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	West Oxford Community Primary School
Number of pupils in school	194
Proportion (%) of pupil premium eligible pupils	10% (15 pupils)
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2025-26 academic year to end 2028-29 academic year
Date this statement was published	February 2026
Date on which it will be reviewed	September 2028
Statement authorised by	Tim Stead, Head Teacher
Pupil premium lead	Louise Siddle, SENCO
Governor / Trustee lead	

Funding overview

Detail	***Amount***
Pupil premium funding allocation this academic year	£41, 750
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£41, 750

Part A: Pupil premium strategy plan

Statement of intent

At West Oxford our aim is for all students, irrespective of the challenges they face, to make at least expected progress and achieve their potential. This three-year strategy aligns with our three-year school development plan and the SEND development plan and all three contain a commitment to accelerating the progress and raising the attainment of our most disadvantaged pupils.

We have identified language development and vocabulary as a focus, as so many of our disadvantaged children have poor language skills or English as an additional language. High quality teaching in the classroom is supported by targeted interventions following the advice of professionals, delivered by trained teaching assistants. Alongside that we are continuing to provide interventions to develop fluency in the skills needed to access the whole curriculum, address gaps in learning and facilitate accelerated progress.

Our disadvantaged children often have social and emotional and mental health needs and are still suffering the effects of the pandemic, so we will continue to provide high quality emotional support through our 1-1 nurture sessions and nurture groups. Enrichment activities have also been restricted for these children, so our strategy includes funding to ensure that all children can participate in clubs, trips and residentials. We also run Family Links nurture courses for parents.

To address the needs of individual children and families for whom attendance is an issue, we aim to provide tailored support that may include breakfast or after school clubs, or other interventions to support and encourage punctuality and attendance, for example by consulting professionals such as Educational Psychology.

Challenges

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

Challenge number	***Detail of challenge***
1	Special Educational Needs: 41% of our PP children also have special educational needs requiring a high level of support, including Education, Health and Care plans. The majority of these children have communication and interaction needs.
2	Language: Baseline assessment, standardised assessments of receptive language, observations and formative assessments indicate that many of our

	disadvantaged children have poor language skills and gaps in their vocabulary. 33% of our PP children also have English as an additional language, and 33% have speech and language or communication needs.
3	Skills fluency: Teacher assessment and more detailed assessments using a variety of standardised tests and outside professional assessments such as Educational Psychology, show that our disadvantaged pupils disproportionately lack fluency in skills such as phonics, reading, spelling, number skills such as times tables recall, and handwriting. This was further exacerbated in lockdown, when many of these children struggled to engage with home learning and/or were kept at home due to family members being vulnerable. This lack of fluency then hinders their progress in other areas such as problem solving and reasoning, comprehension, writing, and means that they are working below Age Related Expectations and/or making less than expected progress.
4	Emotional and mental health needs: Over 50% of our disadvantaged pupils have social or emotional needs resulting from their family/home circumstances: for example they may be refugees, or be supported by social care. Their needs include anxiety, trauma, and attachment difficulties. Data from our internal school screening system, use of QCA behaviour checklists, Boxall profiles, and Strengths and Difficulties questionnaires support this. These emotional needs impact on their ability to learn and retain learning, and can result in behaviours that impact on their friendships. Their home circumstances also mean that their life experiences and opportunities to engage in enrichment activities are limited compared to non-disadvantaged pupils.
5	Attendance: 21% of disadvantaged pupils have or have had poor attendance and/or persistent lateness, which makes up a disproportionate (30%) group of all children with poor attendance. Parental engagement needs to be compassionately nurtured and encouraged.

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***
Disadvantaged pupils with SEND will make good progress towards their individual outcomes.	Data and provision mapping will show accelerated progress where appropriate: National Curriculum levels, and standardised assessment scores. Pupil profiles and EHCP annual reviews will show outcomes being achieved.

Disadvantaged pupils will show improved language and vocabulary skills.	British Picture Vocabulary Scale scores (receptive language) will show accelerated progress. Speech and Language therapist reviews and assessments will show good progress. Book looks, lesson observations and ongoing teacher formative assessment will confirm that progress is evident and being reflected in progress across the curriculum. For example, pupils will use a wider range of vocabulary in their writing.
Disadvantaged pupils will develop fluency in basic skills that means they can access the curriculum and make accelerated progress.	Data analysis at the end 2024-25 shows that disadvantaged children have made at least expected progress in reading, writing, and maths. The impact of interventions through provision mapping will show accelerated progress.
The wellbeing and mental health of all pupils, particularly our disadvantaged children, is improved and sustained.	Data from school screening, QCA, Boxall and SDQ scores shows sustained improvement by 2024-25. Qualitative feedback via parent and child voice and teacher observations supports this. There will be a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.
Attendance and punctuality of disadvantaged pupils will be in line with that of non-disadvantaged pupils.	Data to end 2024-25 shows sustained improved attendance and disadvantaged pupils will not be disproportionately represented in poor attendance data. Increased proportion of pupils achieving 97% attendance by end 2024-25.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £2,650

