

Pupil premium strategy statement – Oakridge School

This statement details our school'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 school.

School overview

Detail	Data
Number of pupils in school	412
Proportion (%) of pupil premium eligible pupils	117 (28.4%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024 - 2027 (This is Y2 – 2025-2026)
Date this statement was published	December 2025
Date on which it will be reviewed	Autumn 2026
Statement authorised by	Stuart Cook (Headteacher)
Pupil premium lead	Vanessa Mason
Governor / Trustee lead	Sue Jollands

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£177,255
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£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>	£177,255

Part A: Pupil premium strategy plan

Statement of intent

95% of pupils at Oakridge School live in Oakridge or Castlefield Wards in High Wycombe, both of which are in the 10 most disadvantaged wards in Buckinghamshire, and now are included in Buckinghamshire Council's Opportunity Bucks Project.

We believe that working with Oakridge pupils is a privilege and employ staff who buy into our ethos that our students should achieve as well as their peers across the county and nationally. We strive every day to achieve our vision to *'Enhance the life chances of all our pupils.'*

We have high aspirations for all our pupils and believe that every child should be given the same opportunities as their peers; certainly, academically and for their own personal achievement – there should be no limit on any child's potential - but also in all aspects of school life. At Oakridge School, we embed equality of opportunity into our practice for all pupils and strive to ensure that disadvantage does not limit opportunities. We offer our pupils a wide range of extra-curricular opportunities and work to ensure that enrich our children's lives and aspirations both within the classroom and in the future.

We have considered the challenges faced by our pupils living with disadvantage individually, as well as collectively – including those who have a social worker, young carers, children who do not speak English at home, children with SEND, refugees and asylum seekers and children who have experienced adverse childhood experiences.

The strategies that we have put in place will support the needs of all our pupils living with disadvantage regardless of whether they are in receipt of the Pupil Premium Grant. We ensure that the barriers faced by the pupils in our school are known and understood, so that they can be addressed.

At the heart of our strategy is quality first teaching in every lesson. Teachers understand the needs of their pupils and can adapt their teaching accordingly. The Oakridge curriculum has been designed in line with the National Curriculum, considering the needs of Oakridge pupils with a strong focus on the use of high-quality texts and providing a language rich environment. This curriculum is embedded in all subjects. Our curriculum utilises cross-curricular links, allowing pupils a deeper understanding of topics through exploration. We have five unique Oakridge curriculum threads that weave through the curriculum from Nursery to Year 6. One of these threads is 'Social Mobility and Aspiration', giving pupils living with disadvantage the opportunity to understand how they can reach their potential. Another is 'Equality and Diversity' allowing our pupils to understand equality and to appreciate that we are all diverse in many ways. A summary of our curriculum can be found here:

https://www.oakridgeschool.co.uk/our_learning_/curriculum/curriculum.html

The links between reading, including vocabulary size, and future success is clear which is why our whole school focus is based on early reading and vocabulary development. We prioritise a robust teaching of the Read Write Inc Phonics Scheme to ensure our children have a sound understanding of how to read. Pupils who do not make enough progress in lessons, revisit their learning during same day interventions, and pupils

with specific needs have targeted interventions to practise and consolidate key skills. For pupils in Key Stage 2 who need extra support with reading, we use the Fresh Start phonics programme to ensure that all children leave Oakridge as confident readers.

There is also a link between pupil experiences and opportunities (e.g. Cultural Capital) and success. Therefore, a large part of what we do, given the needs of our children, is to provide them with opportunities and experiences. We have mapped this out through our School Based Enrichment Opportunities Grid.

Challenges

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

Challenge number	Detail of challenge
1	Low starting points The general trend at Oakridge School is that pupils join EYFS with significantly lower starting points than the national average and require individualised provision. In 2024 100% of pupils started Nursery below, or at risk of being below, the age related expectations in Personal, Social and Emotion development. In addition, in 2024 – 2025 111 children joined our school mid-year (not including EYFS or Reception) and, of those, many of them have had adverse experiences before joining the school which has affected their learning and has resulted in gaps that needs to be addressed.
2	Pupils with English as an additional language. We have a higher than average percentage of pupils who do not speak English at home. In Sept 2025, this was 309 students or 69.5% of our population. Those 309 students speak 38 different languages between them.
3	Attendance Low attendance and persistent absenteeism of disadvantaged pupils Over the academic year 2023-2024, attendance was below 90% for disadvantaged pupils.
4	Social care needs/ Families needing support Our school has a large number of families who are being supported by outside agencies including social care and family support workers. Many of our families need support to help them address their needs and to support their children's learning.
5	Mental health Emotional and social needs that impact on learning including mental health and wellbeing. Many of our children have had adverse childhood experiences (ACEs) which we work hard to support.

