



INSPIRING EXCELLENCE TOGETHER



A Happy Place to Learn and Grow

Oxhey First School

Pupil Premium Strategy

2025 - 2028

Pupil Premium Strategy Statement

This statement details our academy'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
School name	Oxhey First School
Number of pupils in school	234 (incl. 31 Nursery pupils)
Proportion (%) of pupil premium eligible pupils	16 pupils = 7% 1 X EYPP 15 X PP
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2028
Date this statement was published	September 2025
Date on which it will be reviewed	Termly
Statement authorised by	Local Advisory Board
Pupil premium lead	Mrs E Holt
Governor / Trustee lead	Mrs W Parrott

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£13,655
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Service Premium	£700
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£14,355

Part A: Pupil premium strategy plan

Statement of intent

Ethos Statement

Oxhey First offers a positive, inclusive, safe learning environment for its learners, in which everyone has equal and individual recognition and respect. Directors, governors and staff are committed to promoting an aspirational culture and ethos for attainment and success for all disadvantaged pupils and take shared responsibility for using the premium to enable them to reach their potential.

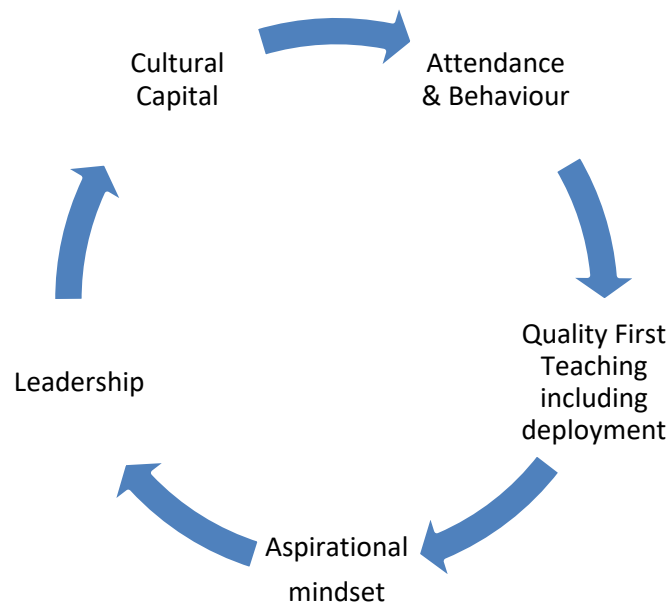
We have high aspirations and ambitions for our children and we believe that every child can achieve. By undertaking the approach of 'profile, predict and prevent' in our Triple A Strategy, Oxhey First School aims to achieve the following for all our disadvantaged pupils.



By doing so we believe we will have an impact on pupils:

- self-esteem and confidence
- progress and achievement
- attitude towards learning and attendance
- well-being and mental health
- access to their full curriculum entitlement

Key Principles to Achieve Success



Quality First Teaching

Our Leaders believe this is the key to the success of the vast majority of our pupils.

- The high expectations of our staff, strong knowledge of educational pedagogy and the national curriculum content ensure lessons will move swiftly using AfL precisely to respond to needs.
- Our classrooms promote an honest, open and independent approach to learning where misconceptions are used wisely to embed and deepen learning.
- Pace is ambitious, weaving in time to practice, embed and deepen knowledge.
- Reasonable adjustments are made to ensure all learners meet at least age-related expectation and intervention is both swift, purposeful and specific to ensure those who are working below expected levels can achieve.
- Formative and summative assessment is used effectively to identify the gains pupils have made and our staff respond appropriately.
- The deployment of resources such as staff is flexible and reflective to need.

Aspirational Mindset

- We will promote a no excuses culture across all our schools where barriers are quickly challenged and the collaborative working of the MAT is used to tackle them with rigour and speed.
- Target setting will avoid all stereotyping and will ensure that opportunities are provided for our most disadvantaged to achieve their full potential.

Attendance and Behaviour

- Our schools provide clear behaviour and attendance policies which are applied with consistency by all.
- Strong CPD support leaders to monitor, tackle and rectify any issues relating to behaviour, SEMH and poor attendance.

