

Oakfield Junior Pupil Premium Report for Governors – Academic Year 2024-2025

PUPIL PREMIUM DATA	2024-25 (numbers correct to June 25)
Number of children on roll	254
Number of children eligible for Pupil Premium funding	25
Pupil Premium children as % of the school cohort	10%
Total Pupil Premium funding received	£47,670

Targeted academic support

At Oakfield Junior, we have high aspirations and ambitions for our pupils and we believe that all learners should be able to reach their full potential.

Disadvantaged pupil performance for 2024-25

Year 6 KS2 Results

- All pupils with significant Special Educational Needs and Disabilities (SEND) receive small group support delivered by qualified teaching staff. Pupils without identified SEND have accessed booster interventions led by Year 6 teachers to support progress.
- Two pupils with Education, Health and Care Plans (EHCPs), both from our Moderate Learning Difficulties (MLD) provision, did not participate in the Key Stage 2 SATs, as they were unable to access the assessment materials.
- One mainstream pupil with an EHCP completed only the Mathematics paper, as they were unable to access the Reading and Spelling, Punctuation and Grammar (SPaG) assessments.

Child	Maths	Reading	Writing	SPAG
A	Expected Expected	Greater Depth Working Towards	Expected Expected	Greater Depth
B	Greater Depth Expected	Expected Expected	Expected Expected	Expected
C	Expected Working Towards	Greater Depth Working Towards	Expected Working Towards	Expected
D	Greater Depth Expected	Expected Expected	Expected Expected	Expected
E SEND	Working Towards Working Towards	Below Standard Working Towards	Below standard Working Towards	Below standard
F SEND-EHCP- AP -EOTAS	Below standard Below standard	Below standard Below standard	Below standard Below standard	Below standard
G SEND - EHCP	Below standard Below standard	Below standard Below standard	Below standard Below standard	Below standard

KEY: RAG

Exceeded progress target	Met progress target	Did not meet progress target.
KS 2 Result in blue KS 1 Result in Red	KS 2 Result in blue KS 1 Result in Red	KS 2 Result in blue KS 1 Result in Red

Year 5 Attainment and Progress

Attainment

NC Reading :										
	Ungraded	Well below expected	Well below expected	Below expected	Just below expected	Expected	Just Above Expected	Above Expected	Above Expected	Well Above Expected
Year 5	1			1	2		2			
End of yr 5	16.7%			16.7%	33.3%		33.3%			

NC Writing - Composition :										
	Ungraded	Well below expected	Well below expected	Below expected	Just below expected	Expected	Just Above Expected	Above Expected	Above Expected	Well Above Expected
Year 5	1			1	1	2	1			
End of yr 5	16.7%			16.7%	16.7%	33.3%	16.7%			

NC Maths :										
	Ungraded	Well below expected	Well below expected	Below expected	Just below expected	Expected	Just Above Expected	Above Expected	Above Expected	Well Above Expected
Year 5	1					5				
End of yr 5	16.7%					83.3%				

Ungraded pupil is off roll.

Pupils who have not met age related expectations are SEND or EAL.

Progress

How much progress ->		Ungraded (can't track)	Well below expected 4 or more units of assessment below expected	Well below expected -3 units of assessment below expected	Below expected -2 units of assessment below expected	Just below expected -1 units of assessment below expected	Expected	Just Above Expected 1 units of assessment above expected	Above Expected 2 units of assessment above expected	Above Expected 3 units of assessment above expected	Well Above Expected 4 or more units of assessment above expected
Year 5 NC Maths	6 pupils (6 with results)	1 16.7%					3 50%	1 16.7%	1 16.7%		
Year 5 NC Writing	6 pupils (6 with results)	1 16.7%			1 16.7%	1 16.7%	2 33.3%	1 16.7%			
Year 5 NC Reading	6 pupils (6 with results)	1 16.7%		1 16.7%	2 33.3%	1 16.7%		1 16.7%			

- *One pupil has now been removed from roll and is currently ungraded.*
- *Of the two pupils who are more than one point below their personal progress targets in reading and writing, one is attending Simon Barrett's targeted support group. The other pupil is identified as having English as an Additional Language (EAL), which is being considered in their support strategy.*
- *All remaining pupils who are currently off track have been provided with small group interventions aimed at narrowing the attainment gap and supporting accelerated progress.*

Year 4 Attainment and Progress

Attainment

NC Reading :										
	Ungraded	Well below expected	Well below expected	Below expected	Just below expected	Expected	Just Above Expected	Above Expected	Above Expected	Well Above Expected
Year 4 End of yr 4						2 40%	3 60%			

NC Writing - Composition :										
	Ungraded	Well below expected	Well below expected	Below expected	Just below expected	Expected	Just Above Expected	Above Expected	Above Expected	Well Above Expected
Year 4 End of yr 4					1 20%	1 20%	3 60%			

