

The Oval School Pupil Premium Strategy 2024-2027

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 (2026/7) and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	The Oval School
Number of pupils in school	580 (Rec – Y6)
Proportion (%) of pupil premium eligible pupils	63%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024 – 2027 (Year 3 2026-2027)
Date this statement was published	18.09.25
Date on which it will be reviewed	16.07.27
Statement authorised by	Dawn Williams
Pupil premium lead	Claire Mason
Governor / Trustee lead	Justin Grey

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£562,650

Cohort Context

The number of pupils eligible for Pupil Premium funding is not fixed and may change throughout the academic year due to admissions, leavers, changes in family circumstances, or updates to eligibility status. As a result, the allocation of funding and the number of pupils targeted by specific interventions may be adjusted during the year to ensure that support remains responsive to identified need and achieves the best possible outcomes for disadvantaged pupils.

Characteristic	Number in group	Percentage of group
Boys	189	52%
Girls	159	44%
SEND support	72	20%
EHC plan	7	2%
EAL	132	36%
LAC	0	0%

Year Group	Total Number of Pupils	Percentage of group
Rec.	19/84	22.6%
1	43/78	55.1%
2	54/87	62.1%
3	62/89	69.7%
4	51/79	64.6%
5	63/85	74.1%
6	56/78	71.8%

Part A: Pupil premium strategy plan

Statement of intent

We believe in maximising the use of the pupil premium grant (PPG) by utilising a long-term strategy aligned to the school improvement plan. This enables us to implement a blend of short, medium and long-term interventions, and align pupil premium use with wider school improvements and improving readiness to learn.

We believe in equality of opportunity for all pupils. This is at the centre of our decision-making process, as we strive to overcome barriers to learning, ensure all pupils attend school regularly and that they thrive in their learning. We set ambitious targets for our pupils, so they are inspired to learn and aspire to achieve in all areas of their lives. The strategy is based on a solid foundation of Quality First Teaching, with targeted interventions in place for the most vulnerable. Our planning process is informed by research and a deep understanding of our community and context. The impact is judged by the outcomes of pupils at key points in their education journey.

Challenges

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

Challenge number	Detail of challenge
1	The impact of the pandemic school closures on academic achievement
2	The impact of the pandemic on the mental wellbeing and physical health of pupils and their families
3	The impact of the pandemic on speaking and listening skills
4	Poor language and comprehension skills on entry to school
5	A significant number of pupils in receipt of pupil premium are on the SEND register
6	Phonics knowledge and reading skills are not well developed, resulting in a lack of reading fluency and understanding
7	A significant number of pupils in receipt of pupil premium are persistently absent
8	Complex family needs result in pupils not being ready to learn when they arrive at school

9	Lack of family engagement with school and learning
---	--

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 in Reading	Achieve national average in attainment in KS2 Reading
Attainment in Writing	Achieve national average in attainment in KS2 Writing
Attainment in Maths	Achieve national average in attainment in KS2 Maths
Phonics	Achieve national average expected standard in phonics screening check
EYFS	EYFS 70% of pupils to achieve GLD in EYFS to be in line with national average
Attendance	Ensure attendance of disadvantaged pupils is above 95% and in line with national averages for attendance
Improve enrichment and enhanced opportunities, e.g., clubs, visits, visitors, trips	Pupils to have a broad and exciting curriculum and can take part in life changing experiences beyond the classroom

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 (for example, CPD, recruitment and retention)

