



Pupil premium strategy statement: Oatlands Junior School

2024-27

DfE Guidance on Pupil Premium Funding

The Pupil Premium was introduced in April 2011.

Schools can make decisions about how to spend the Pupil Premium funding to ensure that there is a narrowing of the attainment gap.

The Pupil Premium provides funding for pupils:

- Pupils who qualify for free school meals, or have done at any time in the past six years (FSM EVER6) (£1,515 per child)
- Pupils who have a parent serving in the armed forces (£350 per child)
- Pupils who are in the care of, or provided with accommodation by an English local authority (LA) (looked after children LAC) (£2,630 per child)
- Pupils who were looked after by an English or Welsh local authority before being adopted, or who left care on a special guardianship order or child arrangements order (Post LAC) (£2,630 per child)

Schools are held accountable for the spending of these monies, and performance tables will capture the achievement of disadvantaged students covered by the Pupil Premium.

This statement details Oatlands Junior School's use of Pupil Premium funding to help improve the attainment of our disadvantaged pupils. It outlines our Pupil Premium Strategy and how we intend to spend the funding in this academic year.

School overview

Detail	Data
School Name	Oatlands Junior School
Number of pupils in school	356
Proportion (%) of pupil premium	5.3%
Academic year/years that our current pupil premium strategy plan covers	2024 - 2027
Date this statement was published	December 2024 Reviewed December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Estelle Scarth Headteacher
Pupil Premium Lead	Wendy McNerney Assistant Headteacher & Inclusion Leader
Governor Lead	Rai Shacklock Inclusion Governor

Funding overview

Detail	Data
Pupil premium funding allocation this academic year	£25,406.67 (2024-25) £29,593.00 (2025-26)
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year If your school is an academy in a trust that pools funding, state the amount available to your school this academic year	£25,406.67 (2024-25) £29,593.00 (2025-26)

Part A: Pupil premium strategy plan

Statement of Intent

'At Oatlands Junior School we believe that every child has the right to equality of outcome. We are a community where all children are empowered to unlock their full potential, and which celebrates independence, tolerance, success, and excellence. In order to achieve equity, we embrace the principles of fairness, social justice, inclusion, global citizenship and community cohesion.' (Oatlands Junior School Equalities Statement).

'We are a community where children are empowered to unlock their full potential, and which celebrates independence, tolerance, success and excellence.' (OJS Mission Statement)

At Oatlands Junior School, we are committed to ensuring that every child has the opportunity to succeed by maximising potential, overcoming all barriers, and closing gaps in achievement. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers and non-disadvantaged. We therefore use pupil premium funding to make a difference to the lives of all our pupils by setting out a comprehensive strategy, whilst still targeting our disadvantaged.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker or carers. This strategy is intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is the heart of our approach at OJS, with a focus on areas in which disadvantaged pupils require the most support. Implicit in the intended outcomes detailed below, is the intention that the non-disadvantaged pupils' attainment will be sustained and improved alongside progress for disadvantaged and vulnerable peers.

Our strategy is also integral to wider school plans for education recovery, notably its targeted support through the School Led Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils and disadvantaged pupils in Year 6.

The approach at OJS will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the

impact of disadvantage. We will review all interventions, resources, and strategies through internal monitoring and external evaluation, to ensure the best impact on children's learning and closing the gap is being achieved. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged and vulnerable pupils are challenged in the work they are set.
- act early to intervene at the point need is identified.
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

'...the school's curriculum is ambitious and well thought out. It clearly defines the important knowledge pupils should learn from Year 3 to the end of Year 6. Pupils, including those with special educational needs and/or disabilities (SEND), learn the curriculum very well..' Ofsted Report (January 2025)

Context for Funding

Our Pupil Premium allocation for 2025–26 is £29,593.00, reflecting a drop in the number of pupils eligible for Pupil Premium funding. In line with the EEF's guidance to "do fewer things better," at OJS we will focus on high-value, evidence-informed approaches and embed strong implementation monitoring to maximise the impact of every pound.

