

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	1144
Proportion (%) of pupil premium eligible pupils	22.03%
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)	September 2026 to September 2029
Date this statement was published	September 2026
Date on which it will be reviewed	September 2027
Statement authorised by	D Cooper, Executive Headteacher
Pupil premium lead	P Jackson, Deputy Headteacher
Governor / Trustee lead	Joanna James

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£275,110
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>	£275,110

Part A: Pupil premium strategy plan

Statement of intent

At Melksham Oak School we believe that learning should be rooted in equity, kindness, and inclusivity. Our school values of *respect, ambition and pride* are woven into the fabric of our school culture, helping to shape a supportive and welcoming environment for all. While we strive for excellence in every lesson, we also understand that personal growth goes beyond the classroom, and we encourage all our students to develop their full potential, both academically and personally. As part of the White Horse Federation we are inspiring lives with greater opportunity and choice and that is at the core of our Pupil Premium strategy; for all students to have agency and choices for their future built on their academic and personal achievements here at Melksham Oak. Our Pupil Premium strategy is written for all disadvantaged students but also those who could be classed as vulnerable in any way; for example young carers, those students known to social care and those who have adverse childhood experiences. The aim of this strategy is to support those students to reach their potential academically, socially and personally regardless of background and experiences.

Our strategy is based on the following principles in line with our whole school development plans that aim to tackle the barriers facing our disadvantaged students:

Teaching and learning that is ambitious for all learners with classroom adaptations, support from teaching assistants, technology or interventions in place for those students who may require more to close the gap in attainment.

Relational inclusion practices that support students' sense of belonging, community and wellbeing and which in turn leads to improved attendance and therefore attainment.

Knowing our students as individuals to identify the barriers to learning and attendance and creating a culture in which all staff put disadvantaged first.

Challenges

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

Challenge number	Detail of challenge
1	Attendance
2	Lower prior attainment than peers
3	Literacy
4	Parental engagement
5	Wellbeing and behaviour

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
Attendance	The current (end 2025/26) 6% gap between non disadvantaged and disadvantaged student attendance will close and the number of disadvantaged students who are PA and SA will fall to meet national.
Attainment	The gap between non disadvantaged and disadvantaged students will continue to close (2025/26 4+ En/Ma 10% below national and 20% below non disadvantaged, 5+ 9% below national and 16% below non disadvantaged.) Disadvantaged students will attain in line with their non disadvantaged peers across subjects. (2025/26 A8 DA 2.27 points up from previous academic year.
Progress	P8 for DA students will be 0. 2025/26 estimated P8 improved by 0.27 points from previous academic year.
Literacy	Reading comprehension testing to show that reading age is not more than one year below chronological reading age for disadvantaged students. At KS4 improved literacy will improve attainment and progress in English as well as all other subjects supporting the above progress and attainment success measures. Work scrutiny will show improved progress in every year group as students are able to create longer and more complex pieces for writing in internal assessment.
Parental engagement	Attendance to school events and communication with school is positive and supportive with the focus on individual student well being and progress. Parent attendance to parents evenings and information evenings rises in line with non disadvantaged families.
Student wellbeing and behaviour.	Students attendance increases as students engage with school activities. The personal development programme offer from years 7 to 13 supports students to have wider experiences, develop confidence and aspiration. Student voice shows that students feel a sense of belonging at our school and fewer students are NEET at the end of year 11. Students demonstrate positive learning behaviours in lessons and benefit from a calm learning environment that promotes progress and higher attainment for all students.

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: £ 125,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD that includes: explicit teaching of vocabulary, using phonics to support tier 3 vocabulary reading and spelling, modelling and scaffolding for extended writing, adaptive teaching techniques, know your students sessions and clear seating plans that identify students and needs. KS3 Literacy tutor time activity NGRT assessments are used to assess starting points for all students and monitor progress of students through KS3 MOCS lesson structure and behaviour policy supports student progress. CPD on relational inclusion approaches to support students' sense	EEF Improving Literacy in Secondary Schools EEF recommends disciplinary literacy approaches where teachers are all supported to teach explicit reading and writing strategies in their specialist subjects. Targeted vocabulary instruction is an important part of improving literacy at Secondary level. Breaking down complex writing supports students with teachers modelling each stage and using scaffolding to create longer pieces. Universal approaches EEF The EEF recognises the importance of explicit instruction, feedback, scaffolding in lessons as created by the MOCS lesson structure. The schools behaviour policy and CPD high expectations supports the calm classroom environments for learning and positive relationships. Understanding and enhancing school belonging: Launching our literature review National children's Bureau recognises positive relationships with teachers, fairness and friendliness are highly valued by pupils and will support sense of belonging and therefore attendance. This aligns with the	1, 2, 3, 5

of belonging and being heard.	relational inclusion approach to listening and recognising students feelings and complex backgrounds.	
Library lessons in KS3 provide dedicated time for reading and assessing comprehension with monitoring of the text that students are choosing.	Annual Literacy Survey National Literacy Trust shows that enjoyment in reading has been falling to lowest levels in the survey in 2025 with only 1 in 5 children reading daily. Inequality remains with fewer FSM children reading daily at only 16%. Children in KS3 are the least likely of all age groups to read every day with only 18.8% of them reading daily.	3
Tutor Programme and CPD on building students relationships through relational inclusion practice.	EEF document on supporting school attendance identifies the importance of a culture of community and belonging and clear and consistent routines for students Supporting School Attendance - Reflection and Planning Tool Education Endowment Foundation	1

