



# Pupil Premium Strategy Statement

## OXLEY PRIMARY SCHOOL

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	256
Proportion (%) of pupil premium eligible pupils	24%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024/25 <b>2025/26</b> 2026/27
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Mr G Brown (Chair of Governors)
Pupil premium lead	Mr D Caldwell (Headteacher)
Governor lead	Miss C Harcourt

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£92,315
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b>	<b>£92,315</b>

# Part A: Pupil premium strategy plan

## Statement of intent

At Oxley Primary School we want all pupils to achieve their full potential. We aim to ensure that socio-economic status does not present any barriers to achievement and that all disadvantaged pupils who have the potential to meet, or exceed, national expectations do so.

We aim to ensure that the significant proportion of disadvantaged pupils who also have identified special educational needs are well-supported throughout each phase of their primary education to make good progress and achieve to the best of their ability.

For us early intervention is key, and we are focusing on addressing pupils' gaps in learning. We are constantly looking to refine and improve practise in this area whilst also providing targeted provision to struggling learners prior to, during and at the end of the school day. We strongly believe our curriculum is our children's opportunity to achieve and we aim to provide the knowledge, skills and the opportunities to create a level playing field and improve the life chances for all our educationally disadvantaged pupils.

We have a strong ethos of inclusion and crucially a compassionate approach towards engaging and supporting our children and parents. There is a collective understanding of the impact of disadvantage on pupils' learning and staff at every level speak with one voice about our ambition for all our pupils and they all fully understand the part they play in addressing educational disadvantage.

School leaders at every level have a sharp focus on the quality of pupils' learning experiences. Our leadership team play a significant role in evaluating and monitoring progress, and crucially, supporting staff to improve provision. With this, they devote time to our staff for collaborative working and regular feedback to develop practice.

A clear and shared understanding of milestones and assessment enable constructive and collaborative conversations between staff and governors. This then feeds into positive interactions with external partnerships which is whole-heartedly focused on improving teaching and learning.

## Challenges

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

### Detail of challenges

At Oxley Primary School, we recognise that a significant barrier faced by disadvantaged children is entering school below expected developmental levels. For context, in 2024 our disadvantaged children started school with below typical levels in building relationships – when compared to overall cohort.

Ongoing formative and summative assessments highlight the disruption to learning that occurred during the pandemic and the impact this had on our disadvantaged children, particularly in reading, maths, and writing. This is prominent when analysing assessment data for disadvantaged children in Years 4, 5 & 6.

We also recognise the significant number of children in receipt of Pupil Premium funding who also have identified special educational needs (26%). This presents a unique challenge, as these children may face compounded barriers to their learning and development. Our commitment to providing a caring,

secure, and stimulating environment aligns with our vision and values, and we aim to implement effective strategies to support these children in achieving their full potential.

Ongoing pastoral support recognises the significant barrier posed by a significant number of children requiring emotional wellbeing, behaviour, mental health, or other agency support. With 50% of our disadvantaged children facing these challenges, it is crucial to implement effective strategies that align with our vision of providing a caring and stimulating environment.

The challenges outlined above require a comprehensive approach that aligns with our vision of providing a caring and stimulating environment where every child can achieve their highest potential. By implementing targeted strategies across three tiers—high-quality teaching, targeted academic support, and wider strategies—we can effectively address these barriers and enhance the educational outcomes for our disadvantaged pupils.

## 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
Pupils who enter EYFS 'below typical' for their age make accelerated progress to ensure they have caught up with national expectations by the end of KS1*.	<ul style="list-style-type: none"> <li>Non-SEN Pupils achieve GLD.</li> <li>SEN pupils make good or better progress from their on-entry starting points and supportive provision continues into Y1.</li> </ul>
All pupils achieve the required standards in early reading by the end of Y1*.	<ul style="list-style-type: none"> <li>Non-SEN Pupils achieve 32+ in phonics check.</li> <li>Non-SEN Pupils are at the top end of the green level (14) reading books and demonstrate strong fluency and understanding for their age.</li> <li>SEN pupils make good or better progress from their on-entry starting points and receive targeted support to achieve the phonics check standard and expected reading levels by end of Y2.</li> </ul>
An increasing proportion of pupils achieve the national average score in the multiplication check by the end of Y4*.	<ul style="list-style-type: none"> <li>Non-SEN Pupils achieve national average score.</li> <li>SEN pupils make good or better progress from their on-entry starting points and have targeted support planned for Y5/6.</li> </ul>
Disadvantaged pupils make good progress and achieve national expectations in reading, writing and maths.	<ul style="list-style-type: none"> <li>PP pupils achieve or exceed the expected standard in reading, writing and maths by the end of Key Stage 2.</li> <li>KS2 reading, writing and maths progress scores for disadvantaged pupils at least matches national expectations (progress score of 0+ or better in each area).</li> <li>Evidence in books and in-school data tracking shows evidence of good progress against individual starting points.</li> </ul>
Non-SEN disadvantaged pupils make good progress and achieve national	<ul style="list-style-type: none"> <li>All non-SEN PP pupils achieve or exceed the expected standard in reading, writing and maths by the end of Key Stage 2.</li> </ul>

