



Pupil Premium Strategy Statement

2025 - 2028

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	Oak Farm Primary School
Number of pupils in school	515
Proportion (%) of pupil premium eligible pupils	18.6%
Number of children in receipt of pupil premium	95
Academic years covered by this statement	2025 to end of 2028
Date this statement was published	December 2025
Date on which it will be reviewed	September 2028
Statement authorised by	Jas Cheema
Pupil Premium lead	Nikki Ceccobelli
Governor lead	Sue Hynds

Funding overview

Detail	Amount
Pupil premium funding allocation for this year	£124,230
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£124,230

Part A: Pupil Premium Strategy Plan

Statement of intent

Oak Farm Primary School is a foundation school in the London borough of Hillingdon, established in September 2021 through the amalgamation of the Infant and Junior Schools. We are a three-form entry primary school offering extended provision from 7.30am to 6.00pm via breakfast and after-school clubs. Our vision is rooted in the belief that from little acorns grow mighty oaks, and we hold high aspirations for all our pupils.

Our overarching aim is to ensure that all disadvantaged pupils at Oak Farm Primary School achieve their full academic, social, and personal potential. Specifically, we seek to:

- Narrow and ultimately close the attainment gap between disadvantaged pupils and their peers.
- Equip disadvantaged pupils with the knowledge, skills, and confidence to succeed in their next stages of education and beyond.
- Foster resilience, self-esteem, and well-being so pupils are confident, motivated learners and active contributors to their community.
- Ensure equitable access to high-quality teaching, targeted academic support, and enriching extracurricular opportunities.
- Build strong partnerships with families to support pupils' learning and development holistically.

Our strategy is designed to systematically remove barriers to learning and provide tailored support to disadvantaged pupils through:

- Quality First Teaching: Ensuring all pupils receive consistently high-quality, inclusive teaching that meets diverse learning needs, with adaptations and scaffolding embedded within whole-class teaching.
- Targeted Academic Support: Using data-driven identification of underperformance to provide timely and evidence-based interventions that accelerate progress.
- Holistic Development: Supporting pupils' social and emotional well-being through pastoral care, wellbeing initiatives, and opportunities to develop confidence and self-esteem.
- Broadening Experiences: Guaranteeing access to a rich curriculum and extracurricular activities that enhance cultural capital and engagement.
- Family Engagement: Building strong relationships with families to foster collaboration and shared responsibility for pupil success.
- Data-Informed Decision Making: Regularly analysing pupil progress and using research evidence to allocate resources effectively, ensuring interventions have maximum impact.

At Oak Farm Primary School, our Pupil Premium strategy is founded on the principles of equity and inclusion, ensuring every disadvantaged pupil has equal opportunities to succeed. We use evidence-based approaches tailored to our pupils' unique contexts and embrace whole-school responsibility, with leadership and staff jointly committed to raising achievement. Our interventions are timely, targeted, and sustained to secure lasting impact, supported by continuous monitoring and adaptation to meet evolving needs. We recognise the importance of holistic development—academic, social, emotional, and cultural—and actively engage families and external partners to foster a strong, supportive community that underpins pupil success.

Challenges

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

In-school challenges	
Challenge Number	Detail of Challenge
1.	<p>Low attendance</p> <p>At Oak Farm Primary School, the average attendance for pupils eligible for pupil premium is lower than that of their non-pupil premium peers, which has a significant impact on their academic progress and contributes to widening the attainment gap. Our data indicates that pupils eligible for pupil premium attend school less consistently than other pupils. For example, in the academic year 2024-25, attendance for pupil premium pupils was 89.6%, compared to 93.4% for non-pupil premium pupils. This attendance gap leads to missed learning opportunities, decreased engagement, and poorer outcomes across the curriculum.</p>
2.	<p>Difficulties with phonics and reading</p> <p>Our assessments at Oak Farm Primary School indicate that pupils eligible for pupil premium face greater challenges in phonics and reading compared to their non-pupil premium peers, impacting their reading development throughout their school journey.</p> <p>In the 2024–25 academic year, 43% of pupil premium pupils passed the Year 1 Phonics Screening Check, compared with 85% of non-pupil premium pupils. This is also significantly below the national average for pupil premium pupils, which was 67% in 2023/24.</p> <p>Early gaps are apparent upon entry to Key Stage 1. In the Early Years Foundation Stage, 62.5% of pupil premium pupils achieved a Good Level of Development (GLD), compared with 81% of non-pupil premium pupils—a gap of nearly 20 percentage points.</p> <p>By the end of Key Stage 2, this trend continues, with only 44% of pupil premium pupils meeting the expected standard in reading, compared with 78% of non-pupil premium pupils.</p>

