Pupil Premium Strategy Statement 2024-2027

(Written end of year 2 Dec 2026)

This statement details our school's use of pupil premium for 2026/2027 this coming academic year. It outlines our pupil premium strategy over the three years and how we intend to spend the funding in this academic year (26/27). It shows the impact and effect that last year's spending 2025/2026 of pupil premium had within our school and since the first year of the strategy 2024-2025.

School Overview

Detail	Data
School name	Oak Tree Primary School
Number of pupils in school	396 (on 20/11/26)
Proportion (%) of pupil premium eligible pupils	92 = 23%
Academic year/years that our current pupil premium strategy plan covers	2024/ 25, 2025/26, 2026/ 27
Date this statement was published	November 2026
Date on which it will be reviewed	September 2027
Statement authorised by	Headteacher John Smith
Pupil Premium Lead	Naomi Savage, Deputy HT
Governor / Trustee lead	Eileen Sharpe

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£105,131.15
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year 26/27 If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£105,131.15

Part A: Pupil premium strategy plan

Statement of intent

At Oak Tree Primary School, we are committed to ensuring that all pupils, regardless of background or circumstance, achieve their full potential. We use the pupil premium to improve educational outcomes for disadvantaged pupils. We recognise that quality first teaching and targeted support can close the attainment gap and enable every child to thrive academically, socially and emotionally.

The grant can be spent to benefit eligible pupils registered at our school, pupils who meet the funding criteria and who are registered at other state-funded schools, community services that benefit eligible pupils at our school, supporting non-eligible pupils with identified needs, such as those who have or have had a social worker, or who act as a carer, and whole-class interventions which will also benefit non-disadvantaged pupils.

Our approach is rooted in educational research and evidence-based practice. We have followed the DfE's recommended 5-step approach to developing an effective strategy, using diagnostic tools to identify the specific challenges facing our disadvantaged pupils and selecting interventions from the DfE's 'menu of approaches'.

Challenges

We have used the diagnostic assessment tool developed by the Education Endowment Foundation (EEF) to work out where pupils might need more support.Through consultation with teachers, support staff, pupils and parents/carers, we have identified both academic and non-academic challenges that negatively impact our pupils' education, including:

Challenge	Detail of challenge
1	• ***Gaps in foundational knowledge*** *- Many disadvantaged pupils enter school with gaps in early language, communication and literacy skills. Some pupils have limited vocabulary and struggle with phonics and early reading, impacting their ability to access the wider curriculum.*
2	• ***Mathematical fluency and reasoning*** *- A significant proportion of disadvantaged pupils have gaps in their understanding of number and mathematical concepts, affecting their ability to apply mathematical skills across the curriculum.*
3	• ***Parental engagement and support at home*** *- Some disadvantaged families face challenges in supporting learning at home, including limited access to books, technology and educational resources.*
4	• ***Attendance and persistent absence*** *- Attendance rates for some disadvantaged pupils are below national averages. Persistent absence is higher among disadvantaged pupils, impacting their learning and progress*

5	• ***Social, emotional and mental health needs -*** *Some disadvantaged pupils experience challenges with emotional regulation, resilience and mental health, which create barriers to learning and engagement. This includes pupils who have experienced trauma or adverse childhood experiences.*
6	• ***Limited access to enrichment opportunities outside school -*** *Some disadvantaged pupils have limited opportunities for enrichment activities, cultural experiences and educational visits outside school, which impacts their vocabulary, knowledge of the world and aspirations.*

We give eligible higher-attaining pupils just as much focus as lower-attaining pupils, as higher-attaining pupils who are eligible for the pupil premium are more likely to fall behind their non-eligible peers.