expectations in reading, writing and maths.	<ul style="list-style-type: none"> <li>• KS2 reading, writing and maths progress scores for non-SEN disadvantaged pupils at least matches national expectations (progress score of 0+ or better in each area).</li> <li>• Evidence in books and in-school data tracking shows evidence of good progress against individual starting point.</li> </ul>
SEN PP pupils are well supported and make good personal progress.	<ul style="list-style-type: none"> <li>• Individual needs are swiftly assessed and targeted with timely &amp; appropriate support.</li> <li>• High expectations and high-quality support ensure families and other agencies report high levels of satisfaction with the quality of provision and progress of individual learners.</li> <li>• Good value &amp; combined use of PP and any additional SEN support and funding is used where appropriate to meet individual needs and circumstances.</li> </ul>
Good attendance and wellbeing support at school ensures that all disadvantaged pupils and their families are engaged and able to thrive emotionally, socially and academically as a result.	<ul style="list-style-type: none"> <li>• Attendance of disadvantaged pupil group is above national levels.</li> <li>• Regular monitoring and swift intervention take place to monitor attendance of all pupils.</li> <li>• Good communication between school and home identifies and addresses any barriers to school attendance.</li> <li>• Family support worker works with pupils and families as identified needs arise.</li> <li>• Other agency support promptly sought where required.</li> <li>• LAC support implemented to make best possible use of additional funds &amp; resources.</li> <li>• Observations and monitoring of disadvantaged pupils well-being shows good self-esteem and self-efficacy - or targeted support in place for pupils who require it.</li> <li>• Observations and monitoring of disadvantaged pupils show high standards of learning behaviour in class, intervention sessions and set homework.</li> </ul>

*\*For all PP pupils who do not have special educational needs which prevent them making the same progress as 'Others' nationally*

## 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: £19,500

Activity	Evidence that supports this approach
Subject leader support in providing high quality mastery learning across the curriculum	<i>"Mastery learning approaches aim to ensure that all pupils have mastered key concepts before moving on to the next topic – in contrast with traditional teaching methods in which pupils may be left behind, with gaps of misunderstanding widening. Mastery learning approaches could address these challenges by giving additional time and support to pupils who may have missed learning, or take longer to master new knowledge and skills.</i>

	<p><i>In order for mastery approaches to be effective for pupils with gaps in understanding, it is crucial that additional support is provided. Approaches that simply build upon foundational knowledge without targeting support for pupils that fall behind are unlikely to narrow disadvantage gaps."</i></p> <p>Mastery learning: high impact for low cost (+5 months).</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</a></p>
Lead teacher support for teachers & TAs in early reading/ writing/ maths, intervention strategies.	<p><i>"The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them."</i></p> <p>[EEF, 'High Quality Teaching', sourced Nov 2021].</p> <p>EEF Teaching &amp; Learning Toolkit:</p> <ul style="list-style-type: none"> <li>• Phonics high impact for very low cost (+5 months).</li> <li>• Reading comprehension strategies very high impact for very low cost (+6 months).</li> <li>• Small group tuition moderate impact for very low cost (+4 months).</li> <li>• Teaching Assistant interventions moderate impact for moderate cost (+4 months).</li> </ul> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a></p>
SENCO support, CPD and release time to develop whole-school strategy for supporting disadvantaged pupils with SEN.	<p>An inclusive school removes barriers to learning and participation, provides an education that is appropriate to pupils' needs, and promotes high standards and the fulfilment of potential for all pupils.</p> <p>Schools should:</p> <ul style="list-style-type: none"> <li>• promote positive relationships, active engagement, and wellbeing for all pupils;</li> <li>• ensure all pupils can access the best possible teaching; and</li> <li>• adopt a positive and proactive approach to behaviour</li> </ul> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</a></p> <p><i>"Pupils with Special Educational Needs and Disability (SEND) have the greatest need for excellent teaching and are entitled to provision that supports achievement at, and enjoyment of, school. The attainment gap between pupils with SEND and their peers is twice as big as the gap between pupils eligible for free school meals and their peers. However, pupils with SEND are also more than twice as likely to be eligible for free school meals."</i></p> <p>5 recommendations:</p> <ol style="list-style-type: none"> <li>1. Create a positive &amp; supportive environment for all pupils, without exception.</li> <li>2. Build an ongoing, holistic understanding of your pupils and their needs.</li> <li>3. Ensure all pupils have access to high quality teaching.</li> </ol>