Our strategy is grounded in four key principles:

- **Inclusion:** All actions are designed to benefit both disadvantaged and non-disadvantaged pupils.
- **Evidence-Based Practice:** Decisions are guided by robust research, including the EEF Toolkit.
- **Sustainability:** Initiatives are selected for their long-term impact, supporting lasting improvement for pupils and the wider school community.
- **Complementary Approaches:** Activity across all tiers works cohesively, creating a supportive framework that strengthens academic outcomes and emotional wellbeing.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils. The following barriers have been identified through internal monitoring and the ISDR:

Challenge number	Detail of challenge
1	Attainment Historic periods of partial school closure have still had a disproportionately negative impact on the attainment of

	<p>disadvantaged pupils. Assessment information indicates significant gaps in core knowledge and skills, resulting in many pupils falling further behind age-related expectations, particularly in mathematics and writing. These gaps continue to influence progress across the curriculum.</p> <p>Reading Assessment data, observations, and pupil voice highlight that disadvantaged pupils often experience greater difficulty securing phonics knowledge compared with their peers. This slows early reading development and continues to affect progress beyond decoding, with limited vocabulary and reduced breadth of experience contributing to weaker comprehension.</p> <p>Writing Disadvantaged pupils demonstrate reduced writing stamina and weaker presentation skills. These factors affect the fluency, accuracy, and overall quality of their written outcomes, and contribute to wider gaps in writing attainment.</p> <p>Spelling Many disadvantaged pupils require additional support to embed phonics knowledge and apply spelling rules consistently. Difficulties transferring this knowledge into independent writing continue to hinder accuracy and confidence.</p> <p>Mathematics Disadvantaged pupils require targeted support to develop secure Times Tables knowledge and a strong understanding of number. These gaps impact their readiness for the Year 4 Multiplication Tables Check and limit progress towards end of Key Stage 2 expectations. Addressing these foundational gaps is essential for improving mathematical fluency and problem-solving.</p>
2	<p>Underdeveloped Oracy, Language and Vocabulary Assessment information, classroom observations, and pupil voice highlight significant gaps in oral language development and vocabulary among many disadvantaged pupils. These needs are consistently evident from Year 3 to Year 6 and are notably more pronounced within our disadvantaged cohort compared with their peers.</p>
3	<p>Social Emotional Mental Health & Wellbeing A rise in pupil and parent anxiety continues to affect attendance, punctuality and academic progress. Many pupils are experiencing social and emotional difficulties, particularly linked to disrupted friendships and reduced enrichment opportunities during periods of school closure. These challenges disproportionately impact disadvantaged pupils, contributing to gaps in attainment and engagement. Pastoral records, pupil voice and staff observations highlight ongoing needs around emotional wellbeing and mental health, including self-esteem, self-regulation and safe decision-making both online and offline. Evidence from the EEF identifies high-quality Social and</p>

	Emotional Learning (SEL) as a high-impact approach when implemented effectively.
4	<p>Attendance & Punctuality</p> <p>Persistent lateness and lower attendance among a small number of disadvantaged pupils continue to affect learning time and progress. Overall attendance remains above national figures, and persistent absence is significantly below national levels. The priority is to sustain this strong performance while providing targeted support for vulnerable subgroups at risk of declining attendance or punctuality.</p>
5	<p>Social and Cultural Development</p> <p>Some disadvantaged pupils face challenges in managing social interactions, both in person and online. These difficulties can limit their ability to form positive relationships and fully engage in learning. Evidence from behaviour records and online behaviour incidents highlights the need for targeted support. Research from the EEF and DfE emphasises that structured parental engagement and explicit social-skills development are effective levers for improving pupils' social outcomes and overall engagement.</p>

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
<p>1</p> <p>Attainment</p>	<p>Attainment</p> <ul style="list-style-type: none"> Disadvantaged pupils make accelerated progress that closes gaps in core knowledge and skills, particularly in mathematics and writing. Increasing proportions of disadvantaged pupils meet or exceed age-related expectations across all year groups. Assessment data shows a sustained reduction in the attainment gap between disadvantaged pupils and their peers. <p>Reading</p> <ul style="list-style-type: none"> Disadvantaged pupils secure strong phonics knowledge, with improved outcomes in the Phonics Screening Check and internal assessments. Pupils demonstrate increased reading fluency, confidence, and comprehension, supported by broader vocabulary and enriched reading experiences.

