

# Pupil premium strategy statement

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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 and the effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Oak Lodge Primary
Number of pupils in school	541
Proportion (%) of pupil premium eligible pupils	10%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2025/2026 –2028/2029
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Updated on	December 2025
Statement authorised by	Georgina Baron, headteacher
Pupil premium lead	Linda Allen
Governor / Trustee lead	Greg Tysall

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£84,840
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£84,840

## Part A: Pupil premium strategy plan

### Statement of intent

At Oak Lodge we believe that all our pupils should make good progress and attain strongly across the curriculum, meeting their potential. This progress should not be dependent on their background nor be impacted by particular challenges they may face. Our pupil premium strategy is designed to support disadvantaged children to achieve these goals along with other children. Our goals are for all our pupils and our high expectations for all are vital for strong achievement. Those children who are already high achievers will still be supported to make further progress.

By removing barriers to this progress, and providing timely and targeted support, we aim to ensure that all children will leave Oak Lodge as resilient, respectful, resourceful and well-rounded young adults who are ready for the next stage of their education and the outside world. We aim for our children to feel fulfilled and keen to be productive members of the community.

We recognise the importance of children's mental health and that it underpins the ability to learn and succeed in school and beyond. We will ensure that the mental wellbeing of all pupils is supported. This is particularly important for children who have significant challenges in their life. Some children may be particularly vulnerable such as those who have a social worker or are Young Carers. Our pupil premium strategy is a positive step in supporting all children to make progress. By encouraging our children to develop greater resilience and by fostering their self-esteem, we aim to remove any barrier which might prevent a child from thriving in all areas of school life.

At Oak Lodge, we insist on Quality First teaching and much of our training focuses on developing the teaching skills which support all pupils, including disadvantaged children. High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. Studies have shown that this has the greatest impact on closing the disadvantage attainment gap. A focus on rich vocabulary along with clarity on its meaning and usage is enriching for all.

We expect, and will monitor to ensure that disadvantaged and non-disadvantaged children's attainment and progress will be sustained and improved in tandem. There are high expectations for all pupils. No "glass ceilings" will be acceptable nor will assumptions about the impact of children's backgrounds. Regular meetings are timetabled to discuss the outcomes for all children with particular focus on the progress and attainment of disadvantaged children. The school uses PiXL to support our approach and help children excel. Robust diagnostic assessment and quality teaching together will enhance children's learning.

We are aware that disadvantaged children are not a homogenous group and we will be proactive about meeting their individual needs and remove barriers in order to permit good progress. Children will be supported with scaffolded challenges which encourage independence and stretch. Should children begin to struggle, adults will intervene early with directed support. We aim for all staff to take responsibility for disadvantaged children's outcomes and alter the children's own perceptions of their potential and what they are capable of.

## Challenges

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

Challenge number	Detail of challenge
1	<p><b>Children or families with SEMH e.g. anxiety, low self-esteem</b></p> <p>Many of our disadvantaged families are experiencing difficulties with their social, emotional and mental health. This view has been supported by our assessments and observations from staff and discussions with families. All families have been impacted by issues like the rise in cost of living in food, energy and other basic products have affected our children such as children coming to school hungry or without a coat in cold weather. Parents may need to be guided towards community help and resources such as food banks. Children may not have access to reading books or writing materials. These challenges particularly affect disadvantaged pupils, including their attainment. Poor mental health resilience may lead to anxiety which may impact on ability to concentrate. The number of children requiring additional support has increased.</p>
2	<p><b>Speech and language communication needs</b></p> <p>It has been identified in assessments and time spent with pupils that disadvantaged children may have underdeveloped oracy, vocabulary and general language skills. This impacts on phonics, reading and writing in addition to the wider curriculum. This also impacts on increasing issues with maintaining focus and concentration. A strong start in EYFS is needed to ensure all children are confident in phonics and ready to enter KS1 with all appropriate skills and knowledge. Early assessments with speech and language therapists identify need and targeted interventions are planned. EAL disadvantaged children have further speech and language needs.</p>
3	<p><b>Ensure good levels of attendance and punctuality</b></p> <p>There is strong evidence of the impact of non-attendance impacting on social relationships and attainment. Our data shows that poorer attendance has negatively impacted the progress of disadvantaged pupils. The average attendance of disadvantaged pupils is 92.9% which is below that of non-disadvantaged children.</p>