	<p>4. Complement high quality teaching with carefully selected small-group and one-to-one interventions.</p> <p>5. Work effectively with teaching assistants.</p> <p><a href="#">[EEF SEN in Mainstream Schools Recommendations, sourced Nov 2021]</a></p>
<p>EYFS lead release time and CPD, support for developing whole indoor and outdoor provision, small group and individual support in the prime areas of learning:</p> <ul style="list-style-type: none"> <li>- Communication &amp; language</li> <li>- Physical development</li> <li>- Personal, social &amp; emotional development</li> <li>- Literacy</li> <li>- Maths</li> </ul>	<p><i>“Once early years provision is in place, efforts to improve the quality of provision – for example by training staff – appear to be more promising than simply increasing the quantity of provision by providing extra hours in the day, or by changing the physical environment of early years settings.” [EEF Early Years Toolkit, sourced Nov 2021]</i></p> <p>EEF Early Years Toolkit:</p> <ul style="list-style-type: none"> <li>• Communication &amp; Language approaches: very high impact for very low cost (+7 months).</li> <li>• Early literacy approaches: moderate impact for very low cost (+4 months).</li> <li>• Early numeracy approaches: very high impact for very low cost (+7 months).</li> <li>• Physical development approaches: moderate impact for very low cost (+5 months).</li> <li>• Play-based learning: high impact for very low cost (+4 months).</li> <li>• Parental engagement: high impact for very low cost (+5 months).</li> </ul> <p><a href="https://educationendowmentfoundation.org.uk/early-years/toolkit">https://educationendowmentfoundation.org.uk/early-years/toolkit</a></p>

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

Budgeted cost: £54,315

Activity	Evidence that supports this approach
Year 5/6 provision (mastery learning, small group & one-to-one tuition, homework support & individual feedback) from qualified teacher and Senior Teaching Assistants.	<p>EEF Teaching &amp; Learning Toolkit:</p> <ul style="list-style-type: none"> <li>• Feedback: very high impact for very low cost (+6 months).</li> <li>• Homework: high impact for very low cost (+5 months).</li> <li>• One-to-one tuition: high impact for moderate cost (+5 months).</li> <li>• Small group tuition: moderate impact for low cost (+4 months).</li> <li>• Reading comprehension strategies: very high impact for very low cost (+6 months).</li> <li>• Mastery learning: high impact for low cost (+5 months).</li> </ul> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a></p>
Y3/4 provision (mastery learning, small group & one-to-one) from qualified teacher and Senior Teaching Assistants.	<p>EEF Teaching &amp; Learning Toolkit:</p> <ul style="list-style-type: none"> <li>• Feedback: very high impact for very low cost (+6 months).</li> <li>• Homework: high impact for very low cost (+5 months).</li> <li>• One-to-one tuition: high impact for moderate cost (+5 months).</li> <li>• Small group tuition: moderate impact for low cost (+4 months).</li> </ul>

	<ul style="list-style-type: none"> <li>• Reading comprehension strategies: very high impact for very low cost (+6 months).</li> <li>• Mastery learning: high impact for low cost (+5 months).</li> </ul> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a></p>
Reception and KS1 provision (mastery learning, small group & one-to-one) from qualified teacher and Senior Teaching Assistants.	<p>EEF Teaching &amp; Learning Toolkit:</p> <ul style="list-style-type: none"> <li>• One-to-one tuition: high impact for moderate cost (+5 months).</li> <li>• Small group tuition: moderate impact for low cost (+4 months).</li> <li>• Oral language interventions: very high impact for very low cost (+6 months).</li> <li>• Reading comprehension strategies: very high impact for very low cost (+6 months).</li> <li>• Phonics: high impact for very low cost (+5 months).</li> <li>• Mastery learning: high impact for low cost (+5 months).</li> </ul> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a></p>

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

Budgeted cost: £18,500

Activity	Evidence that supports this approach
Family Support worker (including attendance; lateness, parental support, behaviour, counselling, LAC support, other-agency liaison).	<p>EEF Teaching &amp; Learning Toolkit:</p> <ul style="list-style-type: none"> <li>• Behaviour interventions: moderate impact for low cost (+4 months).</li> <li>• Parental engagement: moderate impact for very low cost (+4 months).</li> <li>• Social &amp; emotional learning: moderate impact for very low cost (+4 months).</li> </ul> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a></p> <p><i>“Significant non-academic challenges—such as attendance, behaviour, and social and emotional learning—can have a negative impact on academic outcomes. Addressing wider barriers to learning is an important part of any Pupil Premium strategy. While many challenges may be common between schools, the specific features of the community your school serves will affect which approaches you prioritise in this category”</i></p> <p><i>(The EEF Guide to the Pupil Premium, Sep 2024)</i></p>
Support with cost of school trips, uniform, purchase of key resources, milk and free breakfast club and after school club provision.	<p><i>“Some pupils find it harder than others to attend school and therefore at all stages of improving attendance, schools and partners should work in partnership with pupils and parents collaboratively to remove any barriers to attendance... Securing good attendance cannot therefore be seen in isolation, and effective practices for improvement will involve close interaction with schools’ efforts on curriculum, behaviour, bullying, special educational needs support, pastoral and mental health and wellbeing, and effective use of resources, including pupil premium.”</i></p> <p><a href="#">(Working together to improve school attendance, August 2024)</a></p>