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	Evidence to be obtained to show impact
Improved attainment in reading, writing and mathematics	- The attainment gap between disadvantaged pupils at Oak Tree Primary and non-disadvantaged pupils nationally is narrowed in reading, writing and mathematics - At least 64% of disadvantaged pupils achieve age-related expectations in reading, writing and mathematics by the end of KS2 - in line with the whole school. - Disadvantaged pupils make at least expected progress from their starting points, as evidenced through internal tracking data	Attainment data - insight
Strong foundational skills in early reading	- All disadvantaged pupils in EYFS and KS1 receive high-quality phonics teaching - The proportion of disadvantaged pupils passing the Year 1 Phonics Screening Check is in line with or above non-disadvantaged pupils nationally - 82% to pass - Disadvantaged pupils develop fluency, confidence and enjoyment in reading - Reading attainment gaps are identified and tackled quickly and effectively	Lesson Observation. Phonics training. Phonics Screening results. Pupil Voice Analysis of data and children targeted for intervention or/and priority readers.
Improved attendance and reduction in persistent absence	- Overall attendance for disadvantaged pupils is in line with or above national averages - The percentage of disadvantaged pupils who are persistently absent is reduced year-on-year - Early intervention systems identify and address attendance concerns promptly - Families receive appropriate support to overcome barriers to attendance	Attendance data Persistent absence Case studies List of support provided to families

Enhanced social, emotional and mental health outcomes	- Disadvantaged pupils demonstrate improved emotional regulation and resilience, - Behaviour incidents involving disadvantaged pupils decrease - Pupils and families report feeling well-supported - Vulnerable pupils receive coordinated support from school and external agencies relating to individual needs.	Reduction in behaviour incidents with PP children recorded on CPOMS. Pupil voice Parent survey
Increased access to enrichment and wider opportunities	- All disadvantaged pupils are encouraged and supported to participate in extra-curricular activities or educational visits - Disadvantaged pupils have equal access to music lessons, sports clubs, and cultural experiences - Pupils demonstrate increased vocabulary, cultural capital and aspirations - Uptake of enrichment opportunities by disadvantaged pupils is monitored and barriers are addressed	Club Registration Trip engagement Pupil Voice
Improved parental engagement	- Attendance at parents' evenings and school events by disadvantaged families increases - Parents/carers report feeling supported and able to help their children at home - Communication systems ensure all families receive important information - Targeted support is provided for families who need additional help	Parents eve attendance record Parent Survey Collated case studies

Durrington Multi Academy Trust have a rough guide for allocating Pupil Premium Expenditure. This is 80% of the fund on staffing, 20% on resources. With this in mind Oak Tree allocate the funding as follows.

Activity in this academic year (2026/2027)

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Budgeted cost:15%

Teaching

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole-school CPD programme based on the quality teaching of phonics and reading from EYFS to Year 6. - Quality teaching of our phonics scheme song of sounds. - Quality teaching of our reading approach in KS2 Destination reader - Quality teaching and delivery of daily reading sessions including small group and 1:1 for priority readers.	EEF evidence shows that high-quality teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Quality first teaching benefits all pupils but has the greatest impact on disadvantaged learners. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning	1,2

Targeted CPD on adaptive teaching and supporting disadvantaged pupils - Training for all staff on identifying and addressing barriers to learning, including adaptive teaching strategies, closing vocabulary gaps, and supporting pupils with SEND. Focus on raising expectations and ensuring all staff take responsibility for disadvantaged pupils' outcomes. To include regular training to ensure interventions are targeted to support filling gaps in learning.	EEF guidance emphasises that effective teaching requires understanding of pupils' needs and adapting teaching accordingly. Research shows that teacher expectations significantly impact pupil outcomes, particularly for disadvantaged pupils. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation	1,2,4
Systematic synthetic phonics training and resources - High-quality phonics programme with ongoing staff training and monitoring. Investment in decodable books and resources to support early reading. - Work with English Hub to ensure our phonics is taught consistently and of high quality.	EEF evidence shows that phonics has a strong evidence base, particularly for disadvantaged pupils. Systematic phonics teaching is essential for developing reading fluency and closing attainment gaps in early reading https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1
Mathematics mastery approach CPD via the MATHS HUB- Training for staff on teaching for mastery, including use of concrete resources, mathematical reasoning and problem-solving. Development of specialist expertise among teaching assistants via MATHS HUB. -Use of LBQ to target specific home learning	EEF evidence shows that mastery learning approaches can be effective in helping pupils develop fluency and understanding in mathematics. High-quality professional development is essential for effective implementation. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning	2
Curriculum development time - Protected time for subject leaders to develop ambitious, well-sequenced curriculum plans that identify and prioritise foundational knowledge. Particular focus on vocabulary development across the curriculum.	EEF evidence emphasises the importance of a well-structured curriculum that builds knowledge cumulatively. Vocabulary development is particularly important for disadvantaged pupils who may have limited language exposure. https://educationendowmentfoundation.org.uk/news/eef-blog-curriculum-and-the-disadvantage-gap https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2	1,2,5