4	<p><b>Attainment to be in line with peers</b></p> <p>Observations have shown that some of our disadvantaged children do not have access to as broad a vocabulary as their non-disadvantaged peers. They may not apply or embed taught vocabulary within conversations or lessons as easily. Disadvantaged children have made good progress but there is still a gap in attainment between disadvantaged and non-disadvantaged children, particularly in younger year groups. There needs to be a focus on strong early foundations for those achieving expected level and also those achieving the greater depth within the expected standard.</p>
5	<p><b>Engage parents of disadvantaged children</b></p> <p>Data, observations and pupil voice suggest that disadvantaged pupils have fewer opportunities for reading and limited access to a wide range of texts. It has been noted that fewer parents of disadvantaged children attend workshops.</p>
6	<p><b>Disadvantaged children to join in enrichment activities, clubs and trips</b></p> <p>Observations show that some of our disadvantaged children can struggle with less structured sessions of the day such as lunch time. By engaging with a wider selection of clubs, we hope to provide disadvantaged children with a greater range of experiences and rich vocabulary relating to each of these which can help the gap to reduce.</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
<p>1. Children's wellbeing and mental health is monitored and seen to improve. Additional targeted support is given where a need is seen.</p>	<p>Children's well-being and mental health will be seen to improve through observation and results from pupil voice and parental questionnaires. Staff will be vigilant to spot Where a need is identified, children will be supported by a range of targeted options to suit the individual. This may be time and space to talk, time with the Family Worker. Planned PHSE sessions are timetabled in class and also the Life Education Bus is planned for alternate years with a focus on mental health and wellbeing. Additional group sessions for Y4-6 will take place on areas affecting mental health and wellbeing. Assemblies have themes to cover wellbeing. Family worker support is available to all children and this will be monitored. The named mental health leader will track the children accessing support and their progress. Some children will also need referrals to CAMHS or Bromley Wellbeing etc. and this will also be monitored. A range</p>

	<p>of clubs aimed towards addressing the need will have the desired impact of encouraging children to talk about their feelings and normalise speaking about mental health. Children will be supported where a need is identified and the support given is having a positive impact on their wellbeing.</p>
<p>2. Children will have stronger speech, language and communication which can be applied correctly in all areas of their work. They will be confident speakers. A strong start in EYFS will be built on in the following years to ensure good skills and knowledge in language.</p>	<p>Children have speech and language screening including for comprehension when they enter EYFS. This identifies need as early as possible allowing for quick reaction via planned interventions. There are a number of speech and language therapists due to the increasing needs over time. Referrals will be made to speech and language when a need is identified. Early interventions from trained support staff increases levels of oracy reducing the level of referrals to speech and language service. A focus on development of strong foundations will underpin and broaden children's vocabulary and understanding of correct sentence structures. Oral language and fluency of disadvantaged children, including EAL will show significant improvement. Writing assessments will show improvements in all year groups and children will be secure with the basic expectations within each year group. Phonics assessments will show stronger results and this will be seen when applied in written work across the curriculum.</p>
<p>3. Ensure good levels of attendance and punctuality so that all children are in school on time to begin their learning every day.</p>	<p>Attendance of disadvantaged and vulnerable children will be monitored to ensure that the current gap between disadvantaged children's attendance and that of the rest of the school is closing to be within 1%.</p> <p>First day calling is in place. Where attendance dips below 95%, without medical verification, families are contacted. Parents are reminded to take their holidays outside term time in order to avoid disruption to children's education. Sensory circuits and other activities are planned for children as a soft start to encourage good punctuality and a settled start to the day. Rigorous breakdown of the attendance figures takes place and Oak Lodge works closely with the Education Welfare Officer, making referrals where appropriate. It is clearly understood that poor attendance impacts on attainment over time as well as social relationships and resilience in life.</p>

<p><b>4. Attainment to be in line with peers</b></p> <p>Children will achieve their set targets by the end of the academic year and there will be no attainment gap between disadvantaged children and their non-disadvantaged peers by the end of year 6.</p>	<p>Attainment of disadvantaged pupils to be within 10% of the current gap between disadvantaged and non-disadvantaged pupils in EYFS and KS1. Disadvantaged children will be monitored carefully at termly pupil progress meetings and all disadvantaged children will be included in planned interventions. This will be compared to the initial baseline from the start of the academic year where gaps will be noted and specifically planned for. Quality First teaching underpins all learning. Book scrutiny will reflect that disadvantaged and non-disadvantaged children's books are of similar quality and that all children are being challenged and reaching their potential. Where this is not seen, it will quickly be challenged and difficulties will be addressed and gaps targeted. Children are given the opportunity to read regularly and have access to a wide range of high quality, aspirational books. Vocabulary will be systematically taught and used in context. Key vocabulary will be displayed, known to all adults working with the children. Dual coding will be used when possible to aid understanding.</p>
<p><b>5. Engage parents of disadvantaged children</b></p> <p>Parents of disadvantaged children will engage with school events to the same extent as parents of non-disadvantaged children.</p>	<p>A named member of staff is responsible for developing parental engagement. This includes weekly parental guides to online safety and how to manage popular games. Other examples are workshops based on particular school areas such as SEND, phonics, early reading, maths calculations or use of practical resources. These may be planned based on need or as a result of parent questionnaires. Some parents may be specifically invited to attend. Attendance of disadvantaged families at Parents' evenings is monitored and those unable to attend on given dates are offered alternative times.</p>
<p><b>Disadvantaged children to join in enrichment activities, clubs and trips</b></p> <p>6. Observations show that some of our disadvantaged children can struggle with less structured sessions of the day such as lunch time. By engaging with a wider selection of clubs, we hope to provide disadvantaged children with a greater range of experiences and rich vocabulary</p>	<p>Disadvantaged children are monitored for involvement in provided enrichment activities. They are offered a wide range of clubs and also opportunities for leadership as junior leaders. Our FSA contribute towards the costs of school trips. In addition to this, some events are totally funded such as the Life Education Bus. All educational day visits are fully funded for disadvantaged children including lunch and bursaries are</p>

