

Pupil premium strategy statement 2025 – 26

King’s Oak Academy

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	999
Proportion (%) of pupil premium eligible pupils	30.2% (302)
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)	2023-24 2024-25 2025-26
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Academy Council
Pupil premium lead	Rebecca Theilen
Governor / Trustee lead	Adedamola Odutola

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£354,392
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£354,392

Part A: Pupil premium strategy plan

Statement of intent

Our aim at King's Oak Academy is to improve the educational experience and outcomes for children experiencing disadvantage so that they make significant progress in order to attain in line with their peers both in the Academy and nationally.

The key principle of the plan is to deliver a disadvantaged strategy that has demonstrable impact and ensuring that the strategies associated with effective teaching, increased sense of belonging and Benevolent Childhood Experiences are effectively implemented and quality assured so that practice becomes embedded.

We will focus on addressing the key challenges that impact our disadvantaged students from attaining well: oral development, literacy development, engagement, attendance, expectations and aspirations. We will be responsive to wider challenges as well as individual needs.

Ultimately the attainment and attendance of disadvantaged children is the key measure for the Academy as an indicator of the effectiveness of provision for those who most need it. We also know that disadvantaged pupils and students thrive when teaching is effective. We will have stronger preferences and opinions on the teaching and pedagogy that matters, particularly for those presently disadvantaged. We will use our quality assurance and assessment approaches to ask more challenging questions about provision for the pupil premium cohort. Leadership is the enabler that will improve standards of teaching. Leaders at every level will strive to secure teaching and learning that has the most impact on the pupil premium cohort.

The success criteria - Children experiencing disadvantage will:

- Attend school more regularly
- Attain more highly across the curriculum
- Attain in line or higher than their peers
- Self-report a greater sense of belonging
- Gain recognition with more regularity and intensity
- Avoid exclusion from school
- Notice the difference that their education is making to their lives

Challenges

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

Challenge number	Detail of challenge
1	<p>Gaps in learning and rate of academic progress/attainment</p> <p>Research has found that disadvantaged pupils have been worst affected by partial school closures, and that the attainment gap has grown as a result of national lockdowns.</p> <p>The effect of poor teaching on disadvantaged students is greater than the effect on non-disadvantaged students. We invest in improving teaching and learning that focuses on evidence-based strategies for addressing disadvantage.</p>
2	<p>Self-Deselection</p> <p>Self-evaluation suggests that despite having ambition, our disadvantage students do not always realise their own potential or how to navigate progression through key milestones (especially KS3-4-P16). Our students experiencing disadvantage are more likely to opt out through non-attendance at school, non-participation with extracurricular activities and self-deselect in the classroom and with wider opportunities (benevolent childhood experiences). Student voice suggests that there is a fear of failure and measured risk taking.</p>
3	<p>Literacy and oracy development</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>

