

Pupil premium strategy statement – Melksham Oak School

Before completing this template, read the Education Endowment Foundation's [guide to the pupil premium](#) and DfE's [pupil premium guidance for school leaders](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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	1130
Proportion (%) of pupil premium eligible pupils	25.3%
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)	2024 - 2027
Date this statement was published	Nov 2025
Date on which it will be reviewed	1/9/26
Statement authorised by	Abbie Clark
Pupil premium lead	Pavarnie Jackson
Governor / Trustee lead	Mark Warne

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£104,500
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£104,500

Part A: Pupil premium strategy plan

Statement of intent

Vision

Melksham Oak Community School as part of the White Horse Federation is committed to narrowing the gap between the progress and attainment of disadvantaged pupils when compared to non-disadvantaged students in this setting. We are committed to providing all our disadvantaged students with a high quality learning experience covering a broad curriculum whilst raising their aspirations and supporting students to achieve their full potential. We aim to develop well rounded global citizens who are ready to overcome the challenges of tomorrow in line with our school values of respect, ambition and pride.

Key Principles

Our strategy to deliver this vision will always be guided by the following principles to tackle the barriers facing our disadvantaged students. Our approach always prioritises a small group of strategies that are proven to work by respected research.

- Melksham Oak Community School recognises that it plays a key part in making a difference to a disadvantaged student by providing an environment that supports them to grow, thrive and be successful.
- Quality teaching and learning, supported by an ambitious shared White Horse Federation curriculum and focused learning environment is the most important lever to improve disadvantaged students' outcomes.
- Every disadvantaged student is unique and the barriers to them being successful are different. Tackling disadvantaged progress is not just about supporting students with low prior attainment but supporting all disadvantaged students of all abilities and recognising the needs of vulnerable students such as young carers, looked after children and those with social services support.

Challenges

Melksham Oak Community School has carried out an evaluation of its disadvantaged students to identify the main challenges to their learning. We recognise that every student is unique and that there is a danger of stereotyping all of our disadvantaged students as having the same challenges. The school has the highest expectations for every learner and we believe that we can overcome these challenges for disadvantaged learners through outstanding teaching and learning, exceptional interventions and strong relationships between students, teachers and home.

Challenges

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

Challenge number	Detail of challenge
1	Attainment and Progress

2	Literacy
3	Behaviour
4	Attendance
5	Aspirations and Careers

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
Attainment and Progress Closing the attainment gap for disadvantaged learners	The attainment gap and progress 8 gap (where data is available in 2027) will reduce for disadvantaged students compared to 2024/25. % of students passing Maths and an English GCSE at grade 4 will be closer to that of non PP students (70%) and in line with national average.
Teaching and Learning High quality first teaching using shared MOW and consistency of approach to adaptive teaching and the use of SEN6 strategies	High quality first teaching will be observed in school with use of adaptive teaching and SEN6 strategies that support the progress of all students to reach their potential. For example explicit instruction, scaffolding, modelling and use of feedback will support students to know more and remember more as evidenced by improved outcomes for students in summative assessment.
Reading and Literacy Improve reading age for disadvantaged learners to enable them to access the curriculum at every key stage	Targeted intervention for students not yet at chronological reading age in KS3 will increase the reading ages of disadvantaged learners. Use of explicit teaching of tier 3 vocabulary in lessons will support development of literacy and reading comprehension in specialist subject areas.
Behaviour Disruption free learning for disadvantaged learners in all classrooms and improving the future opportunities for disadvantage learners by reducing numbers of internal and external suspensions for disadvantaged.	Consistent use of school behaviour policy and targeted pastoral interventions will ensure disruption free learning which will be observed and supported by lesson drop ins. Disadvantaged students will have a reduced number of visits to internal review room and numbers of suspensions compared to 2024/25 data.
Attendance Increased attendance for disadvantaged learners and reduced number of disadvantaged in the PA group	Reduced numbers of students who are disadvantaged are in the PA group compared to 2024/25. Attendance of PP students moves up in line with non PP students.
Aspiration Successful transition from KS4 into KS5 pathways with fewer NEET students	No disadvantaged students do not have a pathway to progress to on completion of KS4. The numbers of disadvantaged students joining MOCS Sixth Form will increase.

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: £ 74,000

‘High quality teaching should be a top priority for Pupil Premium spending. Making sure an effective teacher is in front of every class, and that every teacher is supported to keep improving, is key’. EEF guide to Pupil Premium spending.

Activity	Evidence that supports this approach	Challenge number(s) addressed
Literacy and reading strategy	National Literacy Trust research shows that lacking vital literacy skills puts people at risk of social exclusion and people with poor literacy skills are more likely to experience poverty.	2
CPD programme – 2025/26 Teaching vocabulary, adding scaffolds and challenge to questioning	EEF guidance report improving literacy in secondary schools - Teachers in every subject should provide explicit vocabulary instruction to help students access and use academic language. Teachers should prioritise teaching Tier 2 and 3 vocabulary, which students are unlikely to encounter in everyday speech.	1, 2 and 3
SEN6 and adaptive teaching approaches	EEF guidance report assessment and feedback - teachers should provide high quality instruction, including the use of formative assessment strategies.	1 and 2
Implementation (year 1) of Steplab for whole school CPD	EEF High quality first teaching is recommended to support all disadvantaged learners to improve attainment and progress.	1, 2 and 3
Development of shared curriculum for TWHF secondary schools	A high quality well sequenced curriculum is crucial for improving secondary outcomes. Shared TWHF curriculum and CPD time is an opportunity to share best practice across secondary schools to support high quality first teaching and a curriculum that is broad, aspirational and ambitious for all learners.	1