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

Budgeted cost: 15%

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 and small group phonics interventions ***1:1 priority readers*** - ***Song of sounds***	Additional phonics teaching for pupils who are not keeping up with the core phonics programme. Daily sessions delivered by trained staff. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1
Mathematics targeted interventions - ***Mastery maths*** - ***LBQ*** - ***MTC and counting stick***	Targeted small group and 1:1 support focusing on number fluency, mathematical reasoning and addressing specific gaps in understanding. Including gaps in multiplication check. Teaching assistants with specialist mathematics training deliver structured interventions. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	2
Speech and language interventions - ***Language link***	Targeted support for pupils with identified speech and language needs, working in partnership with specialist services. Small group and 1:1 sessions focusing on vocabulary, communication skills and language development using language link. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1,4
Strategic deployment of teaching assistants - ***TAs are given specific training in , phonics and/or maths to support teaching of interventions.***	Teaching assistants deployed to support high-quality provision within the classroom and deliver structured interventions. TAs have developed specialisms in ASD, Early Childhood Trauma, reading programmes and mathematics. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	1,2,4

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

Budgeted cost:70%

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole-school approach to supporting emotional and social development. Skilled staff deliver targeted interventions for pupils with identified needs. - Thrive practitioners x3 keep up to date with relevant training. - Deliver 1:1 small group, sensory circuits, lunch bunch to meet the needs of children . This is reviewed termly.	EEF evidence shows that social and emotional learning interventions can have a positive impact on academic outcomes. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	4
Links with Thought-Full programme and Mental Health Support Team in Schools - Partnership working with specialist mental health services to provide additional support for pupils and families with identified needs.	EEF evidence emphasises the importance of working with specialist services to support pupils with complex needs. Coordinated, multi-agency support is most effective. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel	4
Attendance monitoring and support - Systematic tracking of attendance patterns for disadvantaged pupils. Early intervention when concerns arise. Designated staff member to coordinate work with families to address barriers to attendance. Robust system. Staff supporting attendance are trained. Specific attendance network and training with Director of Primary DMAT. Links with external agencies where appropriate.	DfE guidance emphasises that good attendance is essential for achievement. Early intervention and working with families to address barriers is most effective. Schools must work with local authority children's services where absence indicates safeguarding concerns. https://educationendowmentfoundation.org.uk/news/eef-blog-attendance-and-the-attainment-gap https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	3
Enrichment opportunities - Subsidised or free places for disadvantaged pupils in extra-curricular activities, including sports clubs, music lessons, arts activities. Educational visits and residential opportunities. X3 curriculum trips/workshops per year group per year.	EEF evidence shows that arts participation and sports participation can have positive impacts on academic and wider outcomes. Enrichment activities develop cultural capital, vocabulary and aspirations. https://educationendowmentfoundation.org.uk/news/eef-blog-cultural-capital-what-is-it-and-how-can-schools-develop-it	5

Additional clubs and activities.		
Breakfast club provision - Free or subsidised breakfast club places for disadvantaged pupils to ensure they start the day ready to learn and to support working families.	Breakfast club provision - Free places for disadvantaged pupils to ensure they start the day ready to learn and to support working families. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time	3,6
Family support and engagement - Dedicated safeguarding team working closely with external agencies, including social workers and carers. Support for parents/carers to help them support their children's learning at home. Regular communication about pupils' progress.	DfE guidance emphasises the importance of working with families and external agencies to support vulnerable pupils. Parental engagement has a positive impact on pupil outcomes. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	4,6

Total budgeted cost: £ 105,1315

Part B: Review of the previous academic year 2025/2026

Outcomes for disadvantaged pupils

With the arrival of the new Headteacher February 2026, significant work has gone into building a strategy that prioritizes Pupil Premium outcomes. This work can be seen in our spending plans for the academic year 2026/27.
For the academic year 25/26 the most successful spend has been around pastoral support and funding enrichment opportunities.
Our overall academic outcomes for disadvantaged pupils are disappointing and show limited evidence of the gap closing. It must be remembered that we have proportional fewer PP children so % appear higher. Green shoots were beginning to be seen e.g Y4 maths MTC.