NC Maths :									
Ungraded	Well below expected	Well below expected	Below expected	Just below expected	Expected	Just Above Expected	Above Expected	Above Expected	Well Above Expected
					2 40%	3 60%			

Progress

How much progress ->	Ungraded (can't track)	Well below expected 4 or more units of assessment below expected	Well below expected -3 units of assessment below expected	Below expected -2 units of assessment below expected	Just below expected -1 units of assessment below expected	Expected	Just Above Expected 1 units of assessment above expected	Above Expected 2 units of assessment above expected	Above Expected 3 units of assessment above expected	Well Above Expected 4 or more units of assessment above expected
Year 4 NC (5 with Maths results)					1 20%		5 80%			
Year 4 NC (5 with Writing results)				1 20%			4 80%			
Year 4 NC (5 with Reading results)					1 20%	2 40%	2 40%			

- One pupil currently receiving targeted writing support is on track to meet her personal writing target. However, she remains off track in reading. To address this, she has been provided with Read Write Inc. (RWI) intervention, additional reading support, and parental engagement through home reading activities.
- Another pupil, who is currently more than one point below expected progress, has an Education, Health and Care Plan (EHCP) and receives consistent adult support within the classroom. Attendance has also impacted progress due to ongoing health-related absences.
- In mathematics, two pupils have been receiving targeted interventions, including NumberSense and Times Tables Booster sessions. Of these, one pupil remains off track despite the additional support

Year 3 Attainment and Progress

Attainment

NC Reading :										
	Ungraded	Well below expected	Well below expected	Below expected	Just below expected	Expected	Just Above Expected	Above Expected	Above Expected	Well Above Expected
Year 3 End of yr 3					4 80%		1 20%			

NC Writing - Composition :										
	Ungraded	Well below expected	Well below expected	Below expected	Just below expected	Expected	Just Above Expected	Above Expected	Above Expected	Well Above Expected
Year 3 End of yr 3					4 80%		1 20%			

NC Maths :										
	Ungraded	Well below expected	Well below expected	Below expected	Just below expected	Expected	Just Above Expected	Above Expected	Above Expected	Well Above Expected
Year 3 End of yr 3					1 20%	3 60%	1 20%			

Progress

How much progress ->		Ungraded (can't track)	Well below expected 4 or more units of assessment below expected	Well below expected -3 units of assessment below expected	Below expected -2 units of assessment below expected	Just below expected -1 units of assessment below expected	Expected	Just Above Expected 1 units of assessment above expected	Above Expected 2 units of assessment above expected	Above Expected 3 units of assessment above expected	Well Above Expected 4 or more units of assessment above expected	Average VA (Units Of Assessment)
Year 3 NC Maths	5 pupils (5 with results)					3 60%	1 20%		1 20%			0
Year 3 NC Writing	5 pupils (5 with results)						4 80%	1 20%				0.2
Year 3 NC Reading	5 pupils (5 with results)						5 100%					0

The majority of our mainstream disadvantaged pupils in Year 3 are currently receiving targeted interventions in reading and writing, with the exception of one pupil. Four out of the five pupils are listed on the SEND register, indicating additional learning needs.

Among these pupils:

- One is identified as having English as an Additional Language (EAL).*
- Another is registered under the Emotional, Mental and Social Health (EMSH) category and is receiving Thrive support sessions delivered by Simon Barrett.*

Overall School Progress

Combined Reading, Writing and Maths Progress Years 3-6 (Mainstream Pupils based on personal targets)

How much progress ->	Ungraded (can't track)	Well below expected 4 or more units of assessment below expected	Well below expected -3 units of assessment below expected	Below expected -2 units of assessment below expected	Just below expected -1 units of assessment below expected	Expected	Just Above Expected 1 units of assessment above expected	Above Expected 2 units of assessment above expected	Above Expected 3 units of assessment above expected	Well Above Expected 4 or more units of assessment above expected
Totals (based on avg percentages)		0%	2%	10%	16%	40%	19%	11%	3%	0%

Pupils receiving interventions updated summer 25

Year Groups	% of pupils (mainstream)
Year 6	60%
Year 5	60%
Year 4	60%
Year 3	80%

One page profiles

Staff updated these forms Summer Term 1. (See appendix 1)

Oakfield Junior

Pupil Premium One Page Profile

Name: XXXXX	Teacher: XXXXX	Class: XX
I am good at: - Art - drawing - Writing - stories - Swimming	I am interested in: - Reading - Drawing - sketch book - Playing games on my i-pad - roblox - Playing and looking my pets. - XXX has lots of pets - tortoises, rabbits, scorpions, tarantulas and snakes.	Trusted adult/s Mum, grandma and my cousins.
How best I learn: - By listening - than have a go at it. - I like something modelled to me so I know what to do.	Sleeping, eating routines? - Bed at 8:30 sleep ok. Wake up at 6:7 am - Have breakfast and has tea a bit later at home.	People who help / support me: (adults and peers) - Mum - My Teachers. - Mrs XXX and Mrs XXX
Things I find tricky: Maths- division work.	Holiday support? - Summer club. - Sometimes goes with mum - who's a dog walker.	Friends who you can rely on (class and playtimes) XXX and XXX
	Attendance % Autumn 83.57% Spring Summer	Parental engagement Do parents/ carers/ siblings etc. help with school work / reading? Mum helps me with what to write about in the writing journals.
	Comments Particular days? What makes it difficult for them to come into school? do they not enjoy elements of school? Family reasons?)	Parent consultations Attended Phone Call Autumn Yes Spring Autumn Spring
		Enrichment Places of interest that I have visited / Life experiences - Go to the theatre (panto) with here great grandmother every year. - Went to Tunisia with mum, grandma and uncle. - Grandad looks after the animals!!

These have been introduced to promote the needs of disadvantaged children. They cover all aspects including the best ways they learn, support at home, cultural capital opportunities, friendships and peer support as well as online usage at home. As we know, based on research, there are some online risks that disadvantaged children and those with SEND may be more likely to experience.

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

Our pupils in receipt of the Pupil Premium Funding face specific barriers to reaching their full potential, and, at Oakfield, we are determined to provide the support and guidance they need to help them overcome these barriers.

Wellbeing Support for Pupil Premium Pupils – Key Stage 2

Currently, 16 of our Pupil Premium pupils are receiving targeted wellbeing support.

Seven pupils are engaged in Thrive sessions to support emotional development.

Additional pupils are receiving support through the Emotional Literacy Support Assistant (ELSA) programme.

Four families are actively working with our Home School Link Worker (HSLW), with one of these families also receiving additional input from our Pastoral Support team.

PUPIL PREMIUM ATTENDANCE - SCHOOL YEAR 2024-2025

Average : 89.6% (up to end summer term 25).

Breakdown of attendance:

Child	Class	Reg Group	Percentage
A	Year 3	3A	97.89
B	Year 3	3A	93.42
C	Year 3	3A	94.21
D	Year 3	3MG	98.68
E	Year 3	3MG	77.37
F	Year 3	3MG	97.63
G	Year 4	4BK	96.32
H	Year 4	4BK	97.37
I	Year 4	4BK	98.42
J	Year 4	4BK	68.68
K	Year 4	4H	98.16
L	Year 4	4H	96.84
M	Year 5	5H	91.32
N	Year 5	5H	92.63
O	Year 5	5H	95.53
P	Year 5	5H	85.79
Q	Year 5	5T	94.21
R	Year 5	5T	97.89
S	Year 6	6CK	97.37
T	Year 6	6CK	93.68
U	Year 6	6CK	87.89
V	Year 6	6CK	21.16
W	Year 6	6M	92.11
X	Year 6	6M	84.74
Y	Year 6	6M	90.53

We strongly believe that reaching your potential is not about where you come from, but instead, about developing the necessary skills and values required to succeed.

Clubs attendance (Including Homework Club) for academic year 24-25 – updated Summer 2025

Year Group	Total number of pupils	1 club attended	More than one club	% attending clubs (March 25)
6	7	5 (=)	5 (+2)	85%
5	7	5 (+1)	1(=)	57%
4	6	4(=)	3(=)	67%
3	6	4(=)	2(=)	67%

(Brackets show change from Spring 1 – Summer 2)

One pupil in Year 5 attends the LAN Centre are unable to attend after school clubs due to transport difficulties. As noted one of our year pupils is registered as Emotionally Based School Non-Attendance

Club attendance (Not including Homework club) Spring 2025:

Pupil Premium 64% (Autumns and Spring 24-25 – 61%)

(Data from Get Set 4 PE July 25)

Leadership:

School council : 1 pupil

Physifun: 3 pupils

Eco Warrior: 1 pupil

House Captains: 0

Workshops, day trips and residentials

To ensure a structured and equitable approach to identifying families requiring financial assistance for the upcoming residential trip, we used the following process. Parents were invited to complete a form indicating the level of financial contribution they were able to make. Based on this information, personalised payment plans were developed, allowing families to spread the cost across the academic year.

This approach has enabled us to accurately assess the level of support required and has provided reassurance to families experiencing financial hardship by establishing clear and manageable agreements. A summary of the updated support provided to date is as follows:

PP Expenditure (excluding salaries)

Financial Year 24-25

Allocated: £5,075 from PP Funding

General Ledger Cost Centre Transactions

Enrichment (music lessons)	£540
Breakfast club	£270.90
Curriculum resources	£79.95
Welfare	£ 38.90
EBSNA	£1825
Total:	£2754.75

Trips/ Workshops:

Trip Details	PP potential exposure	PP Shortfall
Total:	£ 887.68	£336.52

Residential Trips:

Trip Details	PP potential exposure	PP Shortfall
High Ashurst	£1050	£370
Canterbury (21st-23rd May 2025)	£1140	£53
Total:	£2190	£423