relating to each of these which can help the gap to reduce.	applied for to help disadvantaged families costs for longer residential trips.
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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: £29,450

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD including SCARF training relating to mental health and wellbeing.	Social and emotional learning supports well and learning. It enhances pupil's behaviour, mental health, well-being and academic performance because pupils can engage better with their learning (EEF)	1,2,4,5
Filling the vocabulary gap for disadvantaged children	Multiple studies with strong and growing evidence show vocabulary knowledge is one of the strongest predictors of reading comprehension and academic success. EEF emphasises the importance of specific vocabulary teaching	
Teacher release to support strong curriculum by embedding key elements of Trust guidance. MTPs will be developed with possible adaptations and key vocabulary to be taught	<p>Evidence from EEF, NPQs, current research and PiXL. The children demonstrate deep understanding and enjoyment of texts. Their vocabulary knowledge is seen to increase. Their comprehension skills improve.</p> <p>PiXL analysis of gaps in learning and use of quality first teaching and interventions to fill these.</p> <p>Deeper understanding of pedagogy and teaching strategies through coaching.</p> <p>Subject leads ensure strong progression and effective planning.</p>	

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

Budgeted cost: £20,486

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group work HLTA support	Children are taught by their teacher, who knows their needs best. Class teachers are able to work with their children in small groups for targeted and very specific teaching. HLTAs provide targeted support of disadvantaged readers. Maths TA supports small groups. Learning targets met. HLTA to release class teacher where possible to work with their children in small groups to enable targeted and very specific teaching. EEF studies show small group teaching can improve progress.	1,2,4
Small group interventions to support SEMH	More children have presented with anxiety or a need for support with mental well-being. Children feel supported and able to cope with daily challenges. EEF studies show small group teaching can improve progress.	1,2,3,4
Small, structured group interventions in Reading, writing, maths	Targeted support from TAs, and teachers based on PiXL tests to identify gaps in learning. EEF studies show small group teaching can improve progress.	1,2,3,4,
Small group teaching for phonics. Purchase additional phonics materials	Targeted intervention for children who have not passed their phonics in Y1 and are still struggling in Y2 and beyond. Whole staff training means a consistent approach is applied where needed, including interventions. EEF studies show small group teaching can improve progress.	1,2,3,4

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

Budgeted cost: £34,904

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Close monitoring of attendance – Attendance officer produces detailed reports EWO allocation</p>	<p>Close analysis of attendance enables children to be identified and supported. Rigorous breakdown of the attendance figures takes place. Those families whose children who have attendance figures below 95% are contacted regarding the issue. First day calling is in place. Fewer parents take children out of school for holidays during term time. Attendance has clear impact on educational and social outcomes for children.</p>	<p>1,3</p>
<p>Support of wellbeing – use of family worker and strategies designed to support children. Family worker support is available to all children. Named staff are mental health champions. Referrals to CAMHS and Bromley Wellbeing are monitored. Training for Senior Mental Health Lead and for Desty practitioner to support mental health and well-being.</p> <p>Training for named staff to deliver Ignite Wellbeing sessions</p> <p>Development of a new break out room and a new sensory garden to support emotional well-being and self-regulation</p>	<p>Reports from parents and class teachers. Children are supported where a need is identified and the support given is having a positive impact on their wellbeing. Research shows children who are settled and in a good state to learn are happier and do better in school.</p> <p>To support children in understanding the normality of talking about their mental health, teachers are asked to check in with every child over the course of a month and when changes are noted. Listening ear, chat clubs and talking with a range of school adults are all available when required.</p> <p>Gov evidence of 14% primary children nationally have mental health issues</p> <p>Children in Y4,5,6 will have additional sessions learning about aspects of staying mentally healthy in everyday life including online presence, resilience, dealing with anxiety etc.</p> <p>A new room will be constructed and developed with resources to be used by vulnerable children needing support with their self-regulation.</p> <p>An unused internal courtyard will be cleared and developed to make a sensory garden to support mental health and well-being. This is attached to the new break out room.</p> <p>EEF guidance on behaviour and self-regulation show children learn best when they are calm, self-regulated and able to focus, break out room provide a space where children can deescalate and regain attention and self-control to return more effectively to their learning. It reduces stress</p>	<p>1,2,3,4,6</p>