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>Quality teaching closes gaps in learning and secures strong attainment.</p> <p><i>Supporting high quality teaching is pivotal in improving children's outcomes. Research tells us that high quality teaching can narrow the disadvantage gap. Professional development plays a crucial role in improving classroom practice and student outcomes therefore King's Oak actively supports the Early Career Framework (ECF), National Professional Qualifications (NPQ) and delivers internal whole school / department specific CPD programmes.</i></p>	<p>Outcomes</p> <p>KS4: 9-4: 65% En/Ma 9-5: 35% En/Ma</p> <p>KS2: Combined: 65%</p> <p>Year 1 Phonics 85%</p>
<p>Culture of belonging and purpose created to overcome self-deselection</p> <p><i>Students attend school because they feel a sense of belonging at King's Oak and purpose behind attending every day. Our trauma-informed approach to behaviour builds a culture where students feel cared for and supported by calm, consistent adults.</i></p> <p><i>Enrichment opportunities are deliberately and purposefully organised to create joy filled learning experiences that created to ensure that students feel a sense of place, purpose and belonging within the King's Oak community and in wider society.</i></p>	<p>Attendance: 95% Primary 94% Secondary</p> <p>Conduct FTE: < National Average</p> <p>Enrichment 100% PP students have participated in at least 1 enrichment trip per year / regularly engage in an enrichment club.</p> <p>Student Voice Student voice indicates that students feel a sense of belonging at King's Oak</p> <p>Destinations 100% PP students secure P16 destinations that are appropriate for their outcomes, interests and career aspirations.</p>
<p>Effective literacy and oracy tuition improves student engagement and attainment by improving the quality of classroom talk, discussion and subsequent written work.</p> <p><i>Evidence confirms that language and literacy provide children with the building blocks not just for academic success, but for fulfilling careers and rewarding lives.</i></p> <p><i>King's Oak uses a balanced approach to literacy that includes a range of approaches (Phonics, teach talk tactics, oral language interventions, reading comprehension strategies and dialogic teaching) and the emphasis of the different approaches shifts as students' progress. This allows students to have higher order thinking and written/verbal articulation skills that enable them to make greater academic progress.</i></p>	<p>Outcomes:</p> <p>KS4: 9-4: 65% En/Ma 9-5: 35% En/Ma</p> <p>KS2: Combined: 65%</p> <p>Year 1 Phonics 85%</p>

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: £69,785

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole school quality assurance focus on raising attainment for disadvantaged students ‘even over’ other student groups.</p> <p>Weekly professional development for teaching staff led by Senior and Middle Leaders.</p>	<p>Quality of teaching is the biggest determinant of pupil outcomes – need them to be as effective as possible.</p> <p>Evidence review: The effects of high-quality professional development on teachers and students - Education Policy Institute (epi.org.uk)</p>	1
<p>Professional development actions + investment in personalised CPD</p>	<p>Professional development actions have replaced traditional performance management. All staff work on professional development that has an impact on pupil premium students. New actions are set yearly and reviewed three times a year. Actions must feed into the academy improvement plan set out to improve KOA standards.</p>	1
<p>Teaching Assistant recruitment</p>	<p>Education Endowment Fund:</p> <p>Strategic deployment of TAs is important to ensure priority pupils are supported. This will include ensuring TAs are fully prepared for their role and supplementing rather than replacing high-quality provision from the class teacher, including providing targeted interventions.</p>	1 / 3

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

Budgeted cost: £197,408.83

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>'Unlocking Letters and Sounds' Phonics programme</p> <p><i>To ensure all pupils pass the Phonics Screen</i></p>	<p>Average Impact: +5mths / year</p> <p>Education Endowment Fund:</p> <p>Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading.</p> <p>Research suggests that phonics is particularly beneficial for younger learners (4–7-year-olds) as they begin to read.</p> <p>Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches)</p>	1 / 3
<p>Talk Speech & Language Intervention (SALT)</p> <p><i>To accelerate pupil progress by ensuring that speaking and listening are not a barrier to learning</i></p>	<p>Average Impact: +6mths / year</p> <p>Education Endowment Fund:</p> <p>Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both, oral language interventions aim to support learners' use of vocabulary, articulation of ideas and spoken expression.</p>	1 / 3
<p>Literacy Intervention (1-1 & Small Group)</p>	<p>Average Impact: +4-5mths / year</p> <p>Education Endowment Fund:</p> <p>One to one tuition is an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.</p> <p>Tuition is more likely to make an impact if it is additional to and explicitly linked with normal lessons.</p>	1 / 3
<p>Reading Intervention (1-1 & Small Group)</p>	<p>Average Impact: +4-5mths / year</p> <p>Education Endowment Fund:</p> <p>One to one tuition is an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.</p> <p>Tuition is more likely to make an impact if it is additional to and explicitly linked with normal lessons.</p>	1 / 3
<p>Numeracy Intervention (1-1 & Small Group)</p>	<p>Average Impact: +4-5mths / year</p>	1

