

## Pupil premium strategy statement – Oulton Primary School

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	302
Proportion (%) of pupil premium eligible pupils	29.8%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2025-2028
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Barry McAlinden
Pupil premium lead	Lucy Cooper
Governor / Trustee lead	Stuart Golton

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£136,350
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> <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>	£136,350

# Part A: Pupil premium strategy plan

## Statement of intent

### School Vision

All children at Oulton Primary School will be experience high-quality learning which is carefully planned, sequenced and delivered with thoughtful pedagogy based upon strong educational research and knowledge of how children learn. We are committed to ensuring that all pupils, regardless of their background, achieve well. The targeted and strategic use of pupil premium will support children in their learning and we aim to reduce the attainment and achievement gaps between pupil premium and non-pupil premium children in school.

### General Barriers Faced by Oulton's Pupil Premium Children:

- Our pupil premium children often have a narrow range of vocabulary and poor speaking and listening skills. These limits in language can limit academic progress in English, Maths and the wider curriculum
- Our pupil premium children can lack basic skills such as being able to write their own name (on entry to Reception), accurate spelling, knowledge of maths facts and efficient calculating methods (this year's baseline – 10% at EXS)
- Our pupil premium children often experience a lack of enrichment opportunities outside of school compared to non-pupil premium children due to financial constraints or a lack of opportunities made available to them
- Our pupil premium children's attendance rates have been historically lower than non-pupil premium pupils. This can have an impact on attainment and limit pupils' aspirations
- Our pupil premium children are more likely to have social, emotional and mental health needs which can be a barrier to learning and engagement

### Key Principles of Oulton's Pupil Premium Spending:

By following the key principles below, we believe we can maximise the impact of our premium spending.

### Building Belief:

We will provide an environment where:

- staff believe in ALL children
- staff have a solution focused approach so that children can progress despite presenting barriers
- staff support children to access and engage with learning
- staff build aspirations and a readiness for transition to high school

### Analysing Data:

The school will ensure that:

- We will constantly monitor the effectiveness of strategies used and review provision in the light of tracking data and other evidence

- All staff are involved in the analysis of data so that they are fully aware of the requirements for pupil premium funding and who is classed as pupil premium

#### Identification of Pupils:

- The Deputy Head Teacher alongside the Leadership Team will be responsible for Pupil Premium provision
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate premium funding to support any pupil or groups of pupils the school has legitimately identified as needing support- support is readily available for all and is not dependent on pupil premium status
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at any one time. However, many initiatives will focus on the provision/improvement of 'Quality First Teaching' rather than specific small group approaches
- We ensure that teaching and learning opportunities meet the needs of all pupils
- Underachievement at all levels is targeted, including those children who are more able but not achieving their full potential

#### Quality First Teaching:

We will continue to ensure that teaching and learning opportunities meet the needs of all pupils, since our primary purpose is to ensure that quality first teaching (QFT) is provided throughout the school.

- All teachers will share good practice within the school and draw on external expertise
- The school will provide high quality professional development
- The Leadership Team will facilitate the improvement of assessment through joint levelling and moderation

#### Individualising Support:

“Everyone needs something, whatever that might be, and so they’re all getting something somewhere.”

We will ensure that the additional support we provide is effective by;

- Analysing the individual needs of the child and identifying their barriers to learning
- Aiming to accelerate progress by moving children to at least age-related expectations (ARE) especially in English and Maths

- Tailoring interventions to the needs of the child
- Allocating funding to a series of interventions grouped in progressive waves. The ultimate outcome of which will be that pupils will achieve their academic and personal potential
- Funded interventions will include pastoral support where appropriate e.g., attendance support, family liaison, development of social skills
- Providing extensive support for parents to support their children's learning within the curriculum.
- Providing additional provision for SEND pupils which will be funded through a combination of SEND funding and their Pupil Premium allocation where applicable
- Recognising and building on children's strengths to further boost confidence
- Providing individualised interventions for set periods of time to support children in times of crisis