	and anxiety. It provides a calm learning environment for pupils who may become over-stimulated	
<p>Enrichment activities and opportunities broaden the range of life experiences for disadvantaged and PP children.</p> <p>Parents are also encouraged to engage with these opportunities to support their children.</p>	<p>Children are exposed to a wide range of cultural experiences that they may not otherwise encounter. Invitations to clubs across all year groups enable children to mix with others and build confidence. Opportunities to watch live acting and music enrich pupils' lives through theatre visits, with invited children offered free tickets. School trips are provided for disadvantaged children at no cost to ensure all children can participate fully and deepen their understanding of classroom learning. School playgrounds are being developed to include digging areas and gardening spaces, promoting mindfulness and increased interaction with nature. Children are invited to take part in sporting events and tournaments, allowing them to demonstrate their abilities, including those with additional needs, and boosting confidence. All Pupil Premium and vulnerable children are carefully monitored to ensure they are offered additional non-academic enrichment opportunities alongside academic support. Pupil Premium children are given priority access to secure places in these activities. Older pupils benefit from opportunities to develop leadership skills by becoming student club leaders. Some disadvantaged children have also been invited to take part in a tour of the Houses of Parliament. A large, wide-ranging Careers Day raises aspirations and helps disadvantaged children to broaden their understanding of future pathways. School pets further support children's emotional regulation and help them to understand responsibility and care.</p> <p>These enrichment opportunities are shown to strengthen learning opportunities and engagement which leads to academic success.</p>	1, 2, 3, 4, 5, 6
Parental engagement	Named parental engagement lead to engage more hard-to-reach parents. This includes responding to parental need from questionnaires such as support with online gaming parental controls. The results of these questionnaires are closely studied. As a result, our workshops and parent support ensure a high level of engagement from these hard-to-reach groups, having a beneficial impact on children.	1,2,3,4,5, 6

	Parental engagement leads to accelerated academic progress with children gaining up to 4 months over a year with strong parental engagement (EEF)	
Whole school training on SEND including regular input for all sections of the day. Parent SEND workshops with specialist provider. PE Leads provide training for MDS staff to lead more games and active play.	Needs of staff are ascertained to ensure the correct training is provided for the needs of the children. Staff receive regular training on many aspects of SEND to increase staff knowledge which in turn will improve the outcomes for all pupils. SEND specialists will also provide parent workshops to support parents of children with SEND. Training for MDSs will include inclusive play, and updated resources bought as required. Children will have more active, social and involved lunchtimes.  SEND training is critical for inclusive teaching and improves the quality of teaching and high quality teaching has the greatest impact on children's progress particularly for disadvantaged pupils (EEF)	1,2,3,4,5,6
Sensory circuits	Children are invited to attend sensory circuits sessions in order to support their ability to self-regulate and be able to focus more on their learning on return to class.	1,2,3,4,6

**Total budgeted cost: £84,840**

## 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 (unvalidated).

For Year 6, the SATs results were used as an endpoint.

Number of PP children in Year 6 = 6

Attainment for 2024-25	Percentage at Expected Level for disadvantaged children	Percentage at Greater Depth for disadvantaged children	Percentage at Expected Level for all pupils	Percentage at Greater Depth for all pupils
Reading	83%	50%	84%	45%
Writing	83%	33%	77%	22%
Maths	100%	50%	86%	47%

2024-25 has been a strong year for children with pupil premium. In a number of year groups, the disadvantaged children performed more strongly than non-disadvantaged children showing that the strategies have been successful. All disadvantaged children achieved at least the expected standard in maths.

## 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
Speech and Language therapy	Love to Communicate
Speech and Language EYFS language screening	Love to Communicate
Dyslexia support	Nessy, Nessy Fingers, Number Sense
PiXL tracking and interventions	PiXL
Social Communication	Social Eyes, Paul Cabb
Educational Psychologist	Local Authority Ed Psychologists
Staff training- Walkthrus	Walkthrus

## Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*