

Pupil premium strategy statement

For 2025-2026 (updated November 2025)

This statement details our school's use of pupil premium funding for the 2025 to 2026 academic year 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 Cottage Primary School
Number of pupils in school	210
Proportion (%) of pupil premium eligible pupils	4.7% (10 pupils – Sept 25)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2025
Date this statement was published	December 2025 (revised and updated September 24)
Date on which it will be reviewed	July 2026
Statement authorised by	R Marshall (Headteacher)
Pupil premium lead	R Marshall
Governor / Trustee lead	S Clarke/ D Boulger

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£15150
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	£15150

Part A: Pupil premium strategy plan

Statement of intent

Oak Cottage Strategy for Disadvantaged and Vulnerable Pupils

Intentions

We aim to ensure all children achieve their full potential, with disadvantaged pupils achieving in line with their peers. For many, this means striving for the highest possible standards.

Our Strategy

- Identify Barriers: Use systematic, precise, and regular assessment to highlight obstacles to learning and underachievement.
- Responsive Support: Address barriers through high-quality teaching and targeted interventions, including:
 - In-class support
 - Individual and small-group sessions
- Curriculum Access: Ensure pupils can engage fully with the curriculum and cultural opportunities.
- Attendance: Where necessary, support attendance to prevent it becoming a barrier to learning.

Principles

- Respond to the varied needs of all children, especially disadvantaged or vulnerable pupils.
- Maintain clear profiles for these pupils to inform teaching and intervention.
- Regularly review impact and outcomes to ensure progress and adjust strategies as needed.

Impact

This plan ensures Pupil Premium funding is used effectively to accelerate progress and broaden cultural capital for disadvantaged pupils.

Challenges

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

Challenge number	Detail of challenge
1	Across our cohort, assessment and observation indicate there are gaps in the learning of some disadvantaged pupils that may inhibit best progress.
2	Observation and discussions have indicated that the SEMH needs amongst our children, including those who are disadvantaged, has been impacted by recent disruption. This also includes ensuring access to full curriculum and activity programme.
3	Assessments have shown that writing and maths skills across the cohort of our disadvantaged children are not always in line with those of their peers.
4	Attendance data for some of our disadvantaged children has at times been lower than that of their peers. Monitoring and supporting best attendance will promote best 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
Addressing gaps in learning	Gaps in learning are assessed and understood Gaps in learning filled so learning takes place sequentially Children no longer on track to achieve target outcomes are supported through targeted intervention By Summer 2026 a greater proportion of the cohort will be working at the age related expectation or better.
Addressing SEMH needs, including ensuring access to full curriculum and activity programme	Confidence built across curriculum Able to fully access curriculum through quality first teaching Able to access full range of activities in the wider curriculum and extra-curricular activities
Addressing barriers to learning that may inhibit children achieving in line with their peers	Quality first teaching and targeted intervention addresses identified barriers to learning Barriers and progress are reviewed and evaluated regularly and demonstrate impact

Best attendance will promote best progress.	At summer 2026, the attendance of disadvantaged children is in line with their peers or better. Attendance monitoring and interventions be put in place demonstrate improvements in attendance where necessary Support will be given to families identified as benefitting from it through external agencies / Family Support Worker involvement
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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: -

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued participation in Teacher Research group Mastery Teaching project for maths	Continued focused CPD informed by best practice and peer review contributes to highest standards of mathematics teaching.	3
<i>Teacher led booster teaching for reading, writing and maths to a small group (Jan – May 2026)</i>	Head teacher will work with a group of Year 6 children (including vulnerable children) to increase capacity to respond to needs of vulnerable children EEF: Small group tuition has an average impact of four months' additional progress over the course of a year https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1,2,3

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

Budgeted cost: £15,150.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Teacher led booster teaching for reading, writing and maths to a small group (Jan – May 2025)</i>	EEF: Small group tuition has an average impact of four months' additional progress over the course of a year https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1,2,3
<i>Teaching assistant interventions</i>	EEF: Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a high impact	1,2,3

<i>in and out of lessons</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	
<i>Provision of TAs to conduct focussed 1:1 and small group tuition</i>	EEF: Individualised instruction can be an effective approach to increasing pupil attainment. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction	1,2,3
<i>Teaching assistant 1:1 support</i>	EEF: Teaching assistants can provide a large positive impact on learner outcomes. Access to high quality teaching is the most important lever schools have to improve outcomes for their pupils. It is important to ensure that when pupils are receiving support from a teaching assistant, this supplements teaching but does not reduce the amount of high-quality interactions they have with their classroom teacher both in and out-of-class. Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)	1,2,3

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

Budgeted cost: approx. £0

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Support for access to school trips, visits and activities</i>	All children are in a position to access and be fully included in the widest curricular and extra-curricular offer made by the school.	1,2,3,4
<i>Family Support Worker/ Headteacher/ Key Stage Leaders to work closely with target families</i>	Parents of disadvantaged pupils will attend parent meetings and develop strategies to support their children with their learning, SEMH or other issues inhibiting attendance and/or learning. Family Support Worker/ Headteacher/ Key Stage Leaders to work closely with these families to identify barriers and work to remove these	4

Total budgeted cost: £ 15,150

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.

During 2024-2025 academic year, pupil premium activity included ensuring provision for intervention and dedicated 1:1 and small group support.

At the end of the year, 56% of the children categorised as disadvantaged were achieving in line with their peers at age related expectations in both Reading, and 67% were achieving at least age related expectations in writing and mathematics.

Cohort size: 11

% achieving at least expected standard		
Re	Wr	Maths
56%	67%	67%

Attendance

The attendance of the children eligible for Pupil Premium Funding Overall = 94.3%

The average attendance of this group of pupils is therefore slightly lower than that of their peers (whole school = 97.1%)

SEMH needs of all children, including those eligible for the pupil premium were addressed by enhanced provision of a Child and Family Support Worker in school supporting families with a range of pastoral issues.

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

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?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Additional Activities Supporting the Pupil Premium Strategy

Overview

Our pupil premium strategy is complemented by activities funded through other sources, ensuring a holistic approach to pupil wellbeing and achievement.

Mental Health and Wellbeing

- Following securing a DfE grant to train a **Senior Mental Health Lead**, we have embedded this across the school to create the conditions for all to thrive
- Provision of support in this is based on needs identified through the online tool and will focus on:
 - Understanding pupils' mental health needs
 - Giving pupils a voice in shaping wellbeing initiatives
 - Strengthening collaboration with parents

Extracurricular Activities

- We offer a range of **high-quality extracurricular opportunities** designed to boost:
 - Wellbeing
 - Behaviour
 - Attendance
 - Aspiration
- Activities will focus on building essential life skills such as:
 - Confidence
 - Resilience
 - Social interaction
- Disadvantaged pupils will be **encouraged and supported** to participate fully.