#### Monitoring and Evaluation:

We will ensure that:

- A wide range of data sources are used – achievement data, pupils' work, observations, learning walks, case studies and staff, parent and pupil voice
- Assessment data is collected on a regular basis and the impact of interventions is monitored regularly
- Teaching staff attend and contribute to regular pupil progress meetings
- Regular feedback is given to children and their adults
- We will involve the widest possible group of appropriate stakeholders, members of the staff team, the Governing Body, pupils and their families, in making suggestions about pupil premium strategies and evaluating their outcomes

#### Reporting:

It will be the responsibility of the Deputy Headteacher, to produce Pupil Premium reports for the Governing Body, including the following:

- an account of the progress made towards narrowing the gap for socially disadvantaged pupils (Pupil Premium against non-Pupil Premium pupils and nationally).
- an outline of the provision that was made since the last meeting.
- an evaluation of the cost effectiveness, in terms of the progress made by the pupils receiving a specific provision.
- Members of the Governing Body will ensure that an annual strategy statement is published on how the Pupil Premium funding has been used to address the issue of 'narrowing the gap', for socially disadvantaged pupils, and what the impact has been.

## Challenges

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

Challenge number	Detail of challenge
1	Some pupils across the Early Years and KS1 have lower than expected speech and Language skills- this has a negative impact on their phonics/writing/reading as they are unable to correctly form the speech sounds in their independent work.
2	At the end of KS1 and KS2, disadvantaged pupils achieve less well than non-disadvantaged pupils.
3	The proportion of disadvantaged children who do not pass or just pass Y1 and Y2 phonics test is higher than non-disadvantaged pupils.
4	Some pupils have social/ emotional needs and present with challenging behaviour. This stops them and their peers from accessing quality first teaching. Some pupils and families require additional external support to enable their children to be emotionally ready to access their learning in school.
5	The proportion of disadvantaged children who are persistently absent; severely persistently absent and regularly late to school is higher than that of non-disadvantaged pupils.
6	Some pupils have had few life experiences and exposure to the world outside the immediate local area. This restricts their understanding of the world, social skills, and curiosity. This lack of exposure can hinder their ability to engage in diverse activities, grasp new concepts, and relate to peers, impacting their overall learning, development and wellbeing

## 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
Pupils, who are disadvantaged, communicate effectively and clearly making their meaning known. Pupils are equipped to access and participate in the curriculum and not held back by communication difficulties	<ul style="list-style-type: none"> <li>Disadvantaged pupils make good progress in their learning/development</li> <li>Learning environments are communication friendly and support pupils at different levels of language development via symbols, labels, monitoring and bespoke support</li> <li>Exit assessments from specific therapy plans demonstrate clear progress</li> </ul>

	<ul style="list-style-type: none"> <li>Disadvantaged pupils, with communication difficulties, make good progress in phonics and reading as demonstrated by ongoing and statutory assessments</li> </ul>
Pupils, who are disadvantaged, achieve the best possible outcomes; not only in Reading, Writing and Maths but across the entire curriculum	<ul style="list-style-type: none"> <li>Disadvantaged pupils make good progress in their learning/development in relation to their individual starting points</li> <li>Work produced by pupils is of good quality and shows clear progression</li> <li>The achievement gap between disadvantaged and other children is narrowing across school and compared to national</li> <li>All children are well supported to develop the knowledge, skills and independence needed to access the next phase of their education</li> </ul>
Disadvantaged pupils can read at an age-appropriate level with fluency which enables them to access the broader curriculum	<ul style="list-style-type: none"> <li>Pupils gain phonics knowledge and language comprehension necessary to read, and the skills to communicate, giving them the foundations for future learning</li> <li>Most disadvantaged pupils in Year 1 achieve the expected standard in the national phonics check. The disadvantaged pass rate in Year 2 indicates that pupils have made good progress from Year 1</li> <li>At all stages, reading attainment is assessed and gaps are addressed quickly using appropriate and well-pitched texts/books</li> </ul>
Children's SEMH needs have limited impact on their/others learning	<ul style="list-style-type: none"> <li>The school's behaviour policy is used consistently across school</li> <li>Children (or their parents) access a range of support systems which positively impacts outcomes in school and more widely</li> <li>Pupils make good progress in their learning/development in relation to their individual starting points</li> <li>Behaviour records show that disruption to teaching and learning is minimised</li> <li>Suspension rates to remain low</li> </ul>
Attendance and punctuality for disadvantaged pupils improves	<ul style="list-style-type: none"> <li>Overall attendance % for disadvantaged pupils improves</li> </ul>