- Intervention will be rapid, personalised and supportive, also extending into the home if appropriate.

Cultural Capital

- Our schools recognise the need to enhance the breadth and range of 'life' experiences for many of our most disadvantaged.

We will do this by ensuring all attend clubs, have access to all trips, are encouraged to learn how to play a musical instrument, are provided with access to high quality and wide range of reading materials and have time to learn and use a wide range of subject specific and creative vocabulary.

Challenges

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

Challenge number	Detail of challenge
1.	Persistent absence of our disadvantaged pupils is significantly higher than that of our non-DA pupils. (PP PA = 15.4%, Non-PP PA = 1.8%, National = 15.2%) There are often blocks in the way of some of our disadvantaged learners reaching the high levels of attendance we expect at Oxhey First School. This is due to a range of issues which may include care and carer support, self-regulation and emotional needs, ill health and financial pressures for family holidays.
2.	Our disadvantaged learners have underperformed in reading, writing and maths compared to their peers and have gaps in knowledge, skills and understanding. 44% of our disadvantaged pupils are working below ARE in writing and 38% working below ARE in reading and maths. (57% of those working below in writing are summer born. 67% of those working below in reading and maths are summer born.) Reasons include lack of experiences, lack of role models, lack of engagement and support from parents/carers to ensure they have the understanding of how to support their child's learning at home.
3.	12.5% of our disadvantaged pupils are working above ARE in reading. 18.7% have potential to be accessing learning opportunities at a deeper level across the core subjects.
4.	19% of our disadvantaged pupils are also SEND in the areas of cognition and learning needs, communication and interaction difficulties and/or SEMH difficulties. Progress of these pupils is not in line with their non-SEND peers and they may experience barriers such as parental engagement or understanding of the SEND need, access to timely external agency support, lower stamina, self-esteem and self-regulation.
5.	A significant proportion of our disadvantaged pupils within our Early Years have communication and language difficulties. Reasons include lack of interaction with peers and parents, parents struggling to seek/gain advice, lack of routine, lack of resources at home to promote communication and language.
6.	Demand for SEMH support is increasing in our disadvantaged pupil cohort. A proportion of our disadvantaged pupils lack confidence, metacognitive skills and

	find working independently and showing resilience a challenge. Monitoring records, data analysis and pupil voice tells us that our disadvantaged learners are on average less likely to show a positive attitude to learning and/or reach our high standards for behaviour. This can be for reasons including lack of role-modelling, adverse childhood experiences or attachment difficulties.
7.	Engagement in the wider curriculum is impacted by a lack of parental engagement, aspiration and affordability. For reasons such as lack of finances to support the wider curriculum, lack of role models.
8.	A significant proportion of our disadvantaged pupils have experienced a range of challenges, including instability, trauma, or disrupted attachments, which can impact their emotional wellbeing, behaviour, engagement with learning and academic progress.

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 (may change at end of each year)
To achieve and sustain improved attendance, for our disadvantaged pupils who are persistently absent.	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> the attendance gap between disadvantaged pupils and all non-disadvantaged pupils being less than 1%. <p>Improved attendance from 2024/2025 demonstrated by:</p> <ul style="list-style-type: none"> the percentage of all disadvantaged pupils who are persistently absent is in line with their peers. <p>Barriers to attendance will have been identified and clear strategies in place will evidence a positive impact.</p>
Improved attainment amongst disadvantaged pupils across all phases.	Reading, writing and maths outcomes in July 2026 exceed 80% ARE for disadvantaged pupils.
Increased percentage of PP pupils working above ARE.	14% of disadvantaged pupils will be working above ARE in R, W and M at the end of KS2 (Y4) by July 2026.
Pupils with SEND consistently build on prior learning and make sustained progress.	Standardised tests including Salford, YARC and BPVS will indicate higher levels of attainment in reading comprehension and use of language/vocabulary.

	The progress of disadvantaged pupils with SEND is consistent and sustained. PLPs and standardised tests including Salford, YARC and BPVS will demonstrate gains made from pupils' relevant starting points.
Improved oral language skills and vocabulary amongst disadvantaged pupils in Nursery and Reception.	Assessment data including Wellcomm demonstrate significantly improved oracy skills from starting points amongst our Early Years disadvantaged pupils.
To sustain wellbeing support for all pupils in our school, particularly our disadvantaged pupils with improved levels of independence, confidence, self-regulation and resilience.	<p>Pupil voice, observations and Triple A data demonstrate PP pupils are independent, resilient and confident in their approach to learning and the wider curriculum. They have a range of supportive strategies and show motivation and purpose within all lessons.</p> <p>Observations demonstrate EEF research is evident in forming classroom best practice – metacognition, effective feedback, retrieval of and building upon knowledge and skills.</p> <p>Agencies and support is well utilised to support development of pupils' confidence, resilience and independence.</p>
To ensure all disadvantaged pupils have access to a full and wide-ranging curriculum offer.	100% of disadvantaged pupils access wider curriculum learning opportunities such as clubs, music lessons, forest school, pupil leadership roles, careers curriculum, inter-school events (MAT and local community) residentials and visits. 100% of pupil feedback indicates pupils have the resources and support to complete home learning activities.

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: £2,085

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue effective use of diagnostic tools and high-	EEF – interventions should be carefully targeted through identification and assessment. Interventions	2,4,5

<p>quality accredited intervention programmes to ensure high quality specific SEND provision is in place and to demonstrate quantifiable evidence of progress.</p> <p>Train new staff to use these diagnostic tools and programmes.</p>	<p>should be applied using the principles of effective implementation - EEF Implementation Guidance Report 2019.pdf</p> <p>Ensure that professional development effectively builds knowledge, motivates staff, develops teaching techniques, and embeds practice.</p> <p>EEF-Special Educational Needs in Mainstream Schools—Recommendations (d2tic4wvo1iusb.cloudfront.net) EEF-Effective-Professional-Development-Guidance-Report.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	
<p>Ensure the early identification of SEMH needs and provide effective provision for our lower attaining and SEN pupils by implementing the revised graduated response.</p> <p>Continue to utilise MHST and 'Time to Talk' to provide mental health & social, emotional and well-being support for pupils.</p>	<p>EEF- An inclusive school removes barriers to learning and participation, provides education that is appropriate to pupils' needs and promotes high standards and the fulfilment of potential for all pupils.</p> <p>The research states that schools should aim to understand pupils' individual needs using the graduated approach of the 'assess, plan, do, review' approach. EEF recommend teachers develop a repertoire of these strategies they can use flexible in response to the needs of all pupils including: flexible groups, cognitive & metacognition strategies, explicit instruction, using technology to support pupils with SEND; and scaffolding.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/send/EEF_High_Quality_Teaching_for_Pupils_with_SEND.pdf</p>	4, 5, 6, 8
<p>Embed CPD on:</p> <ul style="list-style-type: none"> • mastery learning, deepening opportunities, AFL and retrieval practice • scaffolding • effective facilitation • feedback, marking & effective assessment processes/bases • effective metacognitive approaches <p>...in to practice across the whole curriculum to improve pupil outcomes further.</p>	<p>EEF - The impact of mastery learning approaches is an additional five months progress, on average, over the course of a year. This method is particularly effective with primary age pupils. Mastery learning EEF (educationendowmentfoundation.org.uk)</p> <p>EEF-Special Educational Needs in Mainstream Schools—Recommendations (d2tic4wvo1iusb.cloudfront.net)</p> <p>EEF - Providing feedback is a well-evidenced and has a high impact on learning outcomes + 7 months. Feedback EEF (educationendowmentfoundation.org.uk)</p> <p>EEF - Improving Literacy and Mathematics in Early Years, KS1 & KS2 guidance reports cite the importance of: accurate assessment for learning, building on pupils' prior knowledge and providing appropriate support/scaffolding when facilitating learning Guidance reports EEF (educationendowmentfoundation.org.uk)</p>	2, 3, 4

	Evidence suggests the use of ‘metacognitive strategies’ – which get pupils to think about their own learning – can be worth the equivalent of an additional +7 months’ progress when used well Metacognition and Self-regulated Learning EEF (educationendowmentfoundation.org.uk)	
Use ‘National College’ and ‘Thinking Differently’ CPD in conjunction with staff training in order to refine practice for disadvantaged learners.	As the Pupil Premium Guidance states- ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending. National College and Thinking Differently CPD ensures staff, including new staff and early career staff can ensure they are aware of the latest research and effective practice when supporting disadvantaged pupils, as well as, being able to view their practice through the eyes of a disadvantaged learner. This will enable them to tailor /adapt classroom practice and new initiatives to ensure best possible outcomes for PP pupils. Pupil Premium Guidance.pdf (educationendowmentfoundation.org.uk)	All
CPD for TAs delivering 1:1 and small group work intervention for R, W, M in KS1 and KS2 and for delivering speech, language and communication programmes to SEN and EY pupils.	EEF research – TAs delivering targeted interventions in 1:1 or small group settings shows a consistent impact on attainment of approx. 3 to 4 additional months’ progress . In addition, the research states clearly that crucially these positive effects are only observed when TAs have high quality support/ protected time with the class teacher and training.	2, 4, 5

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

Budgeted cost: £6,335

Activity	Evidence that supports this approach	Challenge number(s) addressed
Set and monitor ambitious, personalised targets for Disadvantaged (DA) pupils through the Triple A strategy and TADAC meetings, embedding the RADY programme to drive uplift, aspiration, and holistic development.	Aspiration approaches are diverse and may focus on parents and families, teaching practice or out-of-school interventions or extra-curricular activities involving peers or mentors. When implementing aspiration interventions, schools might consider including: <ul style="list-style-type: none"> Guidance on the knowledge, skills, and characteristics required to achieve future goals. Activities to support pupils to develop self-esteem, motivation for learning or self-efficacy. 	All


	<ul style="list-style-type: none"> • Opportunities for pupils to encounter new experiences and settings. • Additional academic support. <p>Aspiration interventions EEF (educationendowmentfoundation.org.uk)</p>	
<p>Employ teaching assistants to: Deliver high quality 1:1 and small group support in R, W & M including phonics.</p> <p>Increase the amount of high-quality facilitation of learning for PP pupils through: a mastery approach/quality feedback, marking, deepening opportunities and effective scaffolding.</p> <p>Support pupils to develop their metacognition & self-regulation skills, independence, resilience and develop a positive approach to their own learning through using a range of strategies (including Targeted Support Plans, TEACCH) and a re-launch of our TIGER learning.</p> <p>Review Triple A trackers to ascertain progress in 'softer' skills and attributes Using direction from recommendations 1-7 of https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p>	<p>E EEF research – TAs delivering targeted interventions in 1:1 or small group settings shows a consistent impact on attainment of approx. 3 to 4 additional months' progress.</p> <p>EEF - The impact of mastery learning approaches is an additional five months progress, on average, over the course of a year. This method is particularly effective with primary age pupils. Mastery learning EEF (educationendowmentfoundation.org.uk)</p> <p>EEF - Providing feedback is a well-evidenced and has a high impact on learning outcomes + 7 months. Feedback EEF (educationendowmentfoundation.org.uk)</p> <p>Through school data analysis, moderation of children's work as well as staff and pupil voice, there is evidence to suggest that the more a child is exposed to a range of deepening opportunities, their ability to work at and think deeper independently increases.</p> <p>Evidence suggests the use of 'metacognitive strategies' – which get pupils to think about their own learning – can be worth the equivalent of an additional +7 months' progress when used well Metacognition and Self-regulated Learning EEF (educationendowmentfoundation.org.uk)</p> <p>Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided.</p> <p>It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	All
<p>Employ outside specialist agencies to ensure early identification and advise effective strategies to support the progress of SEND pupils including speech and language.</p>	<p>EEF's guidance report on Special Educational Needs in Mainstream Schools aims to support schools in evaluating and developing their provision, using the evidence base as a starting point to inform practice. Knowing our pupils is an important thread within the evidence on improving behaviour, but also in supporting pupils with SEND</p>	4, 5, 6

	<p>EEF Blog: Five evidence-based strategies to support... EEF (educationendowmentfoundation.org.uk)</p> <p>There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives.</p> <p>Given that Oral language interventions can be used to provide additional support to pupils who are behind their peers in oral language development, the targeted use of approaches may support some disadvantaged pupils to catch up with peers, particularly when this is provided one-to-one(+ 6 months)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 5,915 (Includes – Attendance Officer, Forest School, music lessons, clubs, subsidising visits/ experiences / residential)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employ an Attendance Officer to complete family based work with targeted families. Hold clinics, increase scrutiny of attendance and agree actions to overcome barriers to attendance	Internal evidence indicates this is an effective mechanism of improving attendance for our most disadvantaged children. The DfE guidance Improving School Attendance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	All
Continue to provide support for pupils with social/emotional needs through our Mental Health Support Team and 'Time to Talk'.	Evidence suggests that children from disadvantaged backgrounds have, on average, weaker Social and Emotional Learning skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment. Social and emotional learning EEF (educationendowmentfoundation.org.uk)	All

<p>Ensure pupils' basic needs—safety, nutrition, and emotional security—are met, alongside timely specialist support for those affected by trauma and ACEs, in line with assessed needs and professional guidance.</p>	<p>The Education Endowment Foundation (EEF) offers several guidance reports that support effective provision for children affected by Adverse Childhood Experiences (ACEs). These reports focus on creating inclusive, emotionally supportive environments and evidence-based strategies that align with trauma-informed practice.</p> <p>Maslow's Hierarchy of Needs:</p>  <p>The diagram is a pyramid with five levels, each with associated needs and descriptions:</p> <ul style="list-style-type: none"> Self-Actualisation (top, blue): (Realising one's full potential). Creativity, Personal Growth, Moral Development, Pursuit of Meaning, Purpose Driven Action, Peak Experience (Joy, transcendence, insight). Esteem (second from top, green): (Recognition, Competence, and Respect). Self Respect, Confidence, Respect from Others, Reputation, Recognition and Achievement. Love & Belonging (middle, yellow): (Social connection and acceptance). Family, Friendship, Community, Romantic Relationships, Group Membership, Affection & Intimacy. Safety Needs (second from bottom, orange): (Security and predictability in one's environment). Personal Security (no violence, crime, war), Health & Wellbeing, Stable Environment, Financial Security, Safety Nets. Physiological Needs (bottom, red): (Fundamental biological requirements for survival). Air, Water, Food, Shelter (e.g. housing, protection from exposure), Clothing, Sleep, Reproduction. 	
<p>Deploy funding appropriated to ensure all DA pupils engage in the wider curriculum learning offer broadening experiences and engagement in learning.</p>	<p>Uptake in clubs, forest school, careers experiences, visits and musical tuition is increased by targeted provision for DA families. Cost does impact directly on this outcome. Percentage of DA engagement is lower where activities have a related cost.</p> <p>Aspiration approaches are diverse and may focus on parents and families, teaching practice or out-of-school interventions or extra-curricular activities involving peers or mentors. When implementing aspiration interventions, schools might consider including:</p> <ul style="list-style-type: none"> • Guidance on the knowledge, skills, and characteristics required to achieve future goals. • Activities to support pupils to develop self-esteem, motivation for learning or self-efficacy. • Opportunities for pupils to encounter new experiences and settings. • Additional academic support. <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions</p>	<p>7, 8</p>

Total budgeted cost: £2,085 + £6,335 + £5,915 = £14,335

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2025/2026 academic year, the 2026/2027 academic year and the 2027/2028 academic year.

Please click on the link below:

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

Service pupil premium funding (optional)

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

Measure	Details