6	Lack of Opportunities and Experiences THIS SURVEY IS BEING UPDATED A survey of Oakridge children showed that 50% have never been on a train, 59% cannot ride a bike, 64% have never made bread, 59% have never been to a museum, 70% have never attended a club outside of school clubs and 46% have not been to the seaside.

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 ensure high quality teaching – including adaptive teaching where necessary - in every lesson	Pupils eligible for the Pupil Premium grant make rapid progress from their starting points so that most pupils eligible for Pupil Premium meet age related expectations by the end of the year (individual targets for year groups have been set) and 100% of pupils have made good progress from their starting points. We will measure this through standardised scores.
To provide targeted academic interventions	All pupils eligible for the Pupil Premium grant make at least expected progress in Reading, Writing and Maths by the end of the plan.
To provide effective Wellbeing and Mental health support for disadvantaged children.	The emotional and social needs of pupils are met to ensure pupils are able to access their learning in class. Behaviour for learning is good in every lesson. The number of pupils who are suspended is reduced. SDQs scores show that good progress has been made with targeted children.
To give disadvantaged pupils the knowledge and cultural capital they need to succeed in life through a wide range of opportunities and experiences.	Disadvantaged pupils will have access to a wide range of additional opportunities and experiences through a carefully planned curriculum, enrichment activities and a wide range of after school clubs. They will be able to talk about their experiences using a range of appropriate vocabulary.
To improve attendance for disadvantaged pupils. To ensure that disadvantaged pupils arrive at school before registration.	The attendance of pupils living with disadvantage is in line with their peers and the school is working those who have severe or persistent absenteeism. In these cases, appropriate agencies will be involved and all possible steps taken to increase their attendance in school.
To use a wider range of strategies to overcome individual barriers to learning including ACEs.	Individual barriers and needs are addressed and pupils are able to make good progress in all areas of learning.

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

Budgeted cost: £ 62,754

Activity	Evidence that supports this approach	Challenge number(s) addressed
Strong focus on disadvantaged pupils through quality first teaching ensuring that all pupils make good progress.	Evidence from the Sutton Trust shows that quality first teaching with a strong focus on disadvantaged pupils is the most effective single measure for improving disadvantaged pupils' outcomes.	1,2,
A bespoke curriculum tailored to the needs of Oakridge pupils	The Oakridge curriculum is in line with the national curriculum framework. Research shows that pupils will make most progress and be better prepared for their next stages of learning through having exposure to a broad and balanced curriculum that is tailored to the needs of our pupils at Oakridge school. This includes: • Taking into account our different cultures • Providing a language rich environment • Offering new and enriching opportunities and experiences • Encouraging pupils to have high aspirations. • Ensuring that key skills are embedded. • Developing a love of reading.	1,2,
High quality feedback will enable pupils to move forward in their learning.	Studies have shown (Hattie, 2009 and EEF) that feedback about learning makes the single biggest improvement to learning outcomes.	1,2,
Targeted EAL support to ensure all students who are new to English improve their English language skills as quickly as possible, ensuring that all students can access the quality first teaching delivered by class teachers.	Research from the Bell Foundation shows that proficiency in English links directly to future academic attainment.	1,2

To ensure that all pupils leave Oakridge school as confident readers through delivering consistent, high quality phonics lessons for all early readers. Oakridge has purchased Read Write Inc. a systematic, synthetic phonics programme and will continue to develop the skills and confidence of staff to deliver this.	EEF research shows that systematic phonics approaches are consistently effective in supporting early readers in developing the basics of reading.	1,2
To ensure that our students with SEND do not suffer from 'double disadvantage' by working with parents to identify and support students who need additional support quickly and to help close gaps by delivering adaptive teaching effectively.	The Sutton Trust's report on Double Disadvantage Oct 25 highlights that Pupil Premium children with SEND are more likely to be adversely affected due to inconsistencies in allocation of SEND resource.	1, 2