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

Budgeted cost: £ 15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Academic and pastoral small group interventions.	EEF toolkit – high quality academic tutoring has a strong positive impact – small group +4 months progress.	1 and 2
Academic tutor for KS4 PP students mentoring to build confidence and resilience, improve attendance and raise aspiration	EEF Toolkit shows likely to have a small positive impact on attainment +2 months however studies found more positive impacts for pupils from disadvantaged backgrounds. Whilst not as effective at raising attainment this is focussed on aspirations, remove risk of NEET and improving attendance through building relationships	3, 4 and 5
Targeted Maths tuition from specialist maths tutor for PP students not yet at FFT20 target grade	EEF Toolkit One-to-one tuition +5 months progress compared to peers of the same comparison.	1

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

Budgeted cost: £ 15,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral interventions prioritised for PP students – for example Forest School, Best Boxing, Lexia, Thrive, MHST, Counselling etc (full intervention offer from TWHF / WILTS available on website)	EEF school planning support, recognition of removing non academic barriers to success. Social and Emotional skills are essential for children's development and should be taught explicitly. EEF schools guidance on attendance recommends deliver targeted interventions to supplement the universal provision.	3 and 4
Regular attendance meetings, year group overview and by student cases targeting support for PP students as priority	EEF supporting school attendance guidance recommends building a holistic understanding of pupils and families and diagnosis of specific needs.	4

Targeted careers advice and support for PP students. Prioritising PP students for careers events or visits and tracking of all employer contacts at every key stage.	EEF Wider strategies for transition identifies that studies show a dip in attainment coinciding with periods of change. Positive discrimination for PP students to increase their awareness of the wider range of next steps available.	5
Direct funding of activities / trips / school equipment and uniform / revision materials for PP students	To remove barriers to learning and widen the experiences and aspirations of our disadvantaged learners.	5
Family Support Worker role for early intervention with PP students and families to support attendance	EEF supporting school attendance guidance recommends building a holistic understanding of pupils and families and diagnosis of specific needs.	4
Transition events e.g. transition days year 6, activity days year 5, Summer school, and bespoke transition programme according to student needs.	EEF Wider strategies for transition identifies that studies show a dip in attainment coinciding with periods of change.	4, 1

Total budgeted cost: £ 104,500

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

PP student outcomes Summer 2025

Analysis of the performance of the school's disadvantaged pupils during the previous academic year has included evidence from both national assessments and internal summative and formative assessments. For students sitting final exams in 2024 the percentage of disadvantaged students entering the full range of 9 GCSEs increased on the previous academic year as did the number of disadvantaged students entering Ebacc. The gap in attainment for disadvantaged students in comparison to our non disadvantaged students is still persistent year on year and our disadvantaged students outcomes remain below comparable national attainment figures. Attendance of disadvantaged students however is improving with particular impact on the PA group where the extra staffing allocated started to have impact in year 1 of the 3 year plan. Based on the data available (both internal and national assessments) the performance of disadvantaged students has improved on 2023 outcomes – the end of the previous 3 year plan. Our evaluation of the strategy implemented last year has informed the development and changes to the strategy going forward to this academic year. We have built on our plans from the previous school year to maintain the strong work on consistency of teaching and learning approaches in delivery of lessons with the extra T&L support offered through use of Steplab. This ensures that pupil premium students are treated consistently and understand expectations in every lesson to support improving behaviour and progress. At the same time the CPD plan develops in the coming year to deepen staff understanding of different barriers to learning so that students can be treated as individuals with their own learning needs being met through SEN6 strategies and adaptive teaching. We have also reviewed the impact of targeted interventions used and have deployed key staff accordingly. For key stage 3 the CATS data and internal reading age assessments show that our disadvantaged students make up a larger proportion of lower ability and lower reading age groups therefore our focus on literacy and reading going forward is essential. Targeted interventions such as Lexia will support faster progress with literacy and help remove barriers to learning for disadvantaged students across all subject areas.

HEADLINES

	Whole Cohort	4+EM	5+EM	Ebacç Entry	Ebacç APS	A8
2025	Melksham Oak	64.2	31.4	55.9	3.7	41.39
2025 Disadvantaged	Melksham Oak	31.1	8.9	37.8	2.5	27.68

These figures are an improvement on 2023 outcomes (the last year of the previous 3 year plan).

For PP students from 2023/24 to 2024/25 academic year the days of missed learning due to suspensions has reduced by 53% and numbers of suspensions for PP students reduced by 12%.

In the same time period, PP students in the PA attendance group average attendance has risen from 68.6% to 71.2%. Attendance for all PP students in the same time period rose from 84% to 85.5% with authorised absences falling from 10.1% to 8.8%.

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

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information:</i> How our service pupil premium allocation was spent last academic year
The impact of that spending on service pupil premium eligible pupils