

Oakfield Academy Pupil Premium Strategy Statement

This statement details our academy's use of pupil premium (and recovery premium for the 2025 to 2026 academic year) 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 academy.

School overview

Detail	Data
School name	Oakfield Academy
Number of pupils in school	499
Proportion (%) of pupil premium eligible pupils	30.46%
Academic year/years that our current pupil premium strategy plan covers (3 years)	2025-26
Date this statement was published	December 2025
Date on which it will be reviewed	Autumn Term 2026
Statement authorised by	Mrs Michelle Parsons Executive Headteacher
Pupil premium lead	Mrs Emma Thomas Head of School
Governor lead	Mr Andrew Jones

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£206,650 including £10,520 PP LAC £1,060 PP service
Recovery premium funding allocation this academic year	£ N/A
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ TBC once year end procedures have been finalised

Part A: Pupil premium strategy plan

Statement of intent

To put strategies in place so that pupils eligible for Pupil Premium are not disadvantaged by their socio economic circumstances and will therefore close the gap between PP and non-PP pupils.

To review every PP pupils' needs and individual circumstances in order to ascertain how to maximise progress.

To continue to develop and enhance quality first teaching which will enable every pupil, including those eligible for Pupil Premium, to make or exceed expected progress.

Scholarship:

A **knowledge-rich** curriculum **challenging** us to **think, question** and **problem solve**. Our curriculum inspires **curiosity** and develops determination and **resilience**.

Citizenship:

An **inclusive** curriculum which is **enjoyable, exciting and engaging**; enabling pupils to understand and reflect on the world around them; supporting them to grow into **well-rounded members of the community**.

Challenges

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

Challenge number	Detail of challenge
1	Pupil attendance Our attendance figures have been in line with the national average for secondary age pupils, whilst this is reassuring, it remains an area of focus for improvement as our ambition for pupil attendance is much greater. Our percentage of pupils considered persistently absent is significantly higher than our usual rates (18.1%) yet has decreased over the year through successful targeted work with individuals and their families. We have noted an increase in the number of pupils arriving late for school, this will be a focus for the academic year.

	The gap for our most vulnerable groups remained similar to the last 2 years, with a gap of no more than 4%. We track the difference between EAL and not EAL, Pupil Premium and non-Pupil Premium, SEND and not SEND, Traveller and not Traveller. These will remain a focus for this academic year.
2	Pupil behaviour There is a higher level of more complex need across the academy. Over 40% of those pupils eligible for pupil premium are also on the SEND register. Sometimes the behaviour of pupils eligible for pupil premium is more challenging due to difficulties with cognition and learning, less resilience as learners, lack of support in the family home and social and emotional needs. We are closely monitoring the impact of the Internal Suspensions to ensure they are restorative and reflective providing the pupil with the necessary strategies to improve their behaviour within our school community.
3	Adapting and differentiating the curriculum to the needs of all pupils Ensure that all Pupil Premium pupils make strong progress from their starting points by embedding high-quality curriculum adaptation and differentiation across all subjects so that teaching consistently meets the diverse needs of learners through adapting learning resources.
4	Pupil Attainment Attainment for pupils eligible for pupil premium remains below that of others due to a high proportion of pupils also being doubly disadvantaged with SEND needs (40%) and a high proportion of pupil premium pupils being less able (up to 70% in some year groups).
5	Pupil Progress Pupil progress remains a challenge due to the multiple vulnerabilities associated with our pupil premium cohort such as ChiN, the traveler population and SEND. Progress across the academy is strong due to identification and interventions put in place.

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
To increase pupil progress	The proportion of pupils making good or better progress is equal for both pupil premium and non-pupil premium pupils in years 6 and in KS3 8 using trust data.
To increase pupil attainment	The proportion of pupils reaching 100+ is equal for both pupil premium and non-pupil premium pupils in years 6 and in KS3 in English and Maths using trust data capture points.
To increase pupil attendance and reduce the cases of persistent and severe absence	To reduce the attendance gap between those eligible for pupil premium and those not eligible for pupil premium to 2%.

	To reduce the number of pupils eligible for pupil premium classed as persistently absent at the end of this academic year. To reduce the number of pupils who are late to school in the morning.
To decrease low level disruption To decrease the number of external suspensions	There are fewer incidents of low-level behaviour incidents across the academy, to less than 5536 behaviour incidents recorded. To reduce the number of external suspensions for pupils eligible for pupil premium to be in line with national.
To increase curriculum accessibility	Teachers routinely plan lessons with built-in scaffolds, supports, and challenge pathways tailored to Pupil Premium pupils' starting points. Regular formative assessment is used to identify gaps and adapt teaching in real time. Pupil Premium pupils demonstrate increased engagement, independence, and confidence in accessing age-appropriate curriculum content - measured during learning walks and observations along with pupil books.