No. of PP on roll 25/26
77 = 19% National Av 25%

Year Groups

	Pupils	Boys	Girls	EAL	Summer Born	Targeted FSM	SEN Support	EHC Plan	Absence Rate
Reception	7	3	4	1	2	7	1	0	14.7%
Year 1	8	1	7	1	3	8	2	0	5.9%
Year 2	9	4	5	0	5	9	6	0	9.9%
Year 3	16	7	9	0	6	16	6	0	10.2%
Year 4	12	5	7	2	7	12	5	1	8.5%
Year 5	14	6	8	1	8	14	5	0	5.2%
Year 6	10	5	5	1	4	10	2	0	13.1%

We have conducted an analysis of the performance of our disadvantaged pupils, using both national benchmarking data and our own internal formative and summative assessments from the previous academic year. This review informs our strategic planning and ensures that support is targeted, evidence-based and responsive to need.
Staff engage in high-quality CPD with a clear focus on developing a deeper understanding of our Pupil Premium pupils and the barriers they may face, both academically and socially. This training strengthens our approach to inclusive practice and equips staff with practical strategies to support pupils effectively.
There is a secure and shared understanding across the school that high-quality first teaching remains the most impactful provision for improving outcomes for disadvantaged learners, in line with current educational research. During 2025/2026 training sessions focussed on building quality teaching and planning of a well structured lesson, knowledge of SEND and adaptations to support writing, and safeguarding.

School data demonstrates:

Behaviour

Additional pastoral support data shows targeted provision for children that impacts on behaviour and engagement in learning.

Premier Sports Social Skills groups
23 children attended, 10 disadvantaged 43%

Jolf nurture sessions
48 children attended, 20 disadvantaged 42%

Sensory Circuits: 10 students, 2 disadvantaged 20%

Pastoral support sessions; weekly 1:1, group, sensory breaks, lunch bunch. 56 children accessed the 27 disadvantaged. 48%

Disadvantaged children behaviour incidents

2025-2026	no of pp children with incidents throughout the term V no of children overall with incidents	no of incidents they had throughout the term	no of children incidents reduced throughout the term.
Autumn	47 / 149 = 31% arePP	236	10
Spring	44 / 152 = 29% are PP	132	7
Summer	40 / 195 = 20% are PP	140	15

Behaviour outcomes for disadvantaged pupils improved across the academic year. The number of Pupil Premium pupils involved in behaviour incidents decreased from 47 in the Autumn term to 40 by Summer. Total incidents reduced significantly from 236 to 140, representing a 41% reduction overall. While there was a small increase in incidents between Spring and Summer, levels remained substantially below those seen at the start of the year. Furthermore, the number of pupils whose incidents reduced increased to 15 in Summer, suggesting that targeted behaviour support and pastoral interventions had a positive impact on outcomes for disadvantaged pupils.
In comparison to the overall number of children having incidents the number of which were diadvantaged children decreased from 31% to 20%.

Attendance

Whole School Attendance	95.4%
Disadvantaged Attendance	91.1%
Non-Disadvantaged Attendance	96%
National Average	93.7%
Persistent Absence Whole School	18.6%
Persistent Absence Disadvantaged	30%
National Average Persistent Absence Disadvantaged	31%

School Performance vs. National Context

- **Strong overall attendance:** The **Whole School Attendance (95.4%)** is higher than the **National Average (93.7%)**. This indicates that the school's general attendance strategies are highly effective for the majority of the student body.

⚠ The Equity and Attendance Gap

- **The disadvantage gap:** There is a stark contrast between **Non-Disadvantaged Attendance (96%)** and **Disadvantaged Attendance (91.1%)**. This **4.9% gap** indicates that vulnerable students face substantial barriers to getting to school compared to their peers.
- **30% of Disadvantaged students** are persistently absent. This means nearly **1 in 3 disadvantaged students** are missing critical amounts of school, which directly threatens their academic progress and well-being.