	<ul style="list-style-type: none"> <li>• % of children persistently absent and severely persistently absent decreases</li> <li>• Overall punctuality % for disadvantaged pupils improves</li> <li>• Individual case studies at a pupil/ family level show improvement in attendance/ punctuality and engagement with school</li> </ul>
Cultural capital of disadvantaged pupils is raised through wider learning opportunities and experiences. All children have access to a full range of extra-curricular experiences	<ul style="list-style-type: none"> <li>• % of disadvantaged pupils attending after school clubs and residential increases.</li> <li>• Pupil/parent feedback indicates that this has a positive impact on their development and wellbeing.</li> </ul>

## 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: £ 15,768

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Proportion of salary of KS1 Leader/Phonics Leader to be released each day to coach, mentor and deliver CPD for RWI programme</i></p> <p>3hrs x £50.60 x 38-weeks</p> <p><b>£5,768</b></p>	<p><i>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</i></p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	2, 3
<p>Maths No Problem! Resources</p> <p><b>£8,000</b></p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p>	

	<p><a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence: <a href="#">Improving Mathematics in Key Stages 2 and 3</a></p> <p>The Maths — No Problem! Primary Series was assessed by the DfE's expert panel, which judged that it met the core criteria for a high-quality textbook to support teaching for mastery. As a result, the MNP Primary Series are recommended textbooks for schools on the mastery programme.</p> <p><a href="#">Maths- No Problem!</a></p>	
<p>CPD for class-based staff to cover teaching and learning strategies to improve achievement for all pupils through high quality QFT and adaptive teaching. Focus on areas for development in the SDP – Writing, Phonics, Oracy. Support from English and Maths Hub to develop these areas. Release time for subject leaders 1 day per term – Approx £2,000</p>	<p>Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. Ensuring every teacher is supported to keep improving is the key to a successful school and should be a priority for Pupil Premium spending' - EEF – Evidence Brief</p> <p>'Feedback has very high impact for very low cost based on extensive evidence' - EEF Toolkit</p> <p>'Phonics has high impact for very low cost based on extensive evidence' – EEF Toolkit</p> <p>'Oral language interventions have very high impact for very low cost based on extensive evidence' – EEF Toolkit</p> <p>'Metacognition and self-regulation show very high impact for very low cost based on extensive research' – EEF Toolkit</p>	

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

Budgeted cost: £120,582 £36,953

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Payment of half the cost for 1 day p/w Speech and Language Therapist - early intervention and assessment of speech and communication issues with rapid intervention by Speech and Language Therapist.</p> <p><b>£5,510</b></p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	1
<p>Delivery of SaLT developed programmes by trained speech and language assistant (38 days of support over the year)</p> <p><b>£7,980</b></p>		1
<p>Salary of 1 TA to enable the delivery of smaller group teaching in Phonics (KS2) and daily 1:1 tutoring (EYFS &amp; KS1).</p> <p><b>£23,463</b></p>	<p>Small group tuition has a moderate evidence base with the expected impact of 4+ months progress for those included. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Small Group Tuition   EEF (educationendowmentfoundation.org.uk)</a></p>	1, 2, 3

