

Pupil premium strategy statement – Oak Hill First 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	448
Proportion (%) of pupil premium eligible pupils	22%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	July 2026-29
Date this statement was published	September 2026
Date on which it will be reviewed	31 st July 2029
Statement authorised by	Sarah Allen
Pupil premium lead	Sarah Allen
Governor / Trustee lead	Doug Mills

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£127,203
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year (2026-27) <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£127,203

Part A: Pupil premium strategy plan

Statement of intent

At Oak Hill First School, our ambition is that every child—regardless of background or challenge—secures strong foundations across the curriculum and achieves highly. We are experts in the pupils in front of us, using precise assessment to identify barriers and direct support to those most at risk of underachievement, including pupils with a social worker, young carers, high prior attainers, and those experiencing disadvantage who may not be eligible for pupil premium.

We are thoughtful in how we use our resources, directing them where they will make the greatest difference. All staff understand their role in this and take collective responsibility for improving outcomes for disadvantaged pupils.

High-quality teaching is our primary lever for success. We place particular emphasis on the explicit teaching of vocabulary and the careful development of pupils' knowledge across reading, writing, mathematics and the wider curriculum. We believe that helping pupils to understand and use language with confidence is central to their success. Clear, purposeful feedback ensures pupils understand what to do next and are supported to improve. Where needed, we respond early with targeted academic support and wider strategies, reviewing their impact carefully.

Our approach is rooted in evidence and responsiveness—not assumption. We draw on a range of information, including day-to-day assessment, pupil voice and wider indicators such as attendance and behaviour, to understand how well things are working and to adapt our approach where needed. We expect this strategy to improve outcomes for disadvantaged pupils while strengthening provision for all.

Strong, respectful relationships sit at the heart of our work—within classrooms, across the school, and with our wider community.

Every adult takes responsibility for disadvantaged pupils' outcomes and maintains high expectations. We know that when staff are well supported, pupils benefit. Every interaction matters.

Challenges

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

Challenge number	Detail of challenge
1. Attendance	Regular attendance is essential for pupils to secure strong outcomes. While attendance for most pupils is broadly in line with national figures, disadvantaged pupils attend less frequently and are more likely to be persistently absent. Evidence: PP attendance is lower than non-PP and below national averages; persistent absence is disproportionately higher for disadvantaged pupils. Our focus: Working in close partnership with families, alongside targeted support and external services, to remove barriers and improve attendance for those most at risk.
2. Language, vocabulary and early development	Some pupils begin school with different language experiences and levels of vocabulary, which can make it harder to access the curriculum and express their understanding. These differences can persist if not addressed early. Evidence: GLD gap (PP 60.0% vs 72.3% non-PP); reading outcomes remain below national expectations (NGRT below 100). Our focus: A consistent, language-rich approach across the school, with a strong emphasis on explicit vocabulary teaching, structured talk, and early language development.
3. Reading (phonics, fluency and comprehension)	Although many pupils learn to decode successfully, some require additional time and support to secure early reading and develop fluency and deeper understanding. Evidence: Phonics outcomes (PP 80.0% vs 88.4% non-PP); NGRT scores improving but below national average. Our focus: High-quality phonics teaching, timely intervention and a continued focus on reading fluency and comprehension so that all pupils can access the full curriculum.
4. Gaps in knowledge and learning confidence	Some pupils have gaps in prior knowledge, particularly in reading and language, which can affect their confidence, independence and engagement over time. Evidence: Linked to early language and reading outcomes; reflected in

	variation in attainment and progress. Our focus: High-quality teaching that builds knowledge carefully over time, alongside targeted support that helps pupils experience success and develop confidence as learners.
5. Multiple and overlapping needs	A higher proportion of pupils have SEND compared to national averages, and many disadvantaged pupils have additional or overlapping needs. Our focus: Adaptive teaching and targeted support that meets a range of needs without lowering expectations, ensuring pupils can access the same ambitious curriculum.
6. Wellbeing, belonging and family context	Some pupils need additional support with emotional regulation, wellbeing or wider circumstances, which can affect attendance, engagement and readiness to learn. Evidence: Links between attendance, behaviour and disadvantage, alongside context of above-average local deprivation Our focus: Strong pastoral systems and relationships, alongside effective partnership with families and external agencies, to ensure pupils feel safe, supported and ready to learn.