**Total budgeted cost: £92,315**



## Part B: Review of the previous academic year (2024/25)



### Outcomes for disadvantaged pupils

Aim	Outcome
Pupils who enter EYFS 'below typical' for their age make accelerated progress to ensure they have caught up with national expectations by the end of KS1*.	<p>At the end of the 2024-25 academic year, 67% of disadvantaged pupils achieved a good level of development and were therefore working at the expected level across all 17 learning areas. This is inline with the national GLD average of 68%.</p> <p>Oxley results are also above the Leicestershire average for disadvantaged pupils meeting GLD, which was 45%.</p>
All pupils achieve the required standards in early reading by the end of Y1*.	In the 2024-25 academic year, 67% of Year 1 disadvantaged pupils passed the phonics check compared to 67% of disadvantaged pupils nationally and 62% of disadvantaged pupils in Leicestershire.
An increasing proportion of pupils achieve the national average score in the multiplication check by the end of Y4*.	<p>In 2024-25, 44% of disadvantaged pupils achieved full marks on the multiplication check which is above the national average of 37%.</p> <p>The average score for disadvantaged pupils at Oxley is 21.2 which is slightly above the national average of 21.0.</p>
Disadvantaged pupils who are able to achieve 'Greater Depth' standard are well-supported to do so.	<p>End of KS2 data in 2024-25 showed:</p> <ul style="list-style-type: none"> <li>➤ 17% of disadvantaged pupils met the higher-level standard in Grammar, Punctuation and Spelling compared to 18.7% pupils nationally and 17.6% of disadvantaged pupils within Leicestershire</li> <li>➤ In reading 17% of pupils reached the higher-level standard in contrast to 21% nationally and 19% of disadvantaged pupils in Leicestershire.</li> <li>➤ In maths 33% of pupils reached the higher-level standard in contrast to 15% nationally and 14% of disadvantaged pupils in Leicestershire.</li> <li>➤ No pupils reached in the higher-level standard in writing in contrast to 3.3% of disadvantaged pupils in Leicestershire.</li> </ul>
Non-SEN disadvantaged pupils make good progress and achieve national expectations in reading, writing and maths.	<p>End of KS2 data in 2024-25 showed that:</p> <ul style="list-style-type: none"> <li>• 100% of disadvantaged pupils with non-SEN status achieved the expected standard for grammar, punctuation and spelling compared to 73% of all pupils nationally.</li> <li>• 67% of disadvantaged pupils with non-SEN status achieved the expected standard for reading compared to 75% of all pupils nationally and 62.5% disadvantaged pupils in Leicestershire.</li> <li>• 83% of disadvantaged pupils with non-SEN status achieved the expected standard for writing compared to 72% of all pupils nationally</li> <li>• 100% of disadvantaged pupils with non-SEN status achieved the expected standard for maths compared to 74% of all pupils nationally.</li> </ul>



	<ul style="list-style-type: none"> <li>67% of disadvantaged pupils with non-SEN status achieved the expected standard for reading, writing and maths – compared to 62% of all pupils nationally.</li> </ul>
SEN PP pupils are well supported and make good personal progress.	<p>End of KS2 data in 2024-25 showed that disadvantaged pupils with a special education need make good progress over time at Oxley when reviewing early assessment where 20.5% of pupils made GLD which is below the Leicestershire average of 29%.</p> <ul style="list-style-type: none"> <li>25% of SEN disadvantaged pupils met the expected standard in reading</li> <li>25% of SEN disadvantaged pupils met the expected standard in maths</li> <li>25% of SEN disadvantaged pupils met the expected standard in Grammar, Punctuation and Spelling</li> </ul>
Good attendance and wellbeing support at school ensures that all disadvantaged pupils and their families are engaged and able to thrive emotionally, socially and academically as a result.	<p>Attendance data for the 2024-25 showed that disadvantaged pupils* have an absence rate of 5.7% at Oxley in comparison to a 8.0%** absence rate for disadvantaged pupils in Leicestershire and an overall national absence rate for pupils who are eligible for free school meals was 10.6% **</p> <p><i>* Disadvantaged pupils in this data relates to pupils in receipt of free school meals</i></p> <p><i>** *National data for 2023/24 is only confirmed for the Autumn and Spring Terms</i></p>