

Pupil premium strategy statement – Oaklands Junior School

This statement details our school's use of pupil premium (and recovery 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	244
Proportion (%) of pupil premium eligible pupils	6.6%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2025-2028
Date this statement was published	Dec 25
Date on which it will be reviewed	Nov 26
Statement authorised by	D Holland
Pupil premium lead	D Holland
Governor / Trustee lead	E Levy

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 21400
Recovery premium funding allocation this academic year	£ 0
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£ 0
Total budget for this academic year <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>	£ 21400

Part A: Pupil premium strategy plan

Statement of intent

For children to develop the lifelong skills of the Oaklands Mindset, which:

- **Challenges** self and others to reach their full potential
- Fosters determination and resilience in working towards our **Ambition**
- Encourages greater confidence to achieve **Independence**
- Values **Friendship** that shows respect and compassion
- Promotes happiness and motivation to succeed through **Enjoyment**
- Develops **Communication** through collaboration and co-operation

Challenges

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

Challenge number	Detail of challenge
1	Attendance is a challenge for some of our PPG children. The link between attendance, outcomes and wellbeing is clearly documented in official publications
2	Transition – both moving to OJS from either OIS or other settings and moving to secondary school. This has become a greater challenge as the demand for places in our closest secondary school outstrips supply and liaison with unfamiliar settings requires establishing
3	Dealing with challenging family dynamics – this includes parents who are struggling to ensure a home life that provides children with the fundamentals required to thrive in life, including eating healthily
4	Supporting parents/ carers to become involved in and supportive of their child's education, with a particular emphasis on establishing and maintaining positive relationships and supporting parental confidence to work with their child at home
5	Children with EAL or no English at all that are recent arrivals to the UK

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
Children will have had the opportunity to make expected or better progress in the core subjects of reading, writing and maths	APS progress averages 3 or more throughout the period at OJS
Children will have been given the opportunity to develop the Oaklands Mindset through extra-curricular activities	Children have had the opportunity to try different activities and have been prioritised for these opportunities
Children will be able to transition to new settings with the tools and support necessary	Children that join OJS settle quickly or are supported if difficulties arise. Children moving to secondary school have an enhanced transition if required
Children will have a supportive home environment fostered by quality communication	A positive relationship between home and school is created adjudged by both parties through engagement and feedback
Children will feel safe and are able to communicate basic needs	Attendance is above 95% and, if able to, children articulate their thoughts. If not able to communicate verbally, observation shows positive demeanour and attitudes.

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: £ 12590

Activity	Evidence that supports this approach	Challenge number(s) addressed
Focussed support sessions	Small group interventions or 1:1 focused on key learning areas, often as pre-teaching, are shown to have positive outcomes	16
Provision of a TA full time in every classroom	Support is needed both as a planned intervention or on a needs basis. A fulltime TA ensures there is always an adult available to support as required.	16

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

Budgeted cost: £ 6800

Activity	Evidence that supports this approach	Challenge number(s) addressed
After-school Maths intervention group	Sessions focus on ensuring mastery of fundamental skills and knowledge to allow reduction in cognitive load in whole-class teaching and therefore more capacity for higher-level thinking. EEF metacognition document	6
1:1 and group interventions e.g. writing, Power of 2 maths	Data from the online systems, intervention materials and assessments show progress in core subjects	16
Sessions with an Educational Psychologist	Pupil voice shows the impact of having these sessions. They are more positive in their view of themselves and life in general, leading to greater engagement EEF social and emotional health impact	2

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

Budgeted cost: £ 1440 + £1400 + £200 + £2715 +£7843 = £13598

Activity	Evidence that supports this approach	Challenge number(s) addressed
Nurture Groups and 1:1 support	Feedback from children who have undertaken targeted Nurture Support is overwhelmingly positive; Children exhibit improved attitudes and behaviours e.g. coming on residential 1:1 Nurture sessions are assigned as required EEF Mental health and wellbeing	6
Daily positive interactions with an adult and between school and carers	Engagement of the children in schooling, attendance data, research into the effect of positive child-adult interactions. Positive interactions with parents and carers document - EEF	16

Focus on PPG children in staff appraisals and for enrichment activities e.g. WASMA, sports	By having identified children as part of the appraisal process, senior leaders can ensure their needs are identified and met as a priority. Enrichment opportunities enhance engagement and improve self-perception.	16
Educational trips and experiences	Developing cultural capital is one of many research-based articles that make the link between enhanced cultural capital and lifelong success, wealth and happiness	16
Provision of free school meals	A healthy diet is essential in allowing children to develop physically and can focus on learning in school	16

Total budgeted cost: £ 32988

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Progress data for disadvantaged children 2024-25

Subject	Reading	Writing	Maths
Average APS points progress	3.11	3.33	3.61

This is taken from the internal assessment system used at Oaklands Junior School. The expectation for expected progress is 3 APS points per year. As the data suggests, reading, writing and maths made better than expected progress for this group. These scores are impacted by there being no benchmark from year 2 so that 3 APS points progress would be outstanding progress in year 3. With 22% of children being year 3, this has an impact on the progress scores.

In year 6 we had 6 children identified as disadvantaged. Data cannot be considered robust as it is from a statistically insignificant sample size. The year 6 group also experienced some turbulence, with one third of the group not being with us from the start of year 3, making tracking progress unreliable.

Attendance data for the year 2024-25 was 95.8% present.

Disadvantaged children had a range of opportunities and are prioritised for participation including for sporting events such as cricket, tag rugby, badminton, golf, sportshall athletics and football as well as for cultural events such as the Henley Literary Festival and WASMA. In addition, all disadvantaged children in years 4 and 6 went on residential trips except one EAL child in year 4 whose parents opted out due to being new to the country.