

Old Oak Primary School - 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	Old Oak Primary School
Number of pupils in school	205
Proportion (%) of pupil premium eligible pupils	45 %- 93 children
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years
Date this statement was published	01.09.2025
Date on which it will be reviewed	08.07.2025
Statement authorised by	Governing Board Curriculum and Achievement Committee
Pupil premium lead	K Beardsworth
Governor / Trustee lead	O Hardy

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£143,126.00
Recovery premium funding allocation this academic year	N/A
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	N/A
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

Part A: Pupil premium strategy plan

Statement of intent

We intend for all of our pupils from a disadvantaged background to leave Old Oak as confident individuals who are the best person they can possible be. They will read fluently and widely, forming opinions on books and authors. They will write to express their views confidently, solve mathematical problems fluently, gain wider knowledge of the world around them through a carefully constructed curriculum and real-life experiences. They will compete in a team and/or play a musical instrument. They will have aspirations similar to or above those of their peers. They will have experienced the opportunity to be a leader and feel successful. They will leave Old Oak ready for the next challenge having identified interests and talents through their opportunities provided.

Our aims:

The targeted and strategic use of pupil premium will support us in enabling every pupil to reach their full potential by

- Assuring the best possible learning experiences in the classroom.
- Having targeted interventions designed to support those who have fallen behind and those with a specific need.
- Offering a rich and varied experience, both within and beyond the curriculum, to engage and motivate pupils.

Our objectives:

- To close the gap in attainment for pupil premium pupils in maths and English, including phonics.
- To improve independence and develop social skills and positive mental well-being.
- To provide opportunities to develop potential and participate in all aspects of school life including opportunities enrichment and other experiences outside school.
- To improve attendance for pupil premium children.

Challenges

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

Challenge number	Detail of challenge
1	Pupils may have family circumstances or expectations that affect negatively upon their learning progress and academical ability, also this effects their ability to take up extra-curricular opportunities in the form of clubs, trips and residential.
2	Children need support with speech and language in order to access the curriculum across the school.
3	Social and emotional issues resulting in low confidence and self-esteem, which affects behaviour for learning and a family's ability to support learning.
4	Disadvantaged pupils (some) in the EYFS have lower than typical starting points when entering reception.
5	Attendance and punctuality: Regular punctual attendance is a challenge for a small minority of 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
For disadvantaged pupils who do not have a cognitive SEND need to reach age-related expectations in reading, writing and maths and 100% to meet the expectations for Year 1 & 2 phonics check and Y4 multiplication check	100% of disadvantaged pupils who do not have a cognitive SEND need will reach age related expectations in RWM and Phonics. Those that have a SEND need will make more than expected progress from their individual starting points.
All disadvantaged children have access to vocabulary and opportunities for plenty of oral language practice which is reflected in their writing.	Assessments and observations Moderation practices with other schools
To ensure disadvantaged pupils with additional barriers to learning individual needs are addressed so that they make at least expected progress from starting points in, reading, writing and mathematics and meet the requirements of the Y1 phonics check and the Y4 multiplication check.	There will be systematic approach to the case studying of individual pupils who: <ul style="list-style-type: none">• have a SEN/D• are CLA or kinship• are subject to a CIN/CP plan and are in receipt of PPG to ensure steps in progress can be more readily measured in Pupil Progress Meetings – careful delineation of “SEND, LAC and other disadvantage barriers”
A multi-agency approach to barriers to children’s learning that involve the range of academic and pastoral support in the school. Use external support to identify and provide solutions to children and families in need	This includes <ul style="list-style-type: none">• Access to Mind support• Access to ELSA support• Access to the kid’s network mentoring scheme• IEPs and/or personalised learning plans if appropriate• Attendance officer support• Access to Beanstalk reader

Activity in this academic year

Teaching (for example, CPD, recruitment and retention)

EEF approach that underpins our evidence: To mitigate the negative impact of the crisis, our focus mirrors that of the EEF research, focussing upon the strategies that have rapid impact upon disadvantaged pupils. This will also naturally impact positively upon the catch-up of all pupils. The strategy, as set out in the July by the EEF, is:

The approach is focused upon three key strands:

- Great Teaching and whole school strategies, Quality First Teaching' at the heart
- Targeted support
- Wider strategies

Budgeted cost: £20,000

Activity / Cost	Evidence that supports this approach	Challenge number(s) addressed
To provide specialist TA support for children who need targeted academic support in Reception.	EEF toolkit <i>'School plans that address high-quality teaching, targeted academic support, and wider strategies will enable all pupils to come back stronger and go onto to succeed in the academic year ahead.'</i>	2,3,4
Ensuring teaching staff are trained for staff to embed identified interventions for targeted children. Cost – Staff meeting time	EEF toolkit Quality First teaching EEF guide to the effective use of Pupil premium funding.	1,2,3,5