	<p>This data underscores the urgent need for targeted, systematic support in phonics, early language acquisition, and reading fluency to prevent these gaps from widening as pupils progress through the school.</p>
3.	<p>Difficulties with writing, including handwriting</p> <p>Our assessments at Oak Farm Primary School reveal that pupils eligible for pupil premium face greater challenges in writing, including handwriting, which results in lower progress and attainment compared to their non-pupil premium peers. 2024-2025, 44% of pupil premium pupils met the expected writing standard at Key Stage 2, compared to 65% of non-pupil premium pupils and 72% nationally.</p> <p>Research indicates that fluent transcription skills—handwriting and spelling—are essential foundations for writing quality. Pupils who struggle with handwriting fluency often experience cognitive overload, which limits their ability to focus on composing and organising ideas. Teacher assessments show that approximately 51% of pupil premium pupils require additional support to develop legible and efficient handwriting.</p> <p>Our strategy prioritises high-quality, systematic teaching of handwriting, including letter formation, development of fine motor skills, and purposeful practice, alongside targeted interventions for pupils needing extra support. This approach aims to enhance transcription fluency, enabling pupil premium pupils to write more confidently and effectively across the curriculum.</p>

4.	<p>Low attainment in mathematics</p> <p>Our assessments and observations indicate that pupils eligible for pupil premium at Oak Farm Primary School consistently achieve lower outcomes in mathematics compared to their non-pupil premium peers across most year groups. 2024-2025 Key Stage 2 assessments, only 67% of our pupil premium pupils met the expected standard in mathematics, compared to 80% of non-pupil premium pupils and 74% nationally. This attainment gap limits their access to the full curriculum and future learning opportunities.</p>
5.	<p>Multiple Vulnerabilities</p> <p>At Oak Farm Primary School, we have 96 pupils eligible for pupil premium, with 41 of these pupils also identified as having special educational needs and disabilities (SEND), representing almost half of our pupil premium cohort. Many of these pupils face multiple vulnerabilities that impact their educational progress. Our observations and conversations with pupils have highlighted significant social and emotional challenges, including low confidence and self-esteem, which affect many of our pupil premium pupils. Addressing these intersecting needs is essential to ensuring that all pupils can fully engage, belong, and succeed in school.</p>

External challenges	
6.	<p>Pupils eligible for pupil premium at Oak Farm Primary School face a range of external challenges that impact their educational progress and require coordinated action beyond the school environment. Many pupils, including those with special educational needs and disabilities (SEND), have limited access to essential resources that support their learning and development. Additionally, 49 (51%) pupils who are both eligible for pupil premium and have English as an additional language (EAL) encounter significant barriers to learning, particularly related to language acquisition. This is often compounded by limited parental capacity to provide academic support at home due to language and resource constraints. Addressing these external challenges is crucial to ensuring these pupils receive the comprehensive support needed to thrive academically and socially.</p>

Intended Outcomes

This section outlines the goals we aim to achieve by the conclusion of our current strategy plan. It also details the measures and indicators we will use to evaluate whether these objectives have been successfully met.