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

Budgeted cost: £ 75,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Literacy interventions using Lexia and Lexonic for students whose reading age is significantly below chronological age to develop fluency and confidence in reading.	EEF improving literacy in secondary schools guidance recommends providing high quality literacy intervention for students with the weakest literacy levels. Following this guidance we use a tiered intervention approach and monitor students progress.	2,3
6 th Form literacy and numeracy buddies	Peer tutoring Peer tutoring EEF suggests positive impact of peer tutoring. Sixth Form students are trained and supported by subject specialists to lead on literacy and numeracy support for targeted students in year 7.	3,5
Academic tutoring for Maths and English	KS4 PP students identified as at risk of not securing grade 4 in Maths / English. 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.	2

Focus on disadvantaged and SEND students for deployment of HLTA and TA intervention for KS3	Teaching Assistant Interventions EEF EEF guidance shows that interventions outside the classroom has a higher impact on learners.	2,3
RS Leader for year 11 to identify early students at risk of not reaching FFT20 targets and particularly those not on track for 4+ Eng / Maths. These students to be supported with mentoring, parent meetings, flagged to teachers for in class support using both universal and adaptive approaches. Parents to be reminded of key events e.g. parents evenings, information evenings and be kept informed regularly on student progress.	The EEF recognises the importance of parental engagement for attendance and student progress which includes communicating with families about pupils' learning in positive, personalised ways. Parental engagement EEF	1,2,3,4,5

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

Budgeted cost: £ 75,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
All personal development activities (house competitions, club attendance, trips, school council, school representation etc) are tracked to monitor engagement of PP students. All communication to parents includes reminders that families can ask for financial support. Tutors, teachers and support staff encourage greater participation in school events. Funding is given directly to activities for disadvantaged	DfE research on school belonging and attainment at KS4 shows students eligible for FSM are less likely to feel belonging at school and that pupils who agreed they belonged at school (based on the single-item measure of belonging) had significantly higher attainment than those who didn't, after controlling for prior attainment, demographics and bullying. School belonging and attainment at key stage 4: linked data study Understanding and enhancing school belonging: Launching our literature review National Childrens Bureau research shows that school belonging is supported by extra curricular activities and positive experiences within school.	1, 5

students to remove barriers to attendance and participation – e.g. school uniform, practical subjects resources, trip places, music lessons, revision guides, careers events, access to laptops / ipads for learning		
Pastoral interventions prioritised for disadvantaged students: Best Boxing, WOLT, outdoor learning, MHST etc. Pastoral team to identify students for intervention using the ACEs tracker and drawing on CPD on relational inclusion practice.	EEF supporting school attendance, Supporting School Attendance: A new tool for reflection and... EEF 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.	1, 5
Specialist staff to support families and parental engagement for PP students e.g. FSW and HLTA. Identifying barriers and flagging other agencies who offer support. Attendance meetings to track progress and intervention impact for SA and PA students	EEF supporting school attendance guidance recommends building a holistic understanding of pupils and families and diagnosis of specific needs.	1,4, 5
Enhanced transition and summer school targeting disadvantaged students to support identifying earlier barriers to attendance for new students.	EEF Wider strategies for transition identifies that studies show a dip in attainment coinciding with periods of change.	1, 4

Total budgeted cost: £ £275000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Attendance for Disadvantaged students has risen consistently for the past 3 academic years with the disadvantaged attendance gap closing from -10% to -7.6%

In 2025/26 compared to previous academic year PP students days lost to suspension fell by 27% and total suspensions for PP students fell by 13%.

PP students who were identified to take part in literacy intervention programmes increased chronological reading age with an impact of on average 9 months in year 7, 10 months in both years 8 and 9.

Pupil premium student attainment increased academic year 2025/26 on the previous year. Overall A8 for PP students rose from 2.27 points.

4+ Eng and Maths rose by 2%, 5+ Eng and Maths rose by 8% with a larger cohort of disadvantaged students as a % of the year group compared to the previous year showing that the gap between between disadvantaged and non disadvantaged is closing.

This year is the first year of a new strategy. The previous strategy achieved improvements as shown above in line with the schools priorities over the past two years. The new strategy has been developed to reflect changing school priorities in line with school development plans.