Enrichment opportunities

On looking at the engagement of school trips we realize the payment for disadvantaged families needs to be made clearer for parents to engage in. This drops significantly as the children move through the

Trips

EYFS Blackberry Farm trip: 9 disadvantaged pupils paid (9/9)
Year 1 to Drusillas Park: 8 disadvantaged pupils paid (8/8)
Year 2 to Drusillas Park: 11 disadvantaged pupils paid (11/11)
Year 3 Stone Age to Iron Age Workshop: 7 disadvantaged pupils paid (7/16)
Year 3 The Amazon Jungle: 10 disadvantaged pupils paid (10/16)
Year 4 Fishbourne Roman Palace: 11 disadvantaged pupils paid (11/12)
Year 5 trip to Herstmonceux Science Observatory: 10 disadvantaged pupils paid (10/14)
Year 6 Bikeability Training Course 0 disadvantaged pupils paid (0/10)
Year 4 Brighton Museum Trip: 12 disadvantaged pupils paid (12/12)
Year 6 Residential 2026: Year 6, 0 disadvantaged pupils paid (0/10)
Year 6 Trip to Newhaven Fort: , 0 disadvantaged pupils paid (0/10)

Overall, across all listed trips, **68 out of 118 (57.6%)** disadvantaged pupils paid, but this average hides a dramatic drop-off as students get older.

This suggests that we have a discrepancy with how we support financial commitments for disadvantaged families.

Average attendance for students on trips: 95.5%
Average attendance for disadvantaged students: 91.3%

Our most popular club that disadvantaged families access is the breakfast club. This is subsidised for PP children. Other clubs are attended but families can be targeted and supported to ensure there is increased engagement.

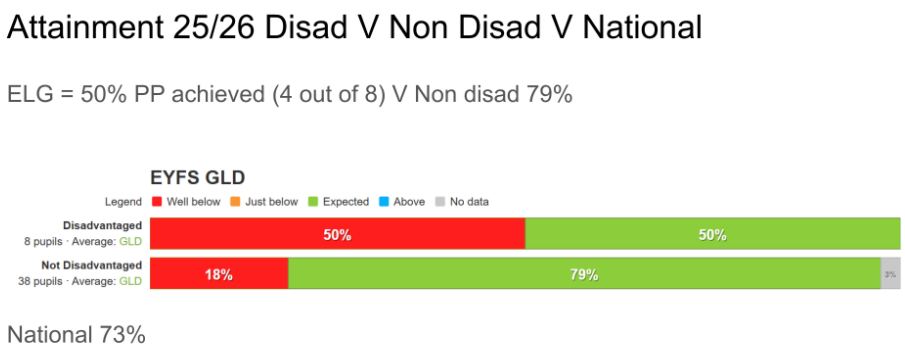
Clubs

- Chess Club: 14 students, 2 disadvantaged
- Kids with Bricks: 15 students, 1 disadvantaged
- Artikids: 10 students, 3 disadvantaged
- Crochet Club: 18 students, 1 disadvantaged

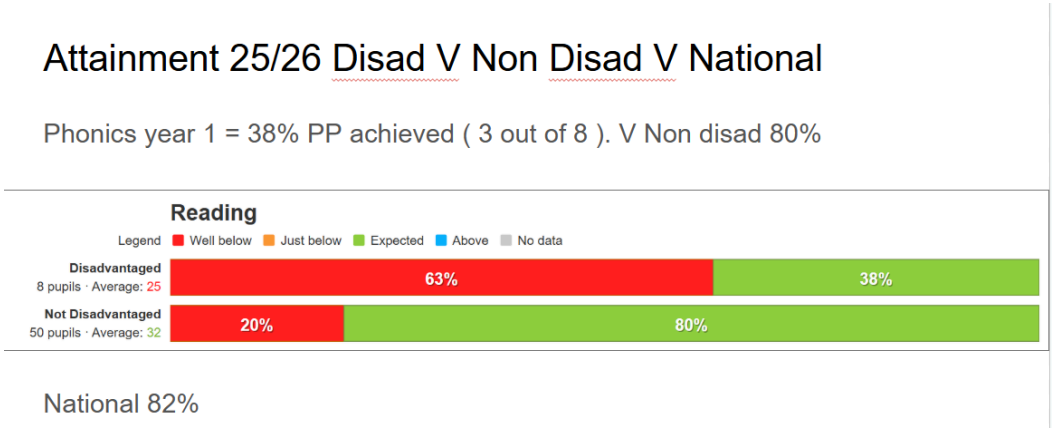
-Breakfast Club, 28 children accessed throughout the year. 23 were disadvantaged 82%
-Football Club, 21 children. 6 disadvantaged 28.5%.
-Cricket Club, 18 children. 3 disadvantaged 16.6%
-Maypole Dancing Club, 9 children, 0 disadvantaged 0%
-KS1 Athletic Club, 24 children, 3 disadvantaged 12.5%
-Burgess Hill Summer Fayre Parade, 12 children 3 disadvantaged 25%
-KS2 Athletic Club,