Intended Outcome	Success Criteria
<p>To improve the attendance of Pupil Premium pupils so that at least 90% of disadvantaged pupils attend school regularly, ensuring they do not miss vital learning opportunities and reducing the attendance gap with their peers.</p>	<ul style="list-style-type: none">• The overall absence rate for all pupils will be reduced to no more than 5% by the end of the academic year.• The attendance gap between Pupil Premium and non-Pupil Premium peers will be reduced from the current 3.8% to less than 2%• Pupils with very poor attendance (below 90%) will be identified promptly and challenged rigorously in line with the school's attendance policy, with targeted support provided to improve their attendance.• Key staff will work closely with families of disadvantaged pupils to address barriers to attendance, ensuring timely intervention and sustained engagement.• Attendance data will be monitored weekly and analysed by cohort to enable early identification of emerging patterns and to inform strategic actions.• Regular reports on attendance, including disadvantaged pupils, will be provided to senior leaders and governors to ensure accountability and continuous improvement.

<p>To improve pupil premium pupils' reading skills through high-quality teaching, targeted interventions, and tailored support for pupils with English as an Additional Language (EAL).</p> <p>By the end of the 2025-26 academic year, the attainment gap between pupil premium and non-pupil premium pupils in reading is reduced by at least 10%, as measured by phonics screening and end-of-key-stage assessments.</p>	<ul style="list-style-type: none"> • At least 70% of pupil premium pupils to complete the phonics programme and pass the Year 1 Phonics Screening Check by the end of Key Stage 1. • Robust systems (Pixl, Insight Tracking, teacher assessment) established to identify pupils requiring additional early reading support (6-weekly assessment cycle). • Evidence-based, targeted interventions in place for pupil premium pupils, with ongoing monitoring showing measurable impact on reading progress. • The attainment and progress gap between pupil premium (44%) and non-pupil premium pupils (78%) in reading will reduce by 10% by the end of Key Stage 2, with pupil premium pupils making accelerated progress 20% (3 pupils). • At least 70% of pupil premium pupils to achieve the expected standard in the Year 6 Reading SATs. • All pupil premium pupils to make at least expected progress in reading from their individual starting points.
<p>To enhance pupil premium pupils' writing skills by prioritising fluent transcription (handwriting and spelling) through systematic teaching, purposeful practice, and targeted interventions, including explicit spelling instruction and planning strategies.</p> <p>Aim of narrowing the attainment gap in writing between pupil premium and non-pupil premium pupils by at least 10% by the end of the 2025-26 academic year, as evidenced by teacher assessments and Key Stage 2 writing outcomes.</p>	<ul style="list-style-type: none"> • Evidence-based, targeted interventions in place for pupil premium pupils, with ongoing monitoring showing measurable impact on writing progress. • The attainment and progress gap between pupil premium (44%) and non-pupil premium pupils (65%) in writing will reduce by 10% by the end of Key Stage 2, with pupil premium pupils making accelerated progress (20%). • At least 65% of pupil premium pupils to achieve the expected standard in the Year 6 Writing teacher assessment. • All pupil premium pupils to make at least expected progress in writing from their individual starting points. • Writing foundational skills to be strengthened through EYFS moderation

	<p>and audit of the writing scheme, alongside regular monitoring.</p>
<p>To close the attainment gap by ensuring that at least 70% of Pupil Premium pupils reach the expected standard in mathematics by the end of Key Stage 2, aligning their achievement with or exceeding national averages for disadvantaged pupils.</p>	<ul style="list-style-type: none">● The attainment gap in mathematics between pupil premium (67%) and non-pupil premium pupils (82%) will narrow by 10% by the end of Key Stage 2.● At least 70% of pupil premium pupils will achieve the expected standard in the Year 6 Maths SATs.● Pupil premium pupils will make at least expected progress in mathematics from their individual starting points, with a substantial proportion exceeding expected progress.● PIXL analysis will be in place to regularly identify pupil premium pupils requiring additional support through ongoing formative and diagnostic assessment.● Targeted, evidence-based interventions (PIXL therapies) will be implemented promptly for identified pupil premium pupils, with clear, measurable evidence demonstrating their positive impact on progress and attainment.● Regular monitoring and evaluation will ensure interventions are effective and