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

Budgeted cost: £65,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Specialist teaching assistants with targeted speech and language, phonics, maths mastery support and other precision teaching objectives</i>	Precision teaching and effective use of IEPs - targeted support is effective as a way of reducing the gaps in learning and providing an effective catch up curriculum. EEF research – Making best Use of Teaching Assistants	1, 3, 4, 5

	Impact of precision teaching	
<i>Pupil progress meetings half termly carried out to identify focus areas of the curriculum in reading, writing and maths for PP children.</i> <i>Cost – Staff meeting time</i>	EEF Toolkit "High quality assessment is essential to great teaching. It can help to monitor pupil progress, particularly as they re-establish classroom routines and recover any learning loss." EEF	1,2,3,4
<i>Specialist Speech and language support in EYFS and KS1.</i>	A specialist TA supports speech and language EEF's preparing for literacy strategy SHREC approach-EEF evidence store	2,4

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

Budgeted cost: £58,350.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Family Group – funding for school-based tutor- works with families in improving academic outcomes for children.</i>	Working with families to jointly solve issues at home and at school improves educational attainment and progress	1, 3, 5
<i>Residential school trip subsidy- supports pupil premium children in order to attend the PGL annualy in KS2.</i>	Inclusive opportunities for children to attend the trips and school journeys organised, particularly Wick Court	1,4
<i>Attendance focus- the admin officer focuses on analysing attendance data and trends, Early identifications, follow up actions completed in a timely manner.</i>	Apprenticeship Admin officer looks for trends in absence data and with SLT monitor who gets support	1,2,5
To target those children requiring support for social skills, self-esteem and positive behaviour, counselling and mental health. To provide support in class full time for the identified children through the link worker and identified programs at ELSA training and supervision.	OFSTED framework EEF toolkit	3

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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 and 2025 academic year.

Bubble and Squeak and After school and Arts activities	<ul style="list-style-type: none">Increased access to food to all parents weeklyFood was delivered to the local community every weekRaising self-esteem through involvement of pupils in nurturing projects- arts and gardening
Specialist teaching with targeted speech and language, phonics,	<ul style="list-style-type: none">Individual programmes for the targeted children set and reviewed by a specialist.Precision teaching is being integrated across the schoolICAN speech and language and vocabulary training to be adopted into general practice, including rainbow semanticsSupport across the year, and in the spring term particularly, was heavily impacted by Covid in the school and staff were employed elsewhere to keep the school open. This restricted impact of the support.
School counsellor	<ul style="list-style-type: none">The counsellor worked with 8 children across the year. Though the work is confidential, a report for the school is produced each academic year. Further information is available on request.

Externally provided programmes

Programme	Provider
<p>WEST LONDON ZONE:</p> <p>20 children are being supported, the majority are pupil premium through additional activities- including literacy support, speech and language, circus skills, drama etc.</p> <p>This is a 2 year programme and we have just come to the end of the first year.</p>	<p>ACADEMIC:</p> <p>In academics, WLZ focuses on Reading, Writing and Maths. Reading</p> <ul style="list-style-type: none">28% (5/18) of the children who were behind expected level in Reading at the start of the programme, are on track to meet the end of programme expectation in Reading. <p>Writing</p> <ul style="list-style-type: none">16% (3/19) of the children who were behind expected level in Writing at the start of the programme, are on track to meet the end of programme expectation in Writing. <p>Maths</p> <ul style="list-style-type: none">5% (1/19) of the children who were behind expected level in Maths at the start of the

	programme, are on track to meet the end of programme expectation in Maths.
School Counsellor	Report available on request. There are clear and visible benefits in children's well-being while and after they are involved
Family Group	Report available on request - Report available on request. There are clear and visible benefits in children's well-being while and after they are involved
Residential Trips	This provides experiences which will contribute to a better understanding of themselves and their interests. Children experience living away from home which supports the Old Oak values of adaptability and resilience.

Further information (optional)

CONTEXT:

The numbers of children who qualify for the pupil premium is falling at the school year on year. There is an associated fall in funding. This does not however accurately reflect the circumstances or the needs of the children entering the school, and particularly the nursery, where the needs are quite complex. There are very few children receiving the PPG in the nursery.

CURRENT ATTAINMENT AND PROGRESS OF CHILDREN IN RECEIPT OF THE PPG:

At the end of Key Stage 2, the children who receive the PPG have historically achieved in line with those not in receipt of it in the combined score, individual reading, writing and maths. This is a positive trend and has occurred for the last 5 years. This would suggest the use of the funding thus far has had the desired impact in terms of children's attainment and progress. As the number of children receiving the PPG falls, it presents the school with a challenge as the need is not falling in line with this reduction in funding.