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

Budgeted cost: £ 83,629

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Salary of a Learning Mentor trained to deliver specific interventions, counselling and family support. <b>£35,621</b></p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): <a href="http://educationendowmentfoundation.org.uk">EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</a></p> <p>Self-regulatory skills can be defined as the ability of children to manage their own behaviour and aspects of their learning. <a href="http://educationendowmentfoundation.org.uk">Self-Regulation   EEF (educationendowmentfoundation.org.uk)</a></p>	4, 5
<p>Half the salary of a Behaviour Mentor to support pupils to access classroom learning. <b>£12,900</b></p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): <a href="http://educationendowmentfoundation.org.uk">EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</a></p> <p>Self-regulatory skills can be defined as the ability of children to manage their own behaviour and aspects of their learning. <a href="http://educationendowmentfoundation.org.uk">Self-Regulation   EEF (educationendowmentfoundation.org.uk)</a></p>	4, 5
<p>Half the salary of an Attendance Improvement Mentor to focus on improving attendance and engagement of vulnerable children/ families. Also employed to increase capacity in the Safeguarding Team so Learning Mentors can do more face to face work with children.</p>	<p><a href="#">Improving School Attendance</a> advice has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	4,5

<b>£16,150</b>		
<p>Purchase of Cluster Services including attendance, family support, young persons counselling and</p> <p><b>£16,597</b></p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="http://educationendowmentfoundation.org.uk">EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</a></p> <p>Self-regulatory skills can be defined as the ability of children to manage their own behaviour and aspects of their learning.</p> <p><a href="http://educationendowmentfoundation.org.uk">Self-Regulation   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="#">Improving School Attendance</a> advice has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	4, 5
<p>'Pot' of funding available to subsidise participation for disadvantaged pupils in enrichment activities such as after school clubs, residential, school trips.</p> <p><b>£2,387</b></p>	<p>All disadvantaged pupils will have access to the same knowledge, rich experiences and cultural capital as their peers.</p>	6

**Total budgeted cost: £136,350**





## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Intended outcome (taken from outcomes on 2024-5 report)	Actual outcome/ progress towards this																			
<p>1. Pupils, who are disadvantaged, communicate effectively and clearly making their meaning known. Pupils are equipped to access and participate in the curriculum and not held back by communication difficulties</p>	<ul style="list-style-type: none"> <li>• Whole school focus on consistency across learning environments to support communication and understanding. Visual 'Widgit' symbols used in all classrooms alongside text. Lesson observations, evidence of learning in books and discussions with pupils show this is supporting children to be more independent in their learning and is contributing to positive engagement.</li> <li>• Exit assessments/ SaLT reviews from specific S&amp;L therapy plans demonstrate clear progress.</li> <li>• Disadvantaged pupils, with communication difficulties, make good progress from their starting points in phonics and reading as demonstrated by ongoing assessments.</li> <li>• Early assessment and timely intervention due to quick referral process with Chatterbug.</li> <li>• 75 children on Chatterbugs Caseload 2024-25. PP:</li> </ul>																			
<p>2. Pupils, who are disadvantaged, achieve the best possible outcomes; not only in Reading, Writing and Maths but across the entire curriculum</p>	<p><b>EYFS</b></p> <table border="1" data-bbox="539 1125 2040 1401"> <thead> <tr> <th data-bbox="539 1125 840 1249">Year</th> <th data-bbox="840 1125 1140 1249">Oulton % GLD</th> <th data-bbox="1140 1125 1440 1249">National % GLD</th> <th data-bbox="1440 1125 1740 1249">Oulton FSM % GLD</th> <th data-bbox="1740 1125 2040 1249">National FSM % GLD</th> </tr> </thead> <tbody> <tr> <td data-bbox="539 1249 840 1326">2024</td> <td data-bbox="840 1249 1140 1326">51.7%</td> <td data-bbox="1140 1249 1440 1326">64.9%</td> <td data-bbox="1440 1249 1740 1326">50%</td> <td data-bbox="1740 1249 2040 1326">46.4%</td> </tr> <tr> <td data-bbox="539 1326 840 1401">2025</td> <td data-bbox="840 1326 1140 1401">52%</td> <td data-bbox="1140 1326 1440 1401">68.3%</td> <td data-bbox="1440 1326 1740 1401">16.7%</td> <td data-bbox="1740 1326 2040 1401">51.7%</td> </tr> </tbody> </table>					Year	Oulton % GLD	National % GLD	Oulton FSM % GLD	National FSM % GLD	2024	51.7%	64.9%	50%	46.4%	2025	52%	68.3%	16.7%	51.7%
Year	Oulton % GLD	National % GLD	Oulton FSM % GLD	National FSM % GLD																
2024	51.7%	64.9%	50%	46.4%																
2025	52%	68.3%	16.7%	51.7%																