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
1. Achieve and sustain improved attendance for all pupils, particularly disadvantaged pupils, so they are able to access the full curriculum.	• Overall attendance improves over time and is at least in line with national averages • The attendance gap between disadvantaged and non-disadvantaged pupils is reduced to ≤ 1.5 percentage points • Persistent absence is reduced to ≤ 8% overall and ≤ 12% for disadvantaged pupils • Lateness for disadvantaged pupils reduces significantly (approximately 50% reduction from 2024/25 baseline)
2. Increase the proportion of disadvantaged pupils achieving a Good Level of Development, particularly in communication, language and early literacy.	• Disadvantaged pupils achieving GLD ≥ 72%, with gap ≤ 5 percentage points • ≥ 90% of disadvantaged pupils make at least expected progress from starting points • Increasing proportion exceed expected progress, particularly in communication and language

	Outcomes at expected+ in Communication & Language, Literacy and Maths ≥ 75% for disadvantaged pupils
3. Ensure more disadvantaged pupils become confident, fluent readers by the end of KS1 and sustain this into KS2.	- Year 1 phonics outcomes within ±3 percentage points of non-disadvantaged pupils - By end of Year 2, the majority of disadvantaged pupils read fluently at an age-appropriate level - By end of Year 3, most disadvantaged pupils meet expected fluency benchmarks - Average standardised reading score for disadvantaged pupils ≥ 100, with increasing numbers above this - KS1 reading EXS+ ≥ 75%, gap ≤ 5 percentage points
4. Improve outcomes in writing and across the curriculum by strengthening the foundational skills in writing and developing pupils' independence.	- KS1 writing EXS+ ≥ 70%, with gap ≤ 7 percentage points - Increasing proportion of disadvantaged pupils achieving greater depth - Most disadvantaged pupils demonstrate accurate sentence construction and secure foundational writing skills - Regular independent writing with improved stamina and reduced reliance on scaffolds - Evidence in books shows increasing independence, accuracy and quality over time
5. Ensure disadvantaged pupils with additional needs (SEND/EAL) are well supported to achieve and access the full curriculum.	- Provision is clearly mapped and reviewed regularly for disadvantaged pupils with additional needs - Targeted support leads to improved outcomes and increased curriculum access - Gaps in attainment and progress for disadvantaged pupils with SEND narrow over time
6. Strengthen wellbeing, belonging and engagement in school, particularly for disadvantaged pupils.	- Pupil voice indicates disadvantaged pupils feel safe, included and supported - Improved engagement and readiness to learn for targeted pupils - Participation in enrichment (clubs, trips and wider opportunities) ≥ 90% for disadvantaged pupils - SEMH support shows clear positive impact on confidence and engagement

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ £76,322

Activity	Evidence that supports this approach	Challenge number(s) addressed
Instructional coaching through Aristotle and structured CPD	Sustained professional development improves teaching quality and pupil outcomes. Instructional coaching is most effective when focused on specific practices (EEF). Marc Rowland highlights that improving outcomes for disadvantaged pupils is best achieved through high-quality teaching and consistent practice across the school.	2, 3, 4, 5
Regular pupil progress meetings to inform responsive teaching	Diagnostic assessment supports timely identification of need and targeted support (EEF). Effective use of assessment enables teachers to respond precisely to pupils' needs over time.	1, 3, 4, 5
Adaptive teaching using CRST 'pre-requisites'	Adaptive teaching, including careful scaffolding and sequencing, enables all pupils to access an ambitious curriculum (EEF SEND Guidance). Ofsted research highlights the importance of reducing cognitive overload and securing knowledge over time.	2, 4, 5
Explicit vocabulary instruction across the curriculum	Evidence from the EEF and Oxford University Press highlights the importance of vocabulary and oral language development. Addressing gaps in language is key to enabling pupils to access the full curriculum.	2
Read Write Inc. phonics and early reading	Read Write Inc. demonstrates that a consistent, systematic phonics approach, combined with regular assessment and targeted support, secures strong early reading outcomes. This is supported by	3

	EEF evidence on the effectiveness of phonics teaching.	
Structured reading fluency and use of diagnostic assessment (NGRT/PiXL)	Reading fluency and comprehension improve through regular, purposeful practice informed by assessment (EEF Literacy). Developing fluency is essential for enabling pupils to access increasingly complex texts.	3, 4
Writing development through modelling and sentence construction	Explicit modelling, guided practice and secure foundations in writing support pupils to write with increasing accuracy and independence (EEF Literacy KS1; Writing for Pleasure research).	4
CUSP curriculum and strong foundations in EYFS	A well-sequenced, knowledge-rich curriculum supports long-term learning. Ofsted research highlights the importance of secure foundational knowledge, particularly for disadvantaged pupils.	2, 4

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

Budgeted cost: £ £31,801

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance casework and strong family engagement	Parental engagement approaches can support improvements in attendance, particularly when relationships are strong and support is targeted (EEF Attendance Guidance).	1
Relational approach and consistent pastoral support	Marc Rowland emphasises the importance of strong relationships, belonging and consistency in improving outcomes for disadvantaged pupils. EEF behaviour guidance also highlights the impact of positive relationships on engagement.	6
Coordinated support for pupils with additional needs (SEND/EAL)	Structured, well-coordinated provision improves access to learning and outcomes for pupils with additional needs (EEF SEND Guidance).	5, 6

Access to enrichment and wider opportunities	Participation in enrichment supports wellbeing, engagement and a sense of belonging, particularly for disadvantaged pupils (EEF; wider participation research).	6
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ £19,080