	<ul style="list-style-type: none"> • The proportion of disadvantaged pupils reading at or above age-related expectations rises steadily over the strategy period. <p>Writing</p> <ul style="list-style-type: none"> • Disadvantaged pupils show improved writing stamina, enabling them to produce longer, more coherent pieces of writing. • Presentation, handwriting, and overall fluency improve, resulting in higher-quality written outcomes. • Internal and statutory assessments indicate a narrowing of the writing attainment gap. <p>Spelling</p> <ul style="list-style-type: none"> • Disadvantaged pupils apply phonics knowledge and spelling rules accurately and consistently in independent writing. • Spelling accuracy improves across curriculum subjects, contributing to clearer, more confident written communication. • Assessment outcomes show a reduction in common spelling errors and increased mastery of age-appropriate spelling patterns. <p>Mathematics</p> <ul style="list-style-type: none"> • Disadvantaged pupils develop secure Times Tables knowledge, reflected in improved performance in the Year 4 Multiplication Tables Check and ongoing fluency assessments. • Pupils demonstrate stronger number sense and increased confidence in applying mathematical knowledge to problem-solving. • The proportion of disadvantaged pupils achieving age-related expectations in mathematics increases, with gaps narrowing by the end of Key Stage 2.
<p>2 Underdeveloped oracy, language and vocabulary</p>	<ul style="list-style-type: none"> • Disadvantaged pupils show measurable improvement in oral language and vocabulary, demonstrated through assessments, classroom talk, and written work. • Increased confidence and participation from disadvantaged pupils in structured talk activities, as evidenced by observations and pupil voice. • Teachers consistently implement agreed oracy and vocabulary strategies across KS2, with clear impact seen in learning walks and pupil outcomes.
<p>3 Social Emotional Mental Health & Wellbeing</p>	<ul style="list-style-type: none"> • Evidence of improved wellbeing for targeted pupils, demonstrated through positive movement in school wellbeing surveys and pupil profiles, alongside a measurable reduction

	<p>in online and offline risk-taking incidents recorded in pastoral logs.</p> <ul style="list-style-type: none"> Increased offer of, and participation in, enrichment activities, particularly among disadvantaged pupils, including free wrap-around care at Fun Club, after-school clubs, residential and educational visits.
4 Attendance & Punctuality	<ul style="list-style-type: none"> Maintain whole-school attendance above or in line with 97.2% and persistent absentees (PA) less than 2.2%; disadvantaged attendance above or in line with 96.8% and PA 0% (termly dashboards).
5 Social & Cultural Development	<ul style="list-style-type: none"> Targeted pupils engage consistently in after-school clubs, peer conflict incidents decrease, and digital citizenship scores show clear improvement in online-safety audits.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year (2025-26)** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

2025-26 Budgeted cost: £5,500.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><u>High quality phonics interventions in Years 3</u> Identifying and embedding stronger phonics teaching for pupils who did not pass the Y1 phonics screening. Learning & Teaching assistant training required.</p>	<p>Continue to supplement resources for the Read, Write, Inc phonics intervention and whole school spelling programme to continue to provide early and rapid intervention across the school.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	1,2
<p><u>Maths</u> Enhancement of our maths teaching & the curriculum planning. Maths leader and identified teacher</p>	<p>We have purchased the White Rose premium teaching resources subscription. Re-subscribed to MyMaths to provide learning support at home with parents.</p>	1

<p>release time following outcomes of monitoring to embed key elements of guidance in school and to access White Rose and Maths Hub resources and CPD.</p>	<p>Monitoring by maths lead alongside Inclusion Leader to ensure high quality teaching and adjustments for SEND/disadvantaged are consistent across year groups and school and provide internal school evidence.</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/Maths/KS2_KS3_Maths_Guidance_2017.pdf</p> <p>https://whiterosemaths.com/</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</p> <p>https://www.mymaths.co.uk/</p>	
<p><u>High Quality Teaching</u> Improve the quality of social and emotional learning. These will be embedded into quality first teaching and through bespoke support with the Learning Mentor. School to facilitate CPD and release time for CF as Senior Mental Health Lead.</p>	<p>Extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life.</p> <p>Referrals to Clay Therapy specialist teacher.</p> <p>Learning Mentor & OJS Hub to accommodate 1:1 and small group SEMH interventions.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning?utm_source=/education-evidence/teaching-learning-toolkit/social-and-emotional-learning&utm_medium=search&utm_campaign=site_search&search_term=social</p>	1,2,3
<p>Inclusion Leader release time (1/2 day per week) to lead, facilitate and monitor the impact of catch-up interventions and support. Staff CPD, as identified from school audit.</p>	<p>High quality staff CPD is essential to follow EEF principles. This is followed up during staff meetings, twilight sessions and INSET. We are part of the RKLTL.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-</p>	1,2,3,4,5

	reviews/teachers-continuing-professional-development?utm_source=/education-evidence/evidence-reviews/teachers-continuing-professional-development&utm_medium=search&utm_campaign=site_search&search_term=teacher%20professional	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