	<p>adapted as needed to maximise pupil premium pupils' outcomes.</p>
<p>Ensure that a minimum of 85% of pupil premium pupils with multiple vulnerabilities, including those with SEND, show improved social-emotional wellbeing and resilience, as demonstrated by a reduction in behavioural incidents, higher attendance rates, and positive feedback from both pupils and staff.</p>	<ul style="list-style-type: none"> ● Pastoral care and support programmes (e.g., Zones of Regulation, Drawing and Talking) are implemented consistently for pupil premium pupils with multiple vulnerabilities. ● At least 85% of targeted pupil premium pupils show measurable improvement in self-esteem, resilience, and independence through pre- and post-intervention (e.g. Building Blocks, Talk About) assessments and pupil voice feedback. ● Behavioural incident data for pupil premium pupils with multiple vulnerabilities shows a reduction of at least 20% compared to the previous academic year. ● Attendance rates for pupil premium pupils with multiple vulnerabilities improve by at least 5% over the academic year. ● Adaptive teaching practises to meet SEND needs are embedded across classrooms, with regular monitoring and staff training to ensure fidelity and impact.

	<ul style="list-style-type: none">● Staff receive ongoing professional development on supporting pupils with multiple vulnerabilities and report increased confidence in meeting these pupils' needs
<p>Work collaboratively with parents and carers of pupil premium pupils to build their confidence in supporting home learning and to ensure all pupils have access to necessary technology. This will include engaging parents in school activities, keeping them informed about their child's progress, and providing guidance on how to effectively support learning at home.</p>	<ul style="list-style-type: none">● Attendance of parents/carers of pupil premium pupils at parents' evenings matches or exceeds that of parents/carers of non-pupil premium pupils.● Parent/carer surveys demonstrate high levels of engagement, satisfaction, and confidence in supporting their child's learning and school life.● A clear increase in the number of pupil premium pupils with access to appropriate technology for home learning.● Regular communication and workshops are delivered to parents/carers, with positive feedback indicating increased understanding of how to support learning at home.● Evidence of improved pupil engagement and progress linked to enhanced parental involvement and home learning support.

To ensure that all Pupil Premium pupils have access to a broad range of enriching opportunities both within and beyond the school curriculum, supporting their personal development and widening their experiences.

- All Pupil Premium pupils will be offered access to a wide range of extra-curricular clubs and activities throughout the academic year.
- All Pupil Premium pupils who require financial support will have their places subsidised between 30-50% for clubs and activities to ensure equitable participation.
- Targeted efforts will be made to monitor and increase participation rates of Pupil Premium pupils in enrichment activities, so that all children are actively engaged.
- All Pupil Premium pupils will be offered opportunities to attend educational trips and events, with funding or subsidies provided where needed to remove financial barriers.
- Participation and engagement data for Pupil Premium pupils in extra-curricular and enrichment activities will be regularly monitored and reported to senior leaders to ensure inclusivity and impact.

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

Budgeted cost: £70,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue collaboration with The English Hub, including a comprehensive audit.</p> <p>Implement the Read Write Inc. Synthetic Phonics programme to develop pupils' early reading, spelling, and writing skills, aiming for at least 90% of pupils to meet expected progress milestones.</p> <p>Prioritise catch-up support for pupils at risk of falling behind.</p> <p>Provide ongoing training to ensure all staff have the necessary pedagogical skills and content knowledge to deliver RWI effectively.</p>	<p>DfE accredited phonics programme.</p> <p>The Education Endowment Foundation (EEF) recommends implementing a systematic phonics programme that explicitly teaches pupils a comprehensive set of letter-sound relationships for reading and sound-letter relationships for spelling.</p> <p>Collaboration with The English Hub further enhances programme implementation through expert support, training, and resources, ensuring fidelity and effectiveness.</p>	<p>2</p>