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small-group reading support (fluency and comprehension)	Structured small-group interventions can accelerate progress when carefully targeted (EEF Literacy). Additional practice supports pupils to catch up and keep up.	3, 4
Phonics tutoring for pupils who fall behind	Short, focused phonics interventions support rapid progress and consolidation of early reading skills (EEF Phonics; Read Write Inc. approach).	3
Targeted writing support to strengthen foundational skills	Focused teaching of foundational writing skills supports accuracy, sentence construction and confidence (EEF Literacy KS1).	4
Pre-teaching and overlearning led by trained staff	Pre-teaching key vocabulary and concepts supports access and reduces cognitive demand (EEF SEND Guidance). This approach aligns with adaptive teaching and supports pupils with additional needs.	2, 4, 5

Total budgeted cost: £ £127,203

Part B: Review of the previous academic year Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Overview of Performance

Evaluation of the Impact of the Pupil Premium Strategy 2025–26

The 2025–26 Pupil Premium Strategy has had a positive impact on outcomes for disadvantaged pupils across the school, particularly in the areas of early reading, phonics and mathematics. Through high-quality teaching, targeted intervention, pastoral support and the effective deployment of staff, disadvantaged pupils have been supported to make progress from their individual starting points and access learning successfully.

A significant strength of this year's work has been the full implementation of Read Write Inc. (RWI) across Reception and Year 1. Speed Sound Lessons are now embedded consistently and delivered with fidelity, ensuring pupils develop secure phonics knowledge, decoding skills and increasing reading fluency from the earliest stages of learning. Staff confidence and consistency have been strengthened through ongoing coaching, monitoring and professional development.

The impact of these approaches is evident in phonics outcomes. At the start of the academic year, projections indicated that the Year 1 Phonics Screening Check outcome could fall from the previous year's actual outcome of 84% to 66%, reflecting the needs and starting points of the current cohort. Through the successful implementation of RWI, targeted intervention and responsive teaching, projected outcomes have risen to 81.5%. Whilst this remains slightly below last year's outcome, it represents a significant improvement from the initial projection and demonstrates the positive impact of the school's phonics strategy on pupil achievement.

Outcomes for disadvantaged pupils in phonics remain below those of their peers; however, 72.2% of FSM pupils are projected to achieve the expected standard in the Phonics Screening Check, demonstrating that the majority of disadvantaged pupils have secured the phonics knowledge required to access reading successfully. Pupils are demonstrating increasing confidence when applying phonics knowledge in both reading and writing, providing a stronger foundation for future literacy success.

In the Early Years, a continued focus on communication, language and early literacy has supported disadvantaged children to develop the knowledge and skills required for future learning. Current data indicates that 74% of FSM pupils have achieved a Good Level of

Development, demonstrating that many disadvantaged pupils are leaving Reception ready for the demands of Key Stage 1.

The strategy has also supported strong outcomes in mathematics. In Year 4, disadvantaged pupils achieved an average Multiplication Tables Check score of 22.1 out of 25, reflecting secure recall of multiplication facts and increasing fluency in number. This provides pupils with a strong foundation for future mathematical learning and demonstrates the impact of targeted support and high-quality classroom teaching.

Attendance has remained a key priority throughout 2025–26. Current year-to-date whole-school attendance stands at 94.1%. Attendance for pupils eligible for Free School Meals is 90.6%, while attendance for pupils with SEND is 91.7%. Although attendance for these groups remains below the whole-school figure, the school has continued to prioritise attendance and work closely with families to remove barriers to learning and improve engagement.

Current whole-school persistent absence stands at 15.3%, slightly below the Arbor national average of 15.7%. Persistent absence for pupils eligible for Free School Meals is currently 25%. Whilst this remains an area requiring continued focus, it represents a 10 percentage point reduction compared with the same point last year, demonstrating positive progress in reducing absence amongst disadvantaged pupils.

A range of strategies, including regular communication with families, attendance meetings, phone calls, home visits, individual attendance plans, attendance letters and the celebration of improved attendance, have helped to strengthen engagement and raise the profile of attendance across the school community. The school also remained open during periods of extreme weather, enabling pupils to continue accessing learning and maintaining established routines.

Overall, the evidence indicates that the strategy has been successful in improving outcomes for disadvantaged pupils, particularly in phonics and early literacy. The successful implementation of Read Write Inc., alongside targeted academic and pastoral support, has contributed to improved pupil achievement and stronger outcomes across the school. While attendance and some attainment gaps remain areas for continued development, current evidence demonstrates that disadvantaged pupils are making positive progress from their starting points, with notable strengths including 72.2% FSM phonics outcomes, 67% FSM GLD outcomes, a Year 4 FSM MTC average score of 21.7/25, and a 10 percentage point reduction in FSM persistent absence compared with last year

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Song of Sounds (until September 2026)	Sue Reed and Liz Wbester
Maths No Problem (until September 2026)	Maths No Problem
Read Write Inc	Ruth Miskin
White Rose Maths	White Rose Education
Times Table Rock Stars	Maths Circle Ltd
Numbots	Maths Circle Ltd
CUSP	Curriculum with Unity Partnerships School
PE scheme	Primary PE Planning
Attendance	Inclusive Attendance (Wayne Harris)