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: £37,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Specific focus on PP progression department teams	Head of Maths and English leadership role to support the development of Maths and English T&L priorities. Aligning specialist Maths and English teams in KS2. T&L priorities across department meetings has focussed on PP marking and feedback Ms Cobb - training within the MO provision on adaptive teaching and coaching. Provide staff training on effective adaptive teaching and evidence-based differentiation strategies.	3, 4 & 5
Developing high quality teaching	Trust development to advise on priority areas. Attendance at MNSP Trust on professional learning events. Regular HoD and SLT learning walks which feed into subject reviews. NPQs – paying for supply where needed. Trust roles (SAd & TPI) provided to support staff with quality first teaching across the academy through a coaching model. Middle leadership development opportunities including: PSHE, Inclusive Classrooms, Teaching expectations. Provide staff training on effective adaptive teaching and evidence-based differentiation strategies. Monitor lesson planning and classroom practice to ensure strategies are embedded and consistent.	3, 4 & 5

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

Budgeted cost: £116,460

Activity	Evidence that supports this approach	Challenge number(s) addressed
Academic boosters	Boosters in English and Maths weekly throughout the academic year. Aim to improve progress for selected pupils.	4 & 5
Cookery intervention	Weekly intervention for at least one term in the academic year. Aim to boost self-esteem, offer enrichment and improve attendance.	1 & 2
Homework Clubs	4 hours a week @ £17 per hour. TA led.	4 & 5
Catch Up	Twice weekly intervention for pupils to attend to support academic progress	2 & 5
Provision Map	Software to support tracking of interventions across the academy.	4 & 5
School led Tutoring	Application of therapies to bridge identified gaps for at least one term.	4 & 5
ELSA/Thrive	Termly targeted intervention in S&G to support self-esteem, emotional literacy and resilience which ultimately will impact upon academic progress through attendance and engagement.	1 & 2
Forest School	Half Termly targeted intervention to support self-esteem and engagement in school.	1 & 2
Accelerated Reader software	Star Reader enhances tracking of pupil data, quizzes to ensure pupils are reading for meaning and baseline assessments.	4 & 5
Support and Guidance Hub	Individualised programs of targeted support including breaks and lunchtime interventions.	1 & 2
Subsidised peripatetic music lessons	Disadvantaged pupils can have their music lessons subsidised by our pupil premium funding.	1, 2, 4 & 5
Targeted Art projects	Disadvantaged pupils are targeted for opportunities to take part in art projects such as Lantern Parade, Clay hands project, Photography project	1, 2, 4 & 5
Fresh Start Phonics Intervention	Support for early readers through phonics intervention programme	1, 2, 4 & 5

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

Budgeted cost: £53,190

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance admin support	Attendance admin support provides admin support for intervention for tutors and Heads of Year with attendance. MNSP Trust attendance lead provides at least fortnightly support for the attendance champion.	1, 2, 4 & 5
HoY Behaviour intervention	Targeted approach for individuals using a positive reward card and weekly reward over a half term period.	2
Communicating and supporting parents	Arbor as an interface to improve communication with parents.	1, 2, 4 & 5
Supporting Careers	New careers lead with continued focus on aspirations across the academy.	1, 2, 4 & 5
Supporting trips	Subsidising trips for those pupils who are disadvantaged.	1, 2, 4 & 5
Extended school time	Library club after school	1, 4 & 5
Breakfast club	Subsidised breakfast club provision for pupil premium.	1, 4 & 5
Swimming lessons	Subsidised swimming lessons in year 5 and catch up swimming lessons in year 6 for our disadvantaged pupils.	1
Alternative curriculum provisions	Individual alternative provisions are sourced to meet the needs of our disadvantaged pupils using pupil premium plus.	1, 2, 3, 4 & 5
Uniform and equipment support	Individuals who require support can access financial support for uniform and equipment.	1 & 2
Subsidised cooking	Disadvantaged pupils can have their ingredients covered by our pupil premium funding.	1, 2, 4 & 5
Transition support	Carefully planned transition activities support individuals and groups with transition in year as well as the large transitions into year 4 and into year 9.	1, 2, 4 & 5

Total budgeted cost: £206,650

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 year.

Aim	Outcome
To increase pupil attainment	Disadvantaged pupils benefited from targeted academic interventions, adaptive teaching strategies and additional support designed to address gaps in learning. Attainment in Mathematics improved compared with the previous academic year. The attainment gap between disadvantaged and non-disadvantaged pupils narrowed in both Reading and Writing, demonstrating the positive impact of targeted support. While attainment gaps remain, particularly in combined outcomes, disadvantaged pupils continue to make progress and reducing these gaps remains a key priority. 2025 • Writing PP 60% ARE • Reading PP 41% ARE 2026 data • Writing 65% (moderated by LA) • Reading TA 59% Pupil books show improved progress overtime with PP children grasping and retaining knowledge better than in the past. On average pupils are scoring close to the 100 mean mark on NFER test or Trust shared and moderated tests. However, they are still behind others.
To increase pupil attendance and reduce the cases of persistent absence	We were successful in maintaining pupil attendance (92.1%) over this academic year with attendance for disadvantaged pupils higher than the national average at 89%

To increase parental engagement	Strong relationships with families have continued to support disadvantaged pupils. Parent feedback has informed the development of additional opportunities for engagement, enabling families to play a greater role in supporting their children's education. Positive levels of parental engagement have helped strengthen communication between home and school, contributing to improved attendance, wellbeing and engagement for disadvantaged pupils.
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Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider