

Pupil premium strategy statement – West Oaks School

Before completing this template, read the Education Endowment Foundation's [guide to the pupil premium](#) and DfE's [pupil premium guidance for school leaders](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	503
Proportion (%) of pupil premium eligible pupils	36% (182 pupils)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025/26 2026/27 2027/28
Date this statement was published	31.12.25
Date on which it will be reviewed	Dec 2026
Statement authorised by	Keeley Murray
Pupil premium lead	Anna Stevens
Governor / Trustee lead	Ben Thaler

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£251,125
Pupil 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>	£251,125

Part A: Pupil premium strategy plan

Statement of intent

At West Oaks, we are committed to securing strong outcomes for all pupils, regardless of socio-economic background or level of need. We have high expectations for every pupil and are determined to ensure equality of access to high-quality teaching, learning, and wider experiences.

Our children-first ethos places pupils at the centre of all decision-making. We work systematically to identify and remove barriers to learning so that pupils who experience disadvantage are supported to achieve well and develop confidence, independence, and resilience. Pupil Premium funding is used strategically to ensure that disadvantage does not limit pupils' access to learning, enrichment, or support.

We recognise that disadvantage is not solely defined by eligibility for free school meals. As such, we use our professional judgement and robust assessment processes to identify pupils and groups who require additional support and allocate funding accordingly.

We ensure effective use of Pupil Premium funding through:

- consistently strong teaching and learning across the school, with a focus on meeting individual pupil needs;*
- small class sizes to support high levels of engagement and enable targeted teaching;*
- additional staffing to improve staff-to-pupil ratios and provide timely intervention;*
- targeted academic and therapeutic interventions, including Speech and Language Therapy, Occupational Therapy, Animal Therapy, Forest School and counselling;*
- financial support to enable access to enrichment activities, educational visits, residential experiences, and after-school provision, ensuring pupils develop cultural capital and real-life learning experiences;*
- targeted provision for vulnerable pupils based on ongoing assessment and review.*

All Pupil Premium-funded provision is closely monitored to ensure it contributes to improved outcomes for pupils, including progress in learning, engagement, attendance, behaviour, and wellbeing. The impact of interventions is reviewed regularly and provision is adapted in response to pupils' changing needs.

Challenges

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

Challenge number	Detail of challenge
1	Assessment evidence indicates that disadvantaged pupils often make slower progress from their starting points on entry to school, with their outcomes and rates of progress significantly influenced by identified SEND needs.
2	Parental engagement requires continued development. As many pupils travel to school via education transport, opportunities for regular, informal contact with parents and carers at drop-off and pick-up are limited. Evidence suggests that disadvantaged pupils frequently require additional support to develop personal, social, and independent living skills.
3	Assessment data, observations, and discussions with pupils and families indicate that disadvantaged pupils typically have fewer opportunities to develop cultural capital beyond the school environment.
4	Attendance remains a key factor affecting overall achievement. Due to vulnerability, illness, and mental health challenges, some pupils have irregular attendance.
5	Assessment evidence, observations, and family feedback show that some disadvantaged pupils experience difficulties with language comprehension, expressive communication, and social interaction, which can impact their ability to communicate needs effectively.

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
<ul style="list-style-type: none"> Disadvantaged pupils make consistently strong progress from their individual starting points. Gaps in progress between disadvantaged pupils and their peers with similar SEND profiles are reduced. Teaching and intervention are well matched to pupils' identified needs and lead to improved learning outcomes. 	<ul style="list-style-type: none"> Assessment data shows improved rates of progress for disadvantaged pupils across priority learning areas. The majority of disadvantaged pupils meet or exceed personalised targets set within their individual plans. Monitoring demonstrates that targeted interventions are implemented consistently and adapted in response to pupil progress. Staff use assessment information effectively to inform planning and next steps.