	<p>Education Endowment Fund:</p> <p>One to one tuition is an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.</p> <p>Tuition is more likely to make an impact if it is additional to and explicitly linked with normal lessons.</p>	
Music Tuition	<p>Average Impact +3 months</p> <p>Education Endowment Fund:</p> <p>Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.</p> <p>Arts participation EEF (educationendowmentfoundation.org.uk)</p>	2
Period 6 intervention	<p>Average Impact: +3mths</p> <p><i>The average impact is influenced by the targeted use of before and after school programmes, which have higher impacts on average.</i></p> <p>Education Endowment Fund:</p> <p>There is some evidence to suggest that disadvantaged pupils might benefit more from additional school time.</p> <p>It is possible that if targeted tuition or enrichment activities are offered universally, those who could benefit the most would be the least likely participate or engage. Adopting a more targeted approach also has its challenges though, as selected pupils may feel singled out and stigmatised therefore the Year 11 team should consider how to secure strong attendance whilst retaining an inclusive culture.</p>	1 / 3
Homework & Homework Club	<p>Average Impact: +5mths.</p> <p>Education Endowment Fund:</p> <p>Homework that is linked to classroom work tends to be more effective. In particular, studies that included feedback on homework had higher impacts on learning.</p> <p>Some pupils may not have a quiet space for home learning – it is important for schools to consider how home learning can be supported (e.g. through providing homework clubs).</p>	1 / 3
Personalised approach to PP spending for high-need pupils in each year group. (e.g. uniform assistance)	<p>While many PP are making progress, there are a small number in each year, for whom an external barrier is preventing them from succeeding and require a more individual approach to support them. For example, through use of external tutoring provision and support.</p>	1 / 2 / 3

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

Budgeted cost: £87,198.17

Activity	Evidence that supports this approach	Challenge number(s) addressed
Forest School	<p>Education Endowment Fund:</p> <p>Outdoor learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access.</p> <p>Through participation in these challenging physical and emotional activities, outdoor learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.</p> <p>The application of these non-cognitive skills in the classroom may in turn have a positive effect on academic outcomes. KOA Forest School has had substantial impact for the past three years, especially on boys / vulnerable pupils.</p>	2
Contribution to wider learning, clubs, trips and residential programmes.	Financial assistance for students to attend enrichment activities might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access & gain cultural capital opportunities so that they can develop a better sense of place, purpose and aspiration.	2
School Counsellor	Strong evidentiary base for excellent social and emotional support.	2
Deputy DSLO <i>Substantial social & emotional support through 1:1s and focused group sessions with the input of an additional DDSL focused on engagement and family support.</i>	<p>Average Impact: +2-5mths</p> <p>Effects are substantially higher in early years settings (+5 months) and primary schools (+4 months) than secondary schools (+2 months).</p> <p>Education Endowment Fund:</p> <p>By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of the causes of educational disadvantage, supporting parents to assist their children's learning or their self-regulation, as well as specific skills, such as reading.</p>	2
Educational Welfare Consultant, Attendance Officer	Research shows that the impact of Covid-19 will impact the most vulnerable families. It is imperative that they return to school to ensure that there is no increase in the attendance and therefore, attainment gap.	1 / 2
Uniform Fund	Through anecdotal evidence and observation, it has been shown within our school that maintaining a	2

	<p>uniform for all pupils helps to support children’s self-esteem and has a positive impact upon students’ view of themselves.</p> <p><i>‘Wearing a uniform is not, on its own, likely to improve learning, but can be successfully incorporated into a broader school improvement process which includes the development of a school ethos and the improvement of behaviour and discipline’.</i></p> <p>EEF, impact study upon school uniform.</p>	
Summer Camp	<p>Average Impact: +3mths</p> <p>Education Endowment Fund:</p> <p>Greater impact can be achieved when summer schools are intensive, well-resourced, and involve small group or one to one teaching by trained and experienced teachers. It does appear to be an advantage to have teachers who are known to the pupils (typically +4 months overall). In contrast, summer schools without a clear academic component are not usually associated with learning gains, though they may have other benefits.</p>	2
Personalised approach to PP spending for high-need pupils in each year group.	<p>While many PP are making progress, there are a small number in each year, for whom an external barrier is preventing them from succeeding and require a more individual approach to support them. e.g. - Boxall, support of emotional and behavioural development. – Belonging trips, connecting with nature.</p>	1 / 2 / 3