			*only 6 pupils	
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GLD in line with other schools that serve deprived communities.

Improvements in maths and communication outcomes which are close to national. Writing was a limiting judgement to some children achieving GLD. More children with very low levels of development in 2025 cohort which impacted overall GLD (Also 5 EHCP pupils with complex needs)

**Y1 Phonics:**

Year	Oulton	National	Oulton disadvantaged	National disadvantaged
2024	48.7%	80%	40%	65.3%
2025	74.2%	80%	67%	67%

**Y2 Phonics:**

Year	Oulton	National	Oulton disadvantaged	National disadvantaged
2024	71	58	12.5	48.5
2025	75%	54%	44%	44%

Low Y1 results in 2024 partly due to significant number of pupils with SEND needs in the cohort (11 on SEND Register; 5 complex needs and EHCP; 10 SLCN)

Disadvantaged pupils at the end of Y1 passing the PSC is in line with national figures for disadvantaged pupils. Pupils passing the PSC at the end of Y2 in 2025 in line with national figures.

Improvement in 2025 due to targeted work carried out by reading leader with support from the RWI development team – Daily staff coaching; Regularly updated training pathways for all leaders; Regular in-depth assessments carried out; Group and individual targeted support given linked to assessments.

‘Strong start’ approach used in Reception and intervention to be targeted here to ensure early intervention/ children ‘keep up’. This approach should ensure all pupils make good progress from their starting points and PSC results continue to increase. July 2025 – 66% of Reception cohort on track (2/6 PP pupils – 4 PP pupils who were not on track included 3/4 SEND support/ EHCP. Nine of the children not on track are SEND)

**KS2**

**2025 Attainment Data:**

	<b>Oulton</b>	<b>National</b>	<b>Oulton disadvantaged</b>	<b>National disadvantaged</b>
<b>EXS Reading</b>	53.3%	75	36.8	63.8
<b>EXS Writing</b>	55.5%	72	42.1	63.9
<b>EXS Maths</b>	55.5%	74	36.8	61.1
<b>EXS Combined</b>	42%	62	31.6%	48
<b>GDS Reading</b>	24	33	15.8	21.6
<b>GDS Writing</b>	2	13	0	6.7
<b>GDS Maths</b>	18	26	10.5	15.3
<b>GDS Combined</b>	2	8	0	3.6