<p>Development of high-quality teaching and learning, and a curriculum which responds to the needs of pupils.</p> <p>Embed evidence-based lesson structure, based on Rosenshine’s Principles of Instruction.</p> <p>Implement Walkthrus’ professional development programme to strengthen teachers’ pedagogical expertise, with a specific focus on developing and applying adaptive teaching strategies. This will include explicit modelling of key instructional techniques, opportunities for staff to practise and refine these techniques, and regular coaching to ensure consistent, high-quality implementation across the school.</p>	<p>High-quality teaching and a responsive curriculum are key to accelerating pupil progress and closing attainment gaps. Research shows effective teaching is the most important factor in pupil outcomes (EEF, 2024). Using evidence-based lesson structures like Rosenshine’s Principles ensures clear, systematic teaching that improves understanding and engagement (Rosenshine, 2012; EEF, 2021).</p> <p>Implementing Walkthru’s professional development enhances teachers’ skills in adaptive strategies tailored to diverse needs. Ongoing, collaborative CPD with expert coaching is proven to boost teaching quality and pupil achievement (Darling-Hammond et al., 2017; EEF, 2020).</p> <p>Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. Schools should focus on building teacher knowledge, pedagogical expertise and curriculum development.(EEF)</p>	<p>2, 3,4,6</p>
<p>Provide targeted professional development for teaching staff to ensure all pupils encounter a rich and varied vocabulary across English, reading lessons, and the wider curriculum.</p> <p>Emphasise explicit teaching of new vocabulary, supported by a coherent reading strategy that integrates vocabulary development to enhance comprehension and language skills.</p>	<p>The Education Endowment Foundation (EEF) highlights that approaches combining vocabulary development with reading comprehension strategies yield significant progress, particularly for pupils eligible for pupil premium, who may have less exposure to rich language environments outside school.</p> <p>The EEF states that ‘repeated exposure to new vocabulary is necessary across spoken language, reading, and writing’ and that ‘building up a wide-ranging vocabulary is a priority for all pupils in key stage 2.’</p>	

<p>Development of individualised learning, and adapted resources, to tackle areas of weakness and bolster foundational knowledge in core areas of the curriculum. High quality assessment to be used to target and adapt teaching to pupils' personal needs.</p>	<p>'Prompt identification of pupils' specific literacy needs and the provision of appropriate support are critical to ensuring sustained progress' (EEF 'Improving Literacy' Guidance report).</p>	<p>2, 3, 4</p>
<p>Teachers to maintain a strong awareness of Pupil Premium pupils in their classes by regularly engaging them during whole-class teaching to boost motivation and prevent passive learning. Use strategic seating plans and visual prompts, such as stickers on books, to support this focus. Monitor progress through regular pupil progress meetings to tailor support and maintain accountability.</p>	<p>Research shows that actively engaging disadvantaged pupils during whole-class teaching increases motivation and reduces passive learning, leading to better academic outcomes (EEF, 2020). Strategic seating and visual prompts help teachers maintain focus on these pupils, promoting inclusion and participation (EEF Teaching and Learning Toolkit). Regular monitoring through pupil progress meetings ensures timely identification of needs and targeted support, which is critical to closing attainment gaps (DfE, Using Pupil Premium Guidance, 2025).</p>	<p>2,3, 4</p>
<p>Further develop and embed a mastery approach to mathematics across the school to ensure pupil premium pupils develop a deep and secure understanding of mathematical concepts.</p> <p>Provide targeted CPD for teaching staff to support effective delivery, alongside the use of Maths Insight tracking assessments, Times Tables Rock Stars (TTRS), including the OUMTC to</p>	<p>The EEF recommends enabling pupils to develop a rich network of mathematical knowledge and to provide regular opportunities for pupils to develop metacognition by encouraging them to explain their thinking to themselves and others.</p> <p>Effective mathematics teaching ensures all pupils develop a deep understanding of concepts through a mastery approach that balances keeping up with peers and targeted support for those who fall behind. Systematic rehearsal and purposeful practice help pupils memorise key facts and apply procedures confidently, reducing cognitive overload and enabling focus on</p>	<p>4, 5</p>