2025-26 Budgeted cost: £16,500.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><u>Reading</u> Reading passports introduced to provide enrichment reading opportunities and exposure to quality texts.</p> <p>Y4/5/6 Reading Fluency Project to increase reading comprehension and fluency.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies?utm_source=/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies&utm_medium=search&utm_campaign=site_search&search_term=reading</p> <p>LTA to support 1:1 or small group of disadvantaged pupils in all year groups.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <p>https://educationendowmentfoundation.org.uk/news/voices-from-the-classroom-reading-fluency-in-the-primary-classroom</p> <p>Staffing, purchase of resources and books and supply cover.</p> <p>https://educationendowmentfoundation.org.uk/news/why-focus-on-reading-fluency</p> <p>https://educationendowmentfoundation.org.uk/news/voices-from-the-classroom-</p>	<p>1, 2</p>

	reading-fluency-in-the-primary-classroom?	
Learning Mentor to support nurture and behaviour, preventing issues before they start.	<p>With the additional increase in Early Help and Social Service involvement, it is essential that we know our pupils and can spot triggers which will affect learning. OJS Hub timetabled to support SEMH needs during before school, breaktimes and lunchtimes.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/learning-behaviours</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p>	1,2,3,4,5
Use of Learning & Teaching Assistants for targeted intervention, in place for children who have fallen behind.	<p>Individualised instruction Individualised instruction EEF (educationendowmentfoundation.org.uk) Small group tuition Small group tuition EEF Learning & Teaching Assistant interventions Teaching Assistant Interventions EEF</p>	1 2 4 5
<u>Maths</u> Times Table Rockstars annual subscription.	<p>An effective and an essential part of learning and engagement, for disadvantaged and non-disadvantaged pupils. Data shows drop in number of disadvantaged pupils performing lower on MTC for past three years.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/mathematics-in-key-stages-2-and-3?utm_source=/education-evidence/evidence-</p>	1

	reviews/mathematics-in-key-stages-2-and-3&utm_medium=search&utm_campaign=site_search&search_term=maths	
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Wider strategies (for example, related to attendance, behaviour, well-being)

2025-26 Budgeted cost: £3,500.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><u>SEMH/Well-being</u> Employ internally promoted Learning Mentor to work with vulnerable pupils and families to ensure they can access learning.</p> <p><u>Attendance & Punctuality</u> Daily response by school office staff to follow up lateness and absences.</p>	<p>More frequent behaviour difficulties meaning disadvantaged pupils are more likely to have their learning affected.</p> <p>Learning Mentor to liaise with families and outside agencies in supporting and addressing family needs.</p> <p>OJS Hub timetabled to support SEMH needs during lunchtimes.</p> <p>Attendance figures are currently good for disadvantaged pupils, and we would like to maintain this. A higher percentage of disadvantaged pupils are late to school than non-disadvantaged pupils.</p> <ul style="list-style-type: none"> • Learning Mentor to liaise with school office team. • Learning mentor to liaise and support families. <p>https://www.educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel?utm_source=/education-evidence/guidance-reports/primary-sel&utm_medium=search&utm_campaign=site_search&search_term=social</p> <p>https://www.educationendowmentfoundation.org.uk/news/funding-round-to-understand-the-impact-of-different-approaches-to-improving-attendance?utm_source=/news/funding-round-to-understand-the-impact-of-different-approaches-to-improving-attendance&utm_medium=search&utm</p>	<p>2,3,4,5</p>

	_campaign=site_search&search_term=attendance	
<u>Residential costs</u> Ensure all disadvantaged pupils are able to attend the Year 6 residential to Mount Cook & Y4 Robin Wood, Todmorden.	It is essential that all disadvantaged pupils experience a full and broad curriculum, including outdoor adventurous activities on their residential: Year 6 – Castle Head, Grange-over-Sands – school to fund this residential apart from the deposit for all disadvantaged families in Year 6 & 4. <ul style="list-style-type: none"> • Develop and experience: team building skills; real-life and practical problem-solving activities; managing and looking after themselves; learn to take and manage risks and develop resilience. https://www.educationaltourism.org/why-us.html	1,2,3,5
<u>Y4 swimming lessons, after school clubs and enrichment activities.</u> Ensure disadvantaged pupils can access 10-week swimming programme in Year 4, after-school clubs and enrichment activities and 1:1 music peripatetic lessons.	It is important that our disadvantaged pupils have access and are not restricted if there is a financial barrier to enrichments activities. School to fund costs for coaches to enable travel to swimming lessons in Year 4, for after school trips and enrichment activities for disadvantaged pupils. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity	3,4,5

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 years.