	<ul style="list-style-type: none"> <li>• Comparing statutory data year on year is useful but cohort and pupil specific issues mean it is essential to consider the wider picture for each cohort and progress from individual starting points. Tracking individual pupil's journeys through using statutory and non-statutory data, book scrutiny, pupil observations and discussions etc. show positive progress from individual starting points for the majority of PP pupils..</li> <li>• Curriculum overview reviewed and rearranged for 25-26 to build on work previously done and coverage adapted to ensure appropriate pitch/interest for mixed year-group classes/ school context. Observations of teaching and learning/ pupil voice interviews have shown positive engagement and helped to further refine.</li> </ul>
<p>3. Disadvantaged pupils can read at an age-appropriate level with fluency which enables them to access the broader curriculum</p>	<ul style="list-style-type: none"> <li>• 1:1 RWI assessments (half termly), use of NFER tests (2 x yearly) and ongoing teacher assessment ensure teaching and intervention is appropriately targeted. Disadvantaged pupils targeted by class-based staff for additional reading support.</li> <li>• Termly RWI assessments show good progress for the majority of disadvantaged pupils; however, this still needs to become more accelerated. Increase in children achieving EXS in the PSC, including disadvantaged pupils.</li> <li>• Numbers of children achieving EXS at the end of KS2 is too low, for both disadvantaged and non-disadvantaged pupils. Low results in 2025 partly due to high numbers of pupils with SEND in the cohort (28%), including five pupils who were working at very low levels. FSM and non-FSM pupils with SEND achieved similarly.</li> </ul>
<p>4. Children's SEMH needs have limited impact on their/others learning</p>	<ul style="list-style-type: none"> <li>• Many children and families have been supported by cluster services such as family support and counselling. This has had a positive impact on the emotional needs/ presentation of pupils and, in some cases, has led to further referrals to agencies such as CAMHS through Mindmate SPA.</li> <li>• Relationships and Behaviour Policy introduced has been embedded across the past two years has had an overall positive impact on children with SEMH needs across the school and has also provided an environment, positive relationships and experiences that we believe have improved pupil engagement across school. This is evidenced by pupil voice activities, including those carried out by Governors. School continues to review and refine this, involving all stakeholders.</li> <li>• Support provided for pupils by behaviour and learning mentors has improved learning behaviours, development of social skills, emotional regulation skills, mental health needs such as anxiety and low self esteem. Outcomes measured using pre/ post intervention assessments, observations from members of staff/ parents, behaviour records and pupil voice interviews.</li> <li>• School have not used alternative provision since 2022-23. Instead, personalised programmes of support including behaviour mentor intervention has meant these children have been able to remain in school and their behaviour has improved. Support from the AIP, EP, SENIT and cluster has also improved the outcomes for key pupils.</li> <li>• Suspensions due to poor behaviour have decreased over the past 3 years. Comparisons with other local schools show this is increasing in most schools.</li> </ul>

5. Attendance	Autumn 1 2025 –			
		<b>Oulton</b>		<b>National</b>
	<b>Disadvantaged</b>	89.9		93.2
	<b>Non disadvantaged</b>	95.6		96.6
	2024-25 all year -			
		<b>Oulton</b>		
<b>Disadvantaged</b>	91.9			
<b>Non disadvantaged</b>	96.5			
	<b>Oulton 2024-25</b>		<b>Oulton Autumn 1 2025</b>	
	<b>All children</b>	<b>Disadvantaged</b>	<b>All children</b>	<b>Disadvantaged</b>
<b>Overall attendance</b>	93.6	88.4	93.1	88.4
<b>Persistently absent</b>	19.94	41.59	20.6	34.6
Support offered:				
<ul style="list-style-type: none"> <li>• Early intervention – discussion to find out barriers and emphasise the importance of attendance and punctuality</li> <li>• Targeted support for families/ children</li> <li>• Referrals to external agencies for support – cluster family support, MMST, AIP, SEND Hub etc.</li> <li>• Use of procedures such as Fast Track, involvement of LA attendance team</li> <li>• Promotion of good attendance and punctuality to children in school – regular discussions, assemblies, rewards, competitions</li> </ul>				

## 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.*

<b>Programme</b>	<b>Provider</b>
Programme	Provider
Read, Write, Inc. Phonics	Ruth Miskin, Oxford University Press
Read, Write, Inc. Spelling	Ruth Miskin, Oxford University Press
Read, Write, Inc. Handwriting	Ruth Miskin, Oxford University Press
Maths-No Problem! Maths Scheme	Maths-No Problem!
Speech and Language Support	Chatter Bugs