<p>monitor and enhance pupil progress.</p>	<p>complex concepts. Regular assessment and spaced retrieval prevent forgetting and support continuous progress. Teachers should provide structured learning plans, emphasise automatic recall of core knowledge (e.g., multiplication tables, fractions, decimals), and use questioning to reinforce understanding. Professional development should support teachers in delivering high-quality, evidence-based instruction that meets diverse pupil needs, including those with SEND, ensuring consistent progress across the curriculum.</p>	
<p>Enhance provision for SEND and disadvantaged pupils by ensuring high-quality first teaching and timely, evidence-based interventions (School Development Plan Priority).</p>	<p>The Education Endowment Foundation highlights that good teaching for pupils with SEND is fundamentally good teaching for all, reinforcing the critical role of skilled class teachers in narrowing attainment gaps and fostering positive outcomes.</p> <p>High-quality teaching practises—such as explicit instruction, scaffolding, and adaptive strategies—are essential for supporting SEND pupils to access the curriculum and make strong progress.</p> <p>Research consistently shows that effective teaching in inclusive classrooms benefits all pupils, with the greatest influence on educational and social outcomes for children with SEND coming from their class teacher (EEF, 2020; OFSTED Research Review: SEND, 2023).</p>	<p>2, 3,4,5, 6</p>

Targeted academic support

Budgeted cost: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Small group and 1:1 handwriting interventions to improve children’s fine motor skills and the legibility of their handwriting.</p>	<p>EEF guidance states that <i>‘the evidence indicates that small group and one to one interventions can be a powerful tool for supporting pupils who may require additional support.’</i></p>	<p>3, 5</p>
<p>Deliver targeted small group and one-to-one phonics and reading interventions, using evidence-based programmes such as Read Write Inc. Phonics and Fresh Start, to accelerate progress for pupils struggling with phonics and reading.</p>	<p>The Education Endowment Foundation (EEF) reports that small-group and one-to-one phonics interventions, especially those using structured, evidence-based programmes like Read Write Inc. and Fresh Start, significantly accelerate reading progress for struggling pupils (EEF, 2020).</p> <p>Research from the DfE’s Reading Framework (2023) highlights that systematic synthetic phonics (SSP) is the most effective method for teaching decoding and spelling, and targeted interventions using SSP help pupils catch up and close attainment gaps efficiently.</p>	<p>2, 5</p>
<p>Provide targeted support to develop pupils’ writing skills, with a focus on composition, grammar, punctuation, and vocabulary. Use structured teaching and regular assessment to tailor interventions that build confidence and competence in writing (Pixl therapies).</p>	<p>The EEF states that ‘targeted support focusing on specific aspects of writing—such as composition, grammar, punctuation, and vocabulary—can significantly improve pupils’ writing skills’. Structured teaching, combined with regular assessment, allows for tailored interventions that address individual needs and build pupils’ confidence and competence.</p>	<p>3,5</p>

<p>Liaison between the pastoral lead and class teachers to develop and implement targeted strategies that support vulnerable pupils' engagement and progress within the classroom.</p> <p>Provide staff training, to enhance inclusive teaching practises, ensuring all pupils have equitable access to the curriculum and receive appropriate support.</p>	<p>Evidence from Place2Be and Young Minds underlines the importance of catering for pupils' emotional wellbeing. The EEF states that <i>'Social and emotional skills are essential for children's development- they support effective learning and are linked to positive outcomes in later life. With the right support, children learn to articulate and manage their emotions, deal with conflict, solve problems, understand things from another person's perspective, and communicate in appropriate ways.'</i></p>	<p>5, 6</p>
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Wider strategies

Budgeted cost: £29,230

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pastoral team to work with pupils to support their emotional development and raise their self-esteem and confidence.</p>	<p>The EEF states that <i>‘Social and emotional skills are essential for children’s development- they support effective learning and are linked to positive outcomes in later life.</i></p>	<p>5, 6</p>
<p>Fund/subsidise school trips, visits, breakfast and after school clubs to ensure disadvantaged pupils have the same opportunities as others, with access to experiences to develop cultural capital.</p> <p>Bursary for purchase of school uniform and equipment.</p>	<p>EEF recommends using assessment to build on pupils’ knowledge, employing manipulatives, teaching problem-solving, and developing rich mathematical understanding. Targeted support, metacognition, purposeful practice, and smooth primary-secondary transitions are crucial. Experienced staff should deliver evidence-based interventions, ensuring tasks challenge and motivate all pupils.</p> <p>Providing bursaries for school uniform and equipment reduces financial barriers, promoting equal access to education and improving attendance and engagement. The Education Endowment Foundation highlights that removing such non-academic barriers supports disadvantaged pupils’ overall attainment and wellbeing (EEF, Using Pupil Premium, 2025).</p>	<p>5, 6</p>