Targeted academic support

Budgeted cost: £70,733

Activity	Evidence that supports this approach	Challenge number(s) addressed
All disadvantaged pupils, regardless of prior attainment, continue to receive quality adult support during core subjects on a regular basis to ensure that they can meet their potential.	EEF evidence on effective use of support staff shows that the most effective way to use support staff to improve outcomes for pupils is to <i>'use them to add value to what teachers do, not to replace them: it is important that they supplement, rather than replace, the teacher'</i> .	1,2,
All teachers and HLTAs will have an Instructional Coach who will support them to develop quality first teaching. Every teacher and HLTA will have a step to work on over the period of 2 weeks.	EEF evidence on effective use of support staff shows that the most effective way to use support staff to improve outcomes for pupils is to <i>'use them to add value to what teachers do, not to replace them: it is important that they supplement, rather than replace, the teacher'</i> . https://steplab.co/	1,2
To fill the gaps in pupils' knowledge, to address misconceptions as soon as they arise and ensure that pupils are able to access the learning the following day.	Early results from the Education Endowment Trust where they are trialling show the programme is feasible and promising. (It fits with existing toolkit evidence on feedback, mastery learning, teaching assistants and meta-cognition.	1,2
HLTAs continue to teach whole class in certain non-core subjects to enable class teachers to provide	Research (EEF) has shown that pupils make the most progress when supported by their class teacher.	1,2,

disadvantaged pupils with specific interventions to improve their learning outcomes.		
Language assessments for all new EAL pupils to ensure that they receive support that addresses their individual needs.	Internal data shows that pupils who join Oakridge School from another country are working significantly behind their peers and require personalised provision to address their needs	1,2
Children who are new to English will receive a Flash Academy account which will help them learn English more quickly.	Research from the Bell Foundation shows that the Proficiency in English of all learners directly impacts later attainment. The Foundation recommends provide support strategies and learning objectives tailored to the individual pupils.	1,2
To embed the systematic synthetic phonics programme Read Write Inc. across EYFS and KS1 to ensure high quality phonics for all early readers ensuring that all children will leave Oakridge school as confident readers.	The teaching of Early Reading is the most important thing we need to get right to enhance life chances. Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. Research by the EEF suggests that phonics is particularly beneficial for younger learners (4–7 year olds) as they begin to read.	1,2

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

Budgeted cost: £43,768

Activity	Evidence that supports this approach	Challenge number(s) addressed
To continue to safeguard all our children including our most vulnerable pupils.	All children have a right to a life where they feel safe and are not at risk from harm. Schools have a duty to keep pupils safe.	4
To employ an Attendance Officer to improve attendance rates of all disadvantaged pupils.	School data show that the attendance of disadvantaged pupils remains lower than of non-disadvantaged pupils. For pupils to make good academic progress, they need to be in school.	3
To improve engagement for hard to reach parents.	Research shows that pupils who are well supported by their parents make better progress in school.	3,4
To provide all vulnerable children with wellbeing and mental health support	Over 75 children in the school receive bespoke support due to specifically identified wellbeing needs. The majority of these are also in receipt of the PP grant.	4,5,6

	A study from John Hopkins university* found that ACEs can be counterbalanced by providing children with 7 PCEs – positive childhood experiences – including some we can address at school. These are: - Being able to talk about feelings - Participating in community traditions - Feeling a sense of belonging in school - Feeling supported by friends - Having at least two non-parent adults who took a genuine interest in the child *Christina Bethell, Jennifer Jones, Narangerel Gombojav, Jeff Linkenbach, Robert Sege. "Positive Childhood Experiences and Adult Mental and Relational Health in a Statewide Sample: Associations Across Adverse Childhood Experiences Levels." <i>JAMA Pediatrics</i> (First published online: September 9, 2019) DOI: 10.1001/jamapediatrics.2019.3007	
To continue to provide enrichment opportunities for pupils to enable them to enjoy learning, see the relevance to what they are learning and make better progress. To equip our pupils with life skills.	Having wider life experience will impact on pupils' ability to be creative and place the broad curriculum they are studying in real life context. Examples include extra swimming for Y6 pupils, Y4 pupils learning the ukulele, Y5 choir going to the Royal Albert Hall, every student participating in a cinema trip and children visiting the theatre and library.	6
To increase nurture provision across the whole school with early support for targeted pupils. Identified pupils requiring additional nurture support to attend weekly nurture sessions to address individual needs.	Independent research into Nurture Groups which included 1239 students, 89 schools with nurture group provision and 50 without, show that students with social, emotional and behavioural difficulties are significantly more likely to improve in social and emotional functioning and academic achievement by attending Nurture Group provision for at least two terms rather than remaining in their mainstream classroom.	4,5,6

Part B: Review of the previous academic year (2024 – 25)

Outcomes for disadvantaged pupils

Early Years Foundation Stage Profile – achieving a good level of development

Disadvantaged pupils		Non-disadvantaged pupils	
Number of pupils	% achieving a Good Level of Development	Number of pupils	% achieving a Good Level of Development
10 / 12	83%	31 / 43	72%

Disadvantaged children had a higher percentage of children reaching GLD.

