of pupil premium eligible pupils	21%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2 Years
Date this statement was published	December 2025
Date on which it will be reviewed	October 2028
Statement authorised by	Jade Attwood
Pupil premium lead	Jade Attwood
Governor / Trustee lead	Katy Beattie/ Rachel Finch

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£21,967
Recovery premium funding allocation this academic year	£
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£702
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£22669

Part A: Pupil premium strategy plan

Statement of intent

In love, we learn, grow and flourish

Let all you do be done in love- 1 Corinthians 16:14

In love we learn, grow and flourish. Our intention is that all pupils, regardless of background or challenge, make strong progress and achieve highly across all subjects. Through high-quality teaching, carefully scaffolded curriculum experiences, and targeted support, we aim to close the attainment gap for disadvantaged pupils while sustaining and improving outcomes for their peers.

We are committed to removing barriers to learning and enrichment, improving attendance, and strengthening social, emotional, and metacognitive skills so that all pupils leave primary school confident, resilient, and ready to succeed at secondary school and as citizens of modern Britain.

Challenges

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

Challenge number	Detail of challenge
1	Access to reading: some disadvantaged pupils do not have sustained access to high- quality, relevant books; reading attainment and comprehension need boosting so PP pupils can access the curriculum fully.
2	Quality and consistency of writing: writing outcomes across KS2 are inconsistent (including in foundation subjects). Some PP pupils (including those with SEND) produce work below age- related expectations.
3	Limited social interaction & life experiences: disadvantaged pupils have fewer extra- curricular, cultural and enrichment experiences (trips, residentials, enrichment days), reducing cultural capital and social confidence.
4	Attendance: PP absence rate is 6% (national average 4.7%) with 20% of PP pupils persistently absent — this reduces curriculum access and progress.

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
Improve reading access and outcomes for disadvantaged pupils (KS1 & KS2)	By end of the academic year, the percentage of PP pupils achieving expected standard in reading increases by at least 15% percentage All PP pupils have weekly access to decodable/age- appropriate books linked to phonics stage and a reading book chosen for interest. Reading fluency checks and running records show measurable gains; reading comprehension progress evidenced in termly assessments and teacher moderation.
Improve quality and consistency of writing across the curriculum for PP pupils	By end of year, KS2 PP cohort shows increased proportion meeting age- related expectations in writing Writing moderation shows increased consistency and application of taught grammar, vocabulary and transcription skills in foundation subjects. Guided writing and writing- intervention groups show measurable progress in targeted pupils (termly pupil progress review demonstrates accelerated progress for intervention participants).
Increase participation in enrichment and cultural capital opportunities for PP pupils	100% of PP pupils participate in at least one school trip/enrichment day/after- school club per term (funded/partly funded where needed). Parental satisfaction and pupil voice show improved access to and enjoyment of enrichment. Measured increase in vocabulary and subject knowledge linked to curriculum themes (assessed in classroom starters and baseline–endline checks).
Improve attendance and reduce persistent absence among PP pupils	Overall PP absence reduced from 6% to ≤ national average (target: ≤4.7%) within one year; persistent absence among PP pupils reduces from 20% to a lower agreed threshold (e.g., ≤8–10%) within 12 months. Early- warning systems show reduced number of PA escalations; targeted family support and attendance action plans increase punctuality and session attendance.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **over this two-year academic period** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £1000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole- school CPD programme for *Little Wandle* and *Accelerated Reader* (two terms minimum, ongoing coaching cycles) focused on: high- quality phonics teaching in EY/KS1; reading comprehension strategies in KS2; explicit writing and metacognition strategies embedded in lessons. CPD includes modelling, peer observation, coaching and time for practice.	EEF guidance on Effective Professional Development and characteristics of impactful CPD; EEF guidance on Metacognition and Self- Regulated Learning (recommends CPD, modelling, and coaching to support teachers implement metacognitive strategies). EEF – Metacognition and Self- Regulated Learning ; EEF – Effective Professional Development / blogs summarising EEF PD messages	1, 2
Strengthen reading curriculum sequencing: ensure decodable reading books matched to phonics progression in Reception–Y2 and a coherent progression of reading comprehension strategies in KS2	EEF – Phonics (moderate impact for very low cost); EEF – Reading Comprehension Strategies (moderate impact) ; EEF – Oral Language Interventions (positive impact on reading comprehension). EEF – Phonics ; EEF – Reading Comprehension Strategies ; EEF – Oral Language Interventions	1
Introduce and standardise writing teaching strategies: modelling and scaffolded process approach across foundation subjects.	EEF guidance (SRSD and projects show substantial impact on writing when combined with metacognitive strategies and structured approach). EEF – Metacognition and Self- Regulated Learning (SRSD example & writing case study) ; EEF evidence summary on improving writing (EEF project reports). EEF – Improving Writing (EEF evaluation summary referenced in Metacognition report)	2
Use formative assessment routines and short daily checks (exit tickets, mini- quizzes, cold tasks) to identify misunderstandings and adapt teaching in the moment; train staff in effective use of formative assessment.	EEF – Putting Evidence to Work: A School's Guide to Implementation and Toolkit emphasise formative assessment and responsive teaching as high- leverage practice. EEF – Guidance: A School's Guide to Implementation & Teaching and Learning Toolkit summaries	1, 2