ELG

Last year 50% of our disadvantaged children achieved ELG. This is a reflection of the previous year



Phonics

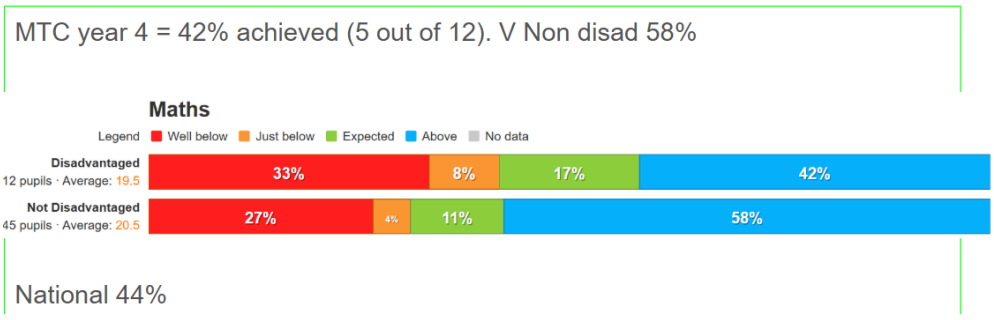


Year 1 disadvantaged 38% achieved phonics screening

	2022	2023	2024	2025	2026	
Year 2 Phonics retakes						
Percentage passed		**92%**	**81%**	**86%**	**80%**	accumulative by end of Year 2 actual year 2 retakes 2026 18% passed 2 out of 11
National		89%	89%	89%	92%	
Actual numberr of resits passed year 2			26% 4/15	25% 3/12	10% 1/10	

MTC

From 2024 - 2025 Year 4 MTC data shows a decrease in the number of children across the school achieving full marks. However, last year 2025-2026 there was a considerable increase in MTC results to 54% achieving full marks 31 out of 57 children. Out of 12 disadvantaged children 5 achieved full marks.



End of Key Stage 2

-Year 6 in 2024-2025 RWM above National average for the whole school.

. For 2025 / 2026 RWM outcomes remained in line with national nu the PP gap did not reduce.

Summary

Previously (end of 24/25) the data showed us where the areas to develop are and have informed our focus work with the MATHS HUB to accelerate progress in the multiplication check, and fill the gaps. The above shows this was the greatest impact on all children with a considerable increase in our MTC achievements.
The behaviour data implies that strategies to support behaviour are working especially for disadvantaged children.

Based on the above data for last year 25/26 we will focus on;

-Quality of teaching and intervention work for reading particularly in Year 1 and 2 for phonics. Especially targeting Year 2 children that have not pase phonics. We will work with English Hub to support this.

-To continue to build on results achieved in EYFS in 2025 and specifically target PP children to ensure they make expected progress. Ensuring there is quality teaching and consistent support in place for those children that need it.

-Continue our Emotional / Pastoral support

-The payment for disadvantaged families needs to be made clearer. This drops significantly as the children move through the school.

-Attendance data shows that a more robust system to target attendance, particularly persistent absence with our PP children and families is required. Add capacity to this team.

- target families to support them to engage in after school clubs.

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
Song of Sounds Phonics Programme	Sue Reed and Liz Webster
English Hub Support	Ola Dass
Maths Hub Support	Katrina Pounder
Junior and Infant Language Link	
Destination Reader	Joanna Murray
T4W	Lucy Foster