Activity	***Evidence that supports this approach***	***Challenge number(s) addressed***
Oral language interventions: Well-comm, Spirals, Looking and Thinking. Induction programme for EAL children, Flash academy. Pre-teaching of vocabulary. Purchase of resources and teacher/TA training and release time.	Evidence shows that oral language interventions have a high impact on reading. (EEF: Oral Language interventions)	1,2
'Unlocking letters and sounds.' subscription (phonics scheme)	'Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.' (EEF: phonics)	1,3
Whole staff training in 'Zones of Regulation' - cost of resources, and staff time (A proactive, skills based approach A simple, common language to understand, talk about, and teach regulation A consistent, metacognitive pathway to follow for regulation)	The Zones of Regulation is a practice based on evidence and has shown positive, measurable outcomes across multiple studies and applications in clinical practice and school-based settings.	1, 4

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

Budgeted cost: £17, 968

Activity	*Evidence that supports this approach*	*Challenge number(s) addressed*
Educational Psychology advice to support with provision for disadvantaged children with SEN.	The 'assess, plan, do' approach detailed in the SEN code of practice supports the use of specialist professionals: 'Where a child continues to make less than expected progress, despite evidence-based support and interventions that are matched to the child's area of need, practitioners should consider involving appropriate specialists' (SEND code of practice 2015)	1, 3, 4
Targeted interventions and 1-1 or group support in class for Spelling, maths skills, reading. Interventions are evidence based and evaluated and delivered consistently to enable disadvantaged pupils to make accelerated progress. (including Dyslexia Gold, Times Tables rock stars)	'Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact' (EEF: 'Teaching assistant interventions')	1, 3
1-1 nurture and nurture groups led by appropriately trained TAs. Training, resources, and membership of 'Nurture network' to ensure continued high quality provision.	This 'is especially important for children from disadvantaged backgrounds and other vulnerable groups, who, on average, have weaker SEL skills at all ages than their better-off classmates'. (EEF: Social and Emotional Learning')	1,4,5

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

Budgeted cost: £21,132

Activity	**Evidence that supports this approach**	**Challenge number(s) addressed**

Offer Breakfast club and after school club sessions for disadvantaged pupils	DfE Improving school attendance advice	5
Support with the cost of after school sports clubs and music lessons, without which disadvantaged children do not have the same opportunities as their non-disadvantaged peers.	'All children, including those from disadvantaged backgrounds, deserve a well-rounded and culturally rich education'. (EEF) There is evidence that involvement in extracurricular sporting activities may increase pupil attendance. (EEF: Physical activity toolkit') The English Outdoor council identifies that learning outside the classroom raises educational standards in schools, and often leads to improved self-confidence.	4, 5
Support for the cost of school trips.		4
Support with the cost of residential trips.		4
Zen zones in classrooms, outside, and quiet club - resources.	'Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.' EEF	4
Resources to enable implementation of OPAL playground approach		4
Family Links parenting courses: cost of facilitator time and resources.	DfE Improving school attendance advice NJ research evaluation of impact	4,5

Total budgeted cost: £ 41,750

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 2022 to 2023 academic year.

To diminish the attainment gap for all PP pupils

Data below shows that accelerated progress was made in reading, writing or maths by some of our disadvantaged children, but not all, as measured against National Curriculum expectations (see table below).

However progress through interventions, measured by standardised assessment scores, shows accelerated progress for most disadvantaged children across most subjects.

Some of the children who made less than expected progress have more complex needs, and progress towards their personal outcomes was good.

The focus needs to continue to be on our most disadvantaged and vulnerable pupils, especially to ensure that the support they receive is consistent and high quality.

Progress pupil premium 2022-23

	Reading			Writing			Maths		
Class	below	expected	accelerated	below	expected	accelerated	below	expected	accelerated
Year 1		50%	50%		50%	50%		50%	50%
Year 2	25%	25%	50%	25%	25%	50%	25%	25%	50%
Year 3	50%	25%	25%	50%		50%	50%	50%	
Year 4			100%			100%			100%
Year 5	20%		80%	20%		80%			100%
Year 6		50%	50%	100%					100%

Ensure a smooth transition to school each morning and improve attendance

For the children who were supported to attend breakfast or after school club, there was a positive impact on attendance.

To support pupils with gaining confidence and cultural capital through attendance at school clubs and trips

Pupil premium funding enabled all children to take part in trips and their work following the trips showed the impact the experiences had.

To provide nurture sessions for children

All the children having nurture showed progress in their emotional and mental well-being, as measured by QCA scores or Strengths and difficulties questionnaires. Qualitative feedback through child and parent voice was also very positive.

To give pupils access to wider learning opportunities

Children were supported with funding for residential trips which had a very positive impact, as shown by their feedback.

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
Dyslexia Gold	www.dyslexiagold.co.uk
Kapow	www.kapowprimary.com
Times tables rock stars	www.ttrockstars.com

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.