Build metacognitive routines across classes (planning, monitoring, evaluating prompts; explicit "learning to learn" mini- routines for younger pupils; taught self- regulation strategies for older pupils). Link these to writing and reading lessons so PP pupils learn to plan and review their work.	EEF – Metacognition guidance: high impact, low cost; recommends embedding metacognitive strategies in subject teaching. EEF – Metacognition and Self- Regulated Learning	1, 2

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

Budgeted cost: £ *10,000*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group intervention (1:2 or 1:3) for targeted PP pupils in reading/ phonics using specific training provided by *Little Wandle* delivered by teachers/TAs and closely aligned with classroom sequence.	EEF – Small Group Tuition: average 4 months' progress; effective when targeted, aligned to curriculum and delivered by trained staff. EEF – Small Group Tuition	1, 2
1:1 reading with an adult		

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

Budgeted cost: £ 9,*630*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance improvement package for PP pupils: early- warning dashboard (weekly monitoring of attendance by SLT), personalised attendance plans for families of persistent absence PP pupils, rapid home–school contact (texts/calls within hour), and use of targeted parental communications (behavioural- insight informed wording where appropriate). Provide targeted pastoral support and referrals where necessary.	EEF – Supporting School Attendance guidance: tailored, family- centred and communication approaches show promise; build holistic understanding of family barriers and use effective parental communication. EEF – Supporting School Attendance ; EEF – Evidence brief on improving attendance	4
Fully/ part funded enrichment (trips, residential contributions, after- school clubs) and planned	EEF – Social and Emotional Learning and collaborative learning show moderate impact; enrichment which increases	3

“cultural capital” experiences aligned to curriculum themes	engagement and belonging can benefit disadvantaged pupils’ participation and personal development (EEF guidance on SEL and broader toolkit). EEF – Improving Social and Emotional Learning in Primary Schools	
ELSA training to provide targeted1:1 and small group (1:2 or 1:3) interventions. Play Therapist for 1:1 Support	EEF – Social and Emotional Learning (SEL) interventions have moderate impact (approx. +3–4 months), particularly where embedded and staff trained. Nurture approaches benefit behaviour and attainment for vulnerable pupils. EEF – Improving Social and Emotional Learning in Primary Schools ; EEF – Nurture & Toolkit summary (nurture groups doc)	3, 4

Total budgeted cost: £20,630

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Little Wandle Phonics	Wandle Learning Trust
Nessy	Nessy learning
Mental Health First Aid (GHLL)	Gloucestershire County Council
ELSA	ELSA Support Limited
Times Table Rock Stars	Maths Circle
White Rose Maths curriculum	White Rose Education
The Write Stuff	Jane Considine
Kapow	Kapow Primary

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	n/a
What was the impact of that spending on service pupil premium eligible pupils?	n/a

Further information (optional)

The school will maintain a clear, simple eligibility and priority list for funded enrichment and clubs (map of PP pupils and interests). Attendance officer / HT to lead attendance plans; use EEF attendance reflection tool to audit practice termly.