

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	Ms Melody Hunter

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	<p>Pupil attendance</p> <p>Last year our attendance figures were 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.</p> <p>Over the academic year we have had a higher proportion of pupils considered persistently absent (18.1%), this is significantly higher than our usual rates yet has decreased over the year through successful targeted work with individuals and their families.</p> <p>We have noticed a rise in the number of pupils being marked late for school, this will be closely monitored and a focus for the academic year.</p>

	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	<p>Pupil behaviour</p> <p>Our external suspension rates were high over the last academic year, particularly for those who are SEND as well as Pupil Premium. A significant minority of pupils across the academy have struggled to meet academy expectations and have displayed high level behaviours.</p> <p>There is a higher level of more complex need across the academy which has been exacerbated through covid.</p> <p>Last academic year 227 Internal Suspensions for 67 pupils were recorded. 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.</p> <p>An analysis of the number of behaviour and achievement points recorded by different teaching staff shows that there have been inconsistencies. Whilst individuality across the teaching profession is important, consistency using the behaviour system is also important. We are working with staff on when and why we record behaviour in Arbor and have simplified the recording of achievement and behaviour points to improve consistency.</p>
3	<p>Adapting and differentiating the curriculum to the needs of all pupils</p> <p>Ensure that all Pupil Premium pupils make strong progress by embedding high-quality curriculum adaptation and differentiation across all subjects so that teaching consistently meets the diverse needs of learners.</p>
4	<p>Pupil Attainment</p> <p>To reduce the year 6 attainment gap in Reading, Writing and Maths to less than 15%. This is currently 24%. Intervention groups created that include PP pupils. Staff awareness of those PP pupils to increase.</p>
5	<p>Pupil Progress</p> <p>Pupil progress across the academy is strong, including PP. HoDs to monitor this progress as well as attainment.</p>

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	<p>To reduce the attendance gap between those eligible for pupil premium and those not eligible for pupil premium to 2%.</p> <p>To reduce the number of pupils eligible for pupil premium classed as persistently absent at the end of this academic year.</p> <p>To reduce the number of pupils who are late to school in the morning.</p>
<p>To decrease low level disruption</p> <p>To decrease the number of external suspensions</p>	<p>There are fewer incidents of low-level behaviour incidents across the academy, to less than 5536 behaviour incidents recorded.</p> <p>To reduce the number of external suspensions for pupils eligible for pupil premium to below 65%.</p>
To increase curriculum accessibility	<p>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.</p> <p>Pupil Premium pupils demonstrate increased engagement, independence, and confidence in accessing age-appropriate curriculum content - measured during learning walks and observations.</p>

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	<p>Head of Maths and English leadership role to support the development of Maths and English T&L priorities.</p> <p>Aligning specialist Maths and English teams in KS2.</p> <p>T&L priorities across department meetings has focussed on PP marking and feedback</p> <p>Provide staff training on effective adaptive teaching and evidence-based differentiation strategies.</p>	3, 4 & 5
Developing high quality teaching	<p>Trust development to advise on priority areas.</p> <p>Attendance to MNSP Trust on professional learning events.</p> <p>Regular HoD and SLT learning walks which feed into subject reviews.</p> <p>NPQs – paying for supply where needed.</p> <p>Middle leadership development opportunities including: PSHE, Inclusive Classrooms, Teaching expectations.</p> <p>Provide staff training on effective adaptive teaching and evidence-based differentiation strategies.</p> <p>Monitor lesson planning and classroom practice to ensure strategies are embedded and consistent.</p>	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
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
Academic boosters	Boosters in English and Maths weekly throughout the academic year. Aim to improve progress for selected pupils.	4 & 5
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 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 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 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	We were successful in achieving this in Maths at KS2 compared with last academic year. Unfortunately in Writing and English attainment fell. The gap between PP and non-PP pupils fell in Reading from 23% to 21%, in Writing from 24% to 19%, in Maths it increased from 18% to 19%. Combined RWM gap increased from 15% to 23%. These gaps need to be further addressed as pupils go into KS3.
To increase pupil attendance and reduce the cases of persistent absence	We were successful in maintaining pupil attendance over this academic year following an increase the previous academic year. The number of cases of persistent absence remained consistent following a reduction the previous year. Our attendance figures remain slightly higher than the secondary regional and national data for similar schools. Attendance remains a focus for next year.
To decrease low level disruption	Behaviour across the academy continues to improve, this can be measured through the number of behaviour points recorded as well as the number of achievement points recorded. Informal learning walk evidence suggests that where low level disruption takes place, it is mostly dealt with quickly. Staff voice suggests that they are more confident to employ the behaviour policy. The addition of our Reflection Room has had a positive impact as an extra layer in our behaviour system. There continue to be some pupils who repeatedly disrupt lessons, these pupils have a plan around their behaviour to support them

To decrease the number of external suspensions	<p>to manage their emotions and meet our expectations.</p> <p>The number of external suspensions have increased significantly each year for the past 2 years. There is a trend to suggest that a high proportion are on the SEND register. This will continue to be a particular focus for next year. The number of external suspensions for pupils eligible for pupil premium was higher than those who are not. This will also remain a focus next academic year.</p>
To increase parental engagement	<p>Parent voice has been welcomed through a review of opportunities to visit the academy. We have been able to act swiftly to incorporate extra calendar events which has been well received by our parent body.</p>

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