Budgeted cost: £155,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To ensure all pupils receive QFT Further develop quality first teaching by: - senior leaders coaching - team teaching and modelling - instructional coaching Mentoring ECTs, to successful completion of the ECF Scrutiny of data, including challenging targets, to raise the aspirations for all pupils Ensure that scaffolds and support are in place, so that all pupils can access all learning. CPD for	EEF: Reading comp. Strategies +6 months Feedback +8 months QFT in phonics +4 months Great Teaching Toolkit: "Evidence suggests the best route to expertise is likely to involve a focus on developing competencies, guided by formative feedback in a supportive professional learning environment." Deans for Impact, 2018 (taken from Ambition Institute ECF) "Expert teachers have well-developed mental models of that things should look like in the classroom. This ranges from how the pupils should enter the classroom to what an explanation of a complex idea should look like. Noice teachers need to be shown what things should look like, and then have it broken down and explained." Renaissance Learning – gov.uk pupil progress 2020/21 "In reading, boys, pupils in receipt of FSM, pupils from EAL backgrounds and SEND pupils, experienced less catch-up by the second half term of the autumn than the average for all primary pupils (FSM 0.4m/non-FSM 0.8m)" Tracking pupil data throughout the year, at key points such as teacher judgements or following	1, 4, 5, 6

staff to identify barriers to success and plan ways to overcome these.	summative tests, allows timely interventions to be made.	
--	--	--

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

Budgeted cost: £251,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted support for phonics, early reading and S&L in the EYFS	EEF: Early years interventions +5 months Oral language and communication interventions +5 months See EEF Early Years Toolkit	3, 4, 5, 6
S&L therapist employed, to assess pupils, plan targets and deliver staff CPD S&L HLTA employed to deliver 1-1 and group interventions. Specialist HLTA to ensure daily targets are shared with teachers and included in routines. Links to be made with parents and carers, to ensure S&L work continues at home.	S&L is the basis of all learning, without these skills children cannot access the curriculum. Improving S&L skills impacts on all academic outcomes, as well as developing self-esteem, confident and resilience. It is also safeguarding pupils by giving them a means of expressing themselves, their wishes and their feelings. S&L support also provides training for teaching staff so they can complete assessments and implement intervention throughout the working week. See EEF Making Best Use of Teaching Assistants publication	3, 4
High quality, targeted support and interventions for phonics in KS1. Robust tracking of pupil performance in early reading and	Fidelity to a SSPP is vital to ensure that all pupils develop a clear and fluent reading style. Children develop comprehension and vocabulary skills in daily sessions, with small numbers of peers, led by highly competent teaching staff.	1, 4, 6

phonics allows for catch up and keep interventions to be put in place	EEF: Feedback +8 months Oral language and communication interventions +5 months Small group sizes +3 months	
Pastoral support and additional SEMH TAS to support pupils with complex SEMH needs to access learning Self-regulation strategies are taught and practised.	www.zonesofregulation.com/research	2, 4, 5
Monitoring of interventions and ITP targets allows pupils to make progress in their learning, gaps are narrowed, and pupils grow in confidence and self-esteem	See EFF Special Educations Needs in Mainstream Schools publication and '5 a day' poster	1, 2, 3, 4, 5, 6
Year 5 pupils are taught in reduced class sizes, allowing for specific feedback and guidance. Pupils are prepared for the next stages of their education. Focus on pupils in Y5 achieving EXP in all three core subjects.	EEF: Learning conversations +8 months	1

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

Budgeted cost: £156,650

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral manager – to support the wellbeing of pupils and families, so that pupils are ready and able to learn Pupils are supported as they transition into school Pastoral manager, who is a DSL, works with families and outside agencies to identify barriers to pupils learning and put in place strategies to support access to education.	While barriers to education cannot always be removed, the pastoral team works with pupils to overcome challenges which can stop them from making progress. Supporting pupils and carers with pastoral issues improves outcomes for pupils.	1, 2, 7, 8, 9
Attendance worker – to monitor the attendance figures of PPG pupils and ensure they are, at least, in line with national figures. Put strategies in place to ensure that there are no gaps between PPG and non-PPG. To narrow the gap between PPG and non-PPG pupils with	A high proportion of persistent absentees are in receipt of pupils premium funding. An attendance worker to support these families is a vital resource. The attendance worker tracks attendance and punctuality, work informally and formally with family to encourage good attendance, completes relevant paperwork and reports weekly to the SLT. Our attendance worker is also a DSL, so able to highlight cause for concerns promptly and offer Early Help. Supporting families with attendance	2, 7, 8, 9