<p>Attendance officer and Pastoral team to monitor pupils' attendance, and meet with parents as necessary, in order to improve attendance rates for disadvantaged pupils and ensure all pupils are in school and ready to learn.</p> <p>One-to-one sessions to support children anxious about coming to school.</p> <p>Training - an anxious child cant be a learning child</p> <p>Good attendance to be celebrated and rewarded to encourage regular attendance.</p>	<p>Department for Education research shows that overall absence has a negative link to attainment and that <i>'missing school for even a day can mean a child is less likely to achieve good grades.'</i></p> <p>One-to-one support for anxious children improves attendance, wellbeing, and readiness to learn. Research shows addressing anxiety reduces barriers to education, enabling better engagement and academic progress (DfE, Working Together to Improve Attendance; EEF, Supporting Mental Health in Schools).</p> <p>Celebrating and rewarding good attendance positively reinforces regular school attendance, boosting pupil motivation and engagement. The Education Endowment Foundation highlights that recognition strategies contribute to improved attendance and reduce absence, supporting better educational outcomes (EEF, Using Pupil Premium, 2025).</p>	6
<p>Develop the confidence of parents/carers to approach the school for guidance and advice, and to support their children at home.</p> <p>Coffee mornings/workshops and individual support.</p> <p>School to provide links to useful websites.</p>	<p><i>Building parents' confidence through workshops, individual support, and accessible resources strengthens home learning environments, which positively impacts pupil attainment. The EEF highlights that sustained, practical parental engagement improves children's outcomes, especially for pupil premium pupils, by fostering partnership and shared responsibility (EEF, Working with Parents, 2025).</i></p>	6

Total budgeted cost: £124,230

Part B: Review of outcomes in the previous academic year

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

End of Key Stage 1 Teacher Assessment Results

	Pupils eligible for PP in KS1 - 17	All Pupils (73)
% achieving at or above the expected standard in reading	29%	62%
% achieving at or above the expected standard in writing	35%	60%
% achieving at or above the expected standard in maths	29%	59%

At the end of Key Stage 1, teacher assessment data shows significant attainment gaps between pupils eligible for pupil premium (PP) and all other pupils across the core subjects. Only 29% of PP pupils met the expected standard in reading, compared to 62% of all pupils, revealing a 33 percentage point gap. In writing, 35% of PP pupils achieved the expected standard, while 60% of all pupils did so, a 25 percentage point gap. In maths, 29% of PP pupils reached the expected standard, compared to 59% of all pupils, resulting in a 30 percentage point gap.

These substantial gaps, particularly in reading and maths, underline the urgent need for targeted support and interventions to close the attainment divide and improve outcomes for pupil premium pupils.

End of Key Stage 2 National Curriculum Results 2025

	Pupils eligible for PP (<i>our school</i>) – 9 pupils	All other pupils	All Pupils	National average (All pupils)
% achieving at or above the expected standard in reading	44%	78%	74%	75%
% achieving at or above the expected standard in writing	44%	65%	62%	72%
% achieving at or above the expected standard in maths	67%	82%	80%	74%
% achieving at or above the expected standard in GPS	56%	83%	80%	73%
% achieving at or above the expected standard in reading, writing and maths	44%	71%	68%	62%

In the last academic year, 44% of pupils eligible for pupil premium funding achieved the expected standard in reading, compared to 78% of all other pupils. A significant attainment gap remains in reading with 34% of pupil premium pupils achieving lower than all other pupils and 31% against national. In writing, 44% of pupil premium pupils met the expected standard, while 65% of other pupils did so. In maths, 67% of pupil premium met the expected standard, while 82% of other pupils did so.

For 2025-26, we will prioritise targeted support and interventions for pupil premium pupils across all year groups who are not making expected progress or are below year group expectations. Pupil Progress Meetings will focus sharply on the progress and needs of pupil premium pupils, with particular attention to closing the writing attainment gap. Class teachers will be required to have a clear understanding of the individual needs of these pupils to ensure effective, personalised support.