Total budgeted cost: £354,392

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Teaching:

PP Basics results improved in 2025, with 9-5 basics up by 5.2% from 2024 and 9-4 basics improving by 13.9% to bring this in line with the national average. (9-4) Attainment 8 outcomes at Key Stage 4 have also steadily improved since 2023 as a result of King's Oak and CLF leaders strategically and confidently addressing areas of historical underperformance within teaching and middle leadership.

EYFS GLD results remain strong, with 60% of PP children reaching this benchmark (compared to national average of 52%). 100% of PP children achieved the expected standard in the Year 1 Phonics tests, continuing strong results in this area.

Year 4 Multiple Timetables Check have continued to grow in strength and the PP gap is negligible. The average mark in 2025 for PP students was 22.9 (24 for all), above national averages.

Improved enactment of the all-through curriculum to provide greater learning links to careers (Gatsby 4) is improving student awareness of the future opportunities that are available to them as they progress through each key stage; for several years King's Oak has maintained close to 0% NEET at the end of Year 11.

There has been strong CPD for all staff in how to work with teaching assistants to meet the needs of children in the classroom. CPD sessions look at strategies 'through the lens of disadvantage' and have focused on classroom culture and behaviour to better support PP learners.

Academic Interventions:

To support student academic progress and well-being, Pupil Premium funding was used to employ additional Literacy, Numeracy and Reading Intervention Tutors as permanent roles within the academy for long term, developmental support across the all-through.

In the academic Year 2024-25;

40 children in Years 2-4 had long-term reading intervention, either individually or in small groups. 30% of these were PP. This involved individual reading sessions and also additional support to access Unlocking Reading and Sounds in some cases.

42 PP students from Year 5 to 11 had long-term small group or 1:1 intervention for numeracy, many of these children were also on the SEND register.

38 students had long-term small group or 1:1 literacy intervention, more than 60% of these were PP, with many also having SEND or EAL.

We continue to implement a KS3 home learning policy with paper-based learning for the majority of tasks therefore removing any barriers to accessing the learning for students. Homework has also built in skills such as self-management, independent learning and students are aware that it is an integral part of learning. From Y7 onwards, students have access to Sparx Maths and MyOn to improve their numeracy and literacy skills respectively.

Wider Strategies:

Attendance remains high on the Academy Improvement plan and we continue to put strategies in place to support childrens' attendance to school. This has included working with the support of the Education Welfare Officer to meet with all families where attendance was below 90% (bar a known holiday or illness/operation). Support was provided to families including weekly coffee mornings with speakers on a range of topics, sessions for parents of SEND or anxious children, and reasonable adjustments at the Academy. As a result of this work, we have moved up 7 places to 3rd in South Gloucestershire for attendance.

Our uniform is in line with statutory guidance and the cost-of-living crisis by reducing the number of 'branded' items needed and allowing cheaper alternatives where possible. We continue to offer support with uniform for families who are struggling financially, including running a uniform lending service and working with our parent association to run second hand uniform sales.

During the summer of 2025, funding was used to support the Year 6 Summer camp, enabling all pupil premium students to take part in this enrichment activity to increase their cultural capital and promote a smooth transition into the Secondary phase of learning.

We continue to offer high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities (e.g., The Duke of Edinburgh's Award, Sporting clubs, Horse world, STEM, Music and Drama clubs) focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils are encouraged and supported to participate and their uptake is strong, including over 80 PP students in Y7-11 regularly attending sports clubs during Term 1 2025.