Oak Hill Academy West London
an Aspirations Academy

This statement details our school's use of pupil premium (and recovery 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	471
Proportion (%) of pupil premium eligible pupils	118 (25%)
Academic year/years that our current pupil premium strategy plan covers **(3 year plans)**	June 2024/25 June 2025/26 June 2026/27
Date this statement was published	September 2024
Date on which it will be reviewed	September 2026
Statement authorised by	Mrs E A Linney Executive Principal
Pupil premium lead	Megan Cronin Assistant Principal for Inclusion/SENDCO
Governor / Trustee lead	Mandy Lancy, RCEO

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£198,400
Recovery premium funding allocation this academic year *Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.*	£0
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£0
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*	£198,400

Oak Hill Academy
West London
an Aspirations Academy

Part A: Pupil premium strategy plan

Statement of intent

At Oak Hill Academy, our Pupil Premium strategy is driven by a deep commitment to ensuring that every student, regardless of their background or personal circumstances, has the opportunity to achieve their full potential. We recognise that socio-economic disadvantages can pose significant barriers to academic achievement and overall well-being. Therefore, our strategy is focused on closing the achievement gap between disadvantaged students and their peers, fostering a school environment where every student can thrive.

This approach emphasises our belief that high-quality teaching is the most significant factor in improving outcomes for disadvantaged pupils. We recognise that by tailoring classroom instruction to address the unique needs of Pupil Premium children, we can make a substantial difference in their academic journey.

In implementing this strategy, we focus on identifying and addressing the specific areas where disadvantaged pupils require the most support. This may involve differentiating instruction, providing additional scaffolding, or employing targeted interventions within the classroom setting. By closely monitoring student progress through data analysis and adjusting our teaching methods accordingly, we aim to bridge the attainment gap and ensure that every Pupil Premium child has the opportunity to succeed.

Our ultimate objectives are to:

- Ensure that disadvantaged pupils reach their full academic potential by narrowing the attainment gap between them and their peers.
- Ensure that teachers are equipped with the best practices and resources for teaching phonics and oracy, so that disadvantaged pupils receive consistent, high-quality instruction across all stages of their education.
- Provide equitable access to high-quality teaching, resources, and enrichment activities that promote academic and personal development for disadvantaged pupils.
- Address the social, emotional, and mental health needs of disadvantaged pupils to ensure they are equipped to engage fully with their education and life experiences.
- Reduce the numbers of disadvantaged pupil's absences and PA to ensure it is in line with national data and in line with their peers
-

In order to achieve our objectives and overcome the identified barriers to learning we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching in all areas across the curriculum.

- Ensure that oracy is embedded in all subjects, with teachers using a range of strategies to develop pupils' speaking and listening skills, including group discussions, debates, presentations, and reflective dialogue.
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work
- Target funding to ensure that all pupils have access to trips, residential and first hand learning experiences to develop their cultural capital experience
- Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom.
- Have regular meetings regarding children's attendance.

We aim to do this through:

- Implement regular monitoring of both qualitative and quantitative data to ensure precise identification of pupils who require additional support. By closely tracking progress, we can swiftly identify any emerging gaps and respond promptly with targeted interventions.
- Ensure that teaching and learning opportunities meet the needs of all the pupils and that where pupils have specific needs, adaptations are made to ensure they can access the curriculum and progress.
- Have regular oracy and phonics CPD opportunities for staff
- Create nurture areas and use zones of regulation strategies to improve emotional resilience and regulation throughout the day.

Challenges

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

Challenge number	Detail of challenge
1	Ensure that disadvantaged pupils reach their full academic