Year 1 Phonics Screening – achieving the expected standard

Disadvantaged pupils		Non-disadvantaged pupils	
Number of pupils	% meeting the expected standard	Number of pupils	% meeting the expected standard
6 / 12	50%	34 / 46	74%

Current predictions for 2025/26 PSC show that 93% of disadvantaged children are likely to pass the check.

Key Stage 1 – achieving the expected standards in Reading, Writing and Maths

	Disadvantaged pupils		Non-disadvantaged pupils	
	Number of pupils	% meeting the expected standard	Number of pupils	% meeting the expected standard
Reading	7 / 19	37%	20 / 40	50%
Writing	5 / 19	26%	13 / 40	33%
Maths	8 / 19	42%	19 / 40	48%

Data for disadvantaged children at the end of year 2 shows an increase in writing attainment from 15% to 26%, although Reading and Maths are still areas for development. The school has put in place interventions and additional reading schemes to support the attainment for these disadvantaged children as they go into year 3.

Key Stage 2 – achieving the expected standards in Reading, Writing and Maths SATS

Disadvantaged pupils - Reading, writing and maths expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	60	42%	46%	Close to average (non-sig)	68%	-26	Not applicable	Not applicable
2025	24	54%	47%	Close to average (non-sig)	69%	-15	No meaningful change	Low - Stability
2024	17	47%	46%	Close to average (non-sig)	67%	-20	Narrowing	Low - Stability
2023	19	21%	44%	Below (sig-)	66%	-45	Not available	-

Disadvantaged pupils - Reading expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	61	66%	62%	Close to average (non-sig)	80%	-14	Not applicable	Not applicable
2025	25	64%	63%	Close to average (non-sig)	81%	-17	Widening	Low - Stability
2024	17	88%	62%	Above (sig+)	80%	9	Positive gap	Low - Stability
2023	19	47%	60%	Below (non-sig)	78%	-31	Not available	-

Long term performance for disadvantaged children is strong, with the three year average sitting above national levels which demonstrated sustained effectiveness over time.

The school has shown it can deliver exceptional outcomes for disadvantaged pupils, evidenced by the 2024 cohort achieving **88%**, far exceeding both national disadvantaged and national non-disadvantaged — a clear indicator of what is possible when provision aligns well with pupil need. The school has demonstrated the capacity to close gaps, as shown by the positive gap in 2024 (+9), proving that disadvantaged pupils can outperform national benchmarks when provision is strong.

Disadvantaged pupils - Writing expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	60	47%	59%	Below (non-sig)	78%	-31	Not applicable	Not applicable
2025	24	54%	59%	Close to average (non-sig)	78%	-24	No meaningful change	Low - Stability
2024	17	59%	58%	Close to average (non-sig)	78%	-19	Narrowing	Low - Stability
2023	19	26%	58%	Below (sig-)	77%	-51	Not available	-

There is a strong upward trend: disadvantaged outcomes have risen sharply from 26% (2023) → 59% (2024) → 54% (2025), showing clear recovery and improvement and the gap to national has narrowed significantly, and disadvantaged children are now performing broadly in line with national percentages.

Disadvantaged pupils - Maths expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	61	67%	60%	Close to average (non-sig)	80%	-12	Not applicable	Not applicable
2025	25	72%	61%	Close to average (non-sig)	81%	-9	No meaningful change	Low - Stability
2024	17	76%	59%	Above (non-sig)	79%	-3	Narrowing	Low - Stability
2023	19	53%	59%	Close to average (non-sig)	79%	-27	Not available	-

There is a clear upward trend: disadvantaged outcomes have risen from 53% (2023) → 76% (2024) → 72% (2025), showing sustained improvement with the disadvantaged children now performing better than the national disadvantaged cohort. The three year average sits above national, showing strong long term performance

The aim at Oakridge is for all pupils, regardless to their individual needs and starting points, to attain well and they will therefore continue to receive additional support to ensure that they are able to meet the expected standards.

Service pupil premium funding –

The school does not have any pupils in this category.

For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year

N/A

The impact of that spending on service pupil premium eligible pupils

N/A