<ul style="list-style-type: none"> ● Parents and carers of disadvantaged pupils are actively engaged in their child's learning and development. ● Communication between school and home is consistent, accessible, and responsive. ● Parents feel informed, supported, and confident in working in partnership with the school. 	<ul style="list-style-type: none"> ● Increased parental participation in meetings, reviews, and school events (including virtual or flexible options). ● Parent feedback indicates improved understanding of pupils' learning, progress, and support strategies. ● Regular, meaningful communication is evident through logs, calls, meetings and Class Dojo. ● Improved consistency between home and school approaches to behaviour, learning, and wellbeing.
<ul style="list-style-type: none"> ● Disadvantaged pupils develop increased independence, resilience, and confidence. ● Pupils demonstrate improved personal, social, and life skills that support learning and readiness for adulthood. ● Pupils are better able to regulate emotions and manage daily routines. 	<ul style="list-style-type: none"> ● Observations and assessment evidence show progress in independence, self-care, and social interaction. ● Pupils demonstrate increased participation in daily routines and structured independence activities. ● Behavioural incidents reduce over time for identified pupils. ● Pupils increasingly apply learned skills across different settings and contexts.
<ul style="list-style-type: none"> ● Disadvantaged pupils access a broad range of enriching experiences that enhance learning and personal development. ● Pupils develop knowledge, confidence, and curiosity about the wider world. ● Barriers to participation in enrichment activities are reduced or removed. 	<ul style="list-style-type: none"> ● All disadvantaged pupils access enrichment opportunities such as educational visits, visitors, and cultural activities. ● Pupil engagement and enjoyment are evident through observations, pupil voice, and work outcomes. ● Curriculum planning reflects purposeful links to real-life experiences. ● Parent and pupil feedback reflects positive impact on confidence, communication, and aspiration.
<ul style="list-style-type: none"> ● Attendance for disadvantaged pupils improves over time. ● Pupils attend school more regularly and engage consistently with learning. ● Barriers to attendance are identified early and addressed through targeted support. 	<ul style="list-style-type: none"> ● Attendance data shows improved attendance rates for disadvantaged pupils. ● Persistent absence reduces for identified pupils. ● Individual attendance plans demonstrate effective collaboration between school, families, and external agencies. ● Improved attendance correlates with improved engagement and progress.
<ul style="list-style-type: none"> ● Disadvantaged pupils develop stronger receptive and expressive communication skills. ● Pupils are better able to express needs, emotions, and choices effectively. 	<ul style="list-style-type: none"> ● Assessment and therapy data show progress in language comprehension and expressive communication.

<ul style="list-style-type: none"> Improved communication supports positive relationships, engagement, and learning. 	<ul style="list-style-type: none"> Pupils demonstrate increased use of appropriate communication strategies (e.g. AAC, visuals, signing). Reduced frustration-related behaviours linked to communication difficulties. Staff and family feedback confirms improved communication across school and home settings.
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Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £84,081

Activity	Evidence that supports this approach	Challenge number(s) addressed
Talk for Writing (T4W) Implementation	Targeted Talk for Writing input will support pupils' cognition and learning by increasing engagement, communication, and interaction. By improving pupils' confidence in writing, communication, and performance, the T4W approach will enhance access to the wider curriculum, particularly for pupils in receipt of Pupil Premium.	1,3,5
Development of Speech, Language and Communication Provision	The school's in-house Speech, Language and Communication approach will be further developed and embedded. The Communication Coach role will be fully established to ensure consistency and quality of practice. As a result, pupils' engagement, communication, and interaction skills will continue to improve across all learning environments.	1,3,4,5
Forest Skills Provision	A dedicated Forest Skills teacher will deliver highly structured, sensory-informed outdoor learning sessions tailored to pupils' individual EHCP outcomes. Forest Skills provision will support pupils' social communication, emotional regulation, independence, and physical development. For pupils in receipt of Pupil Premium, regular access to outdoor learning will reduce barriers	1,4,5

	linked to anxiety, sensory processing, and engagement, supporting improved readiness to learn and increased access to classroom learning. Progress will be evidenced through engagement measures and progress towards EHCP outcomes.	
Leadership and Monitoring of Pupil Progress	Dedicated TLR responsibilities for progress and assessment will ensure focused monitoring and support for Pupil Premium pupils. This will lead to improved rates of progress in identified target areas, with clear evidence demonstrated through progress towards EHCP outcomes for Pupil Premium cohorts.	1,3,4,5