persistent absence, by working with pupils, parents and outside agencies, conducting SARMS meetings and incentivising good attendance. Attendance support worker to work with vulnerable pupils: meet and greet, SEMH support, intervention groups to encourage school attendance.	has a direct link to improved outcomes for pupils	
Hamish and Milo SEMH intervention programme – to support pupils who find it difficult to regulate, resulting in behaviours that stop them from being successful	Hamish & Milo states that independent research found statistically significant improvements in: • Emotional wellbeing • Social and emotional development • Educational engagement The programme is designed to build: • Self-esteem • Resilience • Emotional regulation • Anxiety management • Peer relationships • School engagement	1, 2, 5, 7, 8, 9
Forest School, and other outdoor learning, is used to regulate pupils, so that they can learn, and motivate pupils to attend school.	Evidence suggests that Forest School and outdoor learning approaches can improve pupils' emotional wellbeing, cooperation, self-regulation, confidence and engagement with school. Research has found improvements in children's mood and cooperative behaviour following participation in Forest School programmes, while wider studies indicate benefits for self-esteem, resilience, motivation, engagement and relationships with adults and peers. These factors are associated with	1, 2, 5, 7, 8, 9

	improved behaviour and can help address barriers to attendance, particularly for disadvantaged pupils and those with SEMH needs. Journal of Adventure Education and Outdoor Learning. www.forestresearch.gov.uk	
Strategies to raise aspiration, confidence, and resilience, including music lessons, allotment workers, Y6 outdoor learning, swimming, creative curriculum, art and craft resources, cooking	EEF: Outdoor and adventurous activities +4 months Arts appreciation +2 months Engagement in additionality results in pupils who are more engaged in school life, willing to take on more responsibility, have better resilience and perseverance and overall are more prepared for the next stages in their life.	2, 7, 8, 9

Total budgeted cost: £562,650

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 2025 to 2026 academic year.

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

The data demonstrated that:

- in EYFS, 65% of all pupils achieved **GLD** and 66% of PP pupils secured GLD.
- there were no gaps between PP and non-PP pupils, or the whole cohort, in Year 1 for the **PSC**. In Year 1, 83% of PP pupils passed the screening check. In Year 2, 89% of PP pupils passed the check.
- the mean score in the **MTC** was 22.9 for the whole cohort and for PP pupils. The percentage of pupils scoring 100% for the whole cohort was 61% and 57% for pupil premium pupils.
- the average scaled scores for PP pupils in **Year 6** were Reading – 103, Maths – 105 and GAPS – 106.
- 72% of PP pupils in Year 6 secured the expected standard in writing.
- 70% of disadvantaged pupils scored the expected standard, or better, in all three subjects.

To help us gauge the performance of our disadvantaged pupils we compared results to those for disadvantaged and non-disadvantaged pupils at national and local level and to results achieved by our non-disadvantaged.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

Based on all the information above, the performance of our disadvantaged pupils met expectations, and we are at present on course to achieve the outcomes we set out to achieve by 2026/27, as stated in the Intended Outcomes section above.

Our evaluation of the approaches delivered last academic year indicates that:

- there was strong disadvantaged pupil representation in all sports teams
- all pupils in Year 4 received 1-year of specialist music teaching and all pupils were invited to continue this, fully funded for two years.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year 26-27. Updates have been made to 'wider strategies' to reflect the percentage of pupil premium pupils who receive fixed term suspensions or who struggle with attending school.

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
ECT Framework	Haybridge Teaching School Hub Ambition Institute
Accelerated Reader	Renaissance Learning
Music Service	Birmingham Music Service
Speech and Language Therapist	West Midlands SALT
Wellcom Programme	DLP project
Study Bugs	Study Bugs
Hamish and Milo SEMH interventions	Hamish and Milo