Assessment of Previous Pupil Premium Strategy (2021-2024)

Challenge 1: Improved oral language skills and vocabulary among disadvantaged pupils.

Adult-led vocabulary checks show measurable improvement in pupils' expressive and receptive language. Pupils use a wider and more ambitious vocabulary in both spoken and written work, evidenced through book looks and moderation.

Challenge 2 & 3: Improved phonics, reading, writing and maths attainment among disadvantaged pupils.

End of KS2 2024 & 2025 Data Outcomes – Working at the expected standard or above

Subject	2024 PP	2024 Non-PP	2024 National PP	2024 National NPP	2025 PP	2025 Non-PP	2025 National PP	2025 National NPP
Combined	29%	73%	46%	67%	42.9%	79.5%	47%	69%
Reading	71%	93%	62%	80%	71.4%	90.4%	63%	81%
Writing	57%	59%	58%	78%	42.9%	84.3%	59%	78%
Maths	57%	95%	59%	79%	71.4%	84.3%	61%	81%
EGPS	71%	88%	59%	78%	71.4%	88%	60%	79%
Science	100%	93.3%			71.4%	93%		
	PP Score of 20+/25		Non-PP Score of 20+/25		PP Score of 20+/25		Non-PP Score of 20+/25	
	2023-24		2023-24		2024-25		2024-25	
Y4 Multiplication Check	50%		71.4%		25%		78%	

Challenge 4: Provide and embed a bespoke curriculum including a wide range of enrichment opportunities to broaden experiences and aspirations of all children including those eligible for PP.

Increasing the offer of enrichment activities has had a significant positive impact on pupils' engagement, wellbeing, and access to wider opportunities, particularly for disadvantaged and SEND pupils. Free wrap-around care at Fun Club for two pupils, alongside a broader range of after-school clubs, residentials and educational visits, has removed financial and logistical barriers, resulting in higher and more equitable participation. Tracking shows strong attendance of disadvantaged and SEND pupils at after-school clubs and all disadvantaged pupils took part in the Year 4 and Year 6 residentials as well as mid-year school visits, ensuring they benefit from key developmental and cultural experiences. This increased involvement has strengthened pupils' confidence, social skills, and sense of belonging, while also enriching their cultural capital and supporting positive attitudes to learning.

Challenge 5: Achieve and sustain improved wellbeing for all pupils, particularly our disadvantaged pupils.

- No permanent exclusions from the last three years and 1 fixed term suspension in 2023-24 and 2024-25 indicate a safe and calm culture at OJS.

- Disadvantaged pupils attend very well (96.8% in 2024-25 vs 92.4% nationally), with disadvantaged persistent absence at 0% vs 22.3% nationally. This suggests highly effective pastoral and inclusion support embedded.

Growing Up in North Yorkshire Survey (GUINY 2024) responses show good awareness of personal wellbeing:

- **Safety:** 73% always feel safe at school (59% for North Yorkshire average).
- **Happiness About Growing Up:** 30% feel happy about growing up (above 26% North Yorkshire average).
- **Low Bullying-Related Absence:** 0% absent due to bullying or school worries in the last month (3% recorded in 2022.)
- **Pupil Resilience:** 70% never give up when facing challenges.
- **Online Safety:** Only 1% saw upsetting content online (below 7% county average).

Externally provided programmes

Programme	Provider
Times Table Rockstars	Maths Circle Ltd

Service pupil premium funding (optional)

How did we spend our service pupil premium allocation last academic year?

2023-24:

Support from Learning Mentor throughout the academic year - £700. Pupils have gained wider experiences, team building and mixing with peers in their year groups.

2024-25:

Although the funding allocation for service pupils is modest, the school has used it strategically to ensure both pupils receive strong, targeted support. The funding has enabled:

- Full inclusion in enrichment and wider opportunities, such as clubs, pupil voice groups and cultural capital experiences, ensuring mobility does not limit participation.

Maintained consistently strong attendance, supported by the school's proactive communication with families and its early-help pastoral systems.

No concerns emerged regarding behaviour, wellbeing, or engagement in learning.

Pupils' academic progress remains secure and comparable to that of their peers, with no indication that mobility or service-related pressures have resulted in gaps in learning.