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

Budgeted cost: £44,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of Online Learning Resources	Targeted use of high-quality online learning platforms (including Cornerstones, Mathletics, Reading Eggs, PenPals) will support personalised learning for Pupil Premium pupils. Research indicates that short, regular sessions delivered in structured blocks can have a positive impact on engagement and learning outcomes. Blended and remote learning approaches will enhance access to learning and reinforce face-to-face teaching, particularly for pupils who benefit from repetition, visual support, or flexible pacing.	1,2,3,5
Targeted Interventions and Learning Coach Support	Targeted intervention through Personal Learning Instructor (PLI) for English and Maths will provide focused support for Pupil Premium pupils. Additional Learning Coach support, will increase access to curriculum pathways, support progress towards accreditation, and ensure pupils complete qualifications within expected timescales. Impact will be evidenced through accreditation outcomes and progress against individual learning goals.	1,3,4,5

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

Budgeted cost: £122,844

Activity	Evidence that supports this approach	Challenge number(s) addressed
Family Support and Pastoral Provision	Additional capacity in the Family Support Team will enable tailored support for families of Pupil Premium pupils, alongside the provision of snacks at the start of the day and during break times. National research highlights the impact of poverty and food insecurity on pupils' wellbeing and ability to learn. As many of our pupils travel significant distances to school, this provision ensures they are regulated, settled, and ready to engage positively with learning at the start of the day.	1,2,4,5
Targeted Family Support and Intervention Tracking	The Family Support Team will track and allocate targeted support for Pupil Premium pupils through a structured support pathway. This ensures timely intervention for pupils and families, reducing barriers linked to attendance, engagement, and wellbeing, and improving pupils' readiness to learn.	1,2,3,4,5
Occupational Therapy (OT) Provision	Increased access to 1:1 and small group Occupational Therapy sessions will support Pupil Premium pupils' sensory regulation, motor skills, and functional independence. As a result, pupils will be more ready and able to access learning, with progress monitored through individual EHCP targets and improved curriculum accessibility.	1,4,5
Safeguarding Leadership	Part funding of the Director of Safeguarding role will strengthen safeguarding oversight and early intervention for vulnerable pupils. This will ensure Pupil Premium pupils are supported to access learning safely, with improvements seen in behaviour, engagement, and individual outcome targets.	1,2,4
Animal Therapy Provision	Animal Therapy sessions will be provided to support Pupil Premium pupils' emotional regulation, communication, and social interaction. Structured,	1,4,5

	supervised interaction with a therapy dog will help reduce anxiety, build confidence, and support sensory regulation, particularly for pupils with SEMH, autism, and communication needs. As a result, pupils will be more settled and ready to access learning. Impact will be monitored through engagement measures, behaviour data, and progress towards EHCP outcomes.	
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Total budgeted cost: £251,125

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

- Internal assessment, monitoring systems, and lesson observations demonstrate that pupils eligible for Pupil Premium (PP) are making progress in line with school expectations. Engagement in learning has improved and is sustained over time, with pupils increasingly demonstrating readiness to learn and a willingness to take risks in lessons. Following re-baselining and the implementation of the Recovery Curriculum, progress rates for PP pupils are comparable to those of non-PP cohorts. High-quality teaching and learning are evident, and pupils are successfully achieving individual EHCP outcomes, indicating improved access to learning and effective personalised provision.
- Parental engagement has strengthened through consistent and structured communication systems. Weekly contact with parents and carers has ensured sustained two-way communication, enabling shared learning goals and effective partnership working.
- Disadvantaged pupils now benefit from increased opportunities to develop cultural capital within the school context. School community events, the Magical 7, curriculum exit experiences, and targeted access to after-school provision have enhanced pupil participation and community cohesion.
- A wide range of targeted therapies and interventions have been implemented to support pupils' mental health, wellbeing, engagement, and achievement. These therapeutic approaches have had a positive impact on pupils' readiness to learn, evidenced by a reduction in incidents recorded on CPOMS and improved classroom engagement. Pupils are better regulated and more able to access learning consistently.
- Attendance for PP pupils is improving, supporting increased readiness to learn and sustained engagement. The school maintains a challenging and aspirational attendance target, consistent with mainstream benchmarks, and remains committed to overcoming barriers linked to vulnerability, health, and wellbeing.
- Overall, the Pupil Premium strategy has had a positive and measurable impact on pupil progress, engagement, wellbeing, parental partnership, and access to learning. Ongoing review and targeted support will continue to ensure disadvantaged pupils achieve the best possible outcomes within these areas.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

<i>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</i>
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

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