Targeted Academic Support

We are collaborating with the English Hub to enhance reading provision and preparing for the January rollout of Read Write Inc. Staff CPD includes planned sessions using the WalkThrus series to strengthen adaptive teaching. PIXL diagnostic assessments have been introduced, alongside maths gap analysis CPD. Investigation of PIXL reading therapies is underway to support targeted academic progress.

Attendance Data 2024-2025

	Oak Farm Primary	Local Authority	National
Pupils eligible for PP	91.9%	94.6%	95.4%
Pupils not eligible for PP	95.8%	94.6%	95.4%
All pupils	95.2%	94.6%	95.4%

Percentage attendance figures by year group: 2024- 2025

Year group	All	Rec	1	2	3	4	5	6
Pupils eligible for PP	92.3%	92%	91%	92.5 %	94.7%	88.8%	92.8%	93.1%
Pupils not eligible for PP	95.8%	94.7%	95.1%	94.9 %	96.7%	95.9%	96.2%	94.6%
Gap	-3.5	-2.7	-4.1	-2.4	-2	-7.1	-3.4	-1.5%

Attendance Review and Current Year Update

Over recent years, attendance for pupils eligible for pupil premium (PP) has steadily improved, increasing from 89.3% in 2022-23 to 90.3% in 2023-24, and reaching 91.9% in 2024-25. Despite this positive trend, a persistent attendance gap remains between PP pupils and their non-PP peers, with the latest data showing a 3.4 percentage point difference (91.9% compared to 95.8%). This gap is particularly pronounced in Year 4, where it widens to 7.1 percentage points. At the start of the current academic year, attendance for PP pupils has slightly improved to 92.4%, although it remains below the attendance rate for non-PP pupils, which stands at 95.9%. This ongoing disparity highlights the need for continued targeted strategies to support attendance among disadvantaged pupils.

Building on successful collaboration with the Vanguard Learning Trust, targeted pastoral interventions have been embedded to support PP pupils' social, emotional, and mental health needs. These include 'Meet and Greet' sessions for anxious pupils, 'Listening Ear' opportunities to share concerns and 'Talking and Drawing' activities to boost self-esteem. Approximately 25% of the PP cohort benefited from these programmes in 2023-24.

Our Pastoral Lead works closely with staff to identify pupils needing support, while the Attendance Officer maintains strong engagement with families, balancing support and challenge to improve attendance and punctuality. Early identification and data-driven

interventions remain central to our strategy to close the attendance gap and promote wellbeing and academic success for all pupils.

Extra-curricular clubs

We monitored the involvement of our pupil premium pupils in extra-curricular clubs and activities, recognising the link between attendance, curriculum engagement, school ethos, behaviour, and inclusivity. The school used its Pupil Premium Grant to subsidise participation costs provided by external providers.

We have continued to track the participation of our Pupil Premium children in extra-curricular clubs and activities, understanding the relationship between pupil attendance and the school's curriculum, ethos, behaviour and inclusivity. The school has utilised its PPG to subsidise the cost of participation provided by external providers.

Enrichment Opportunities/extended day provision

We have been able to support disadvantaged families to ensure that pupils have access to enrichment opportunities in school. Families have been supported with the cost of trips, including the Year 6 residential.

Subsidised/funded breakfast club & after-school places have also been offered, with a number of Pupil Premium pupils taking up funded breakfast club places.

Funding has also been used to purchase school uniforms for some pupils.

Externally provided programmes

Below is a list of non-DfE programmes that have been purchased in the previous academic year.

Programme	Provider
Purple Mash	Two Simple Software
Read, Write, Inc.	Ruth Miskin/ Oxford University Press
Musical Subscription	Charanga
Kapow	Kapow Primary
Times Tables Rockstars	Maths Circle Ltd
Language Link	Speech Link Multimedia Ltd
Walk Thrus	Teaching Walkthrus international ltd
Educational Psychology Service	EPS (London Borough of Hillingdon)
Pixl DTTR diagnostic assessments	Pixl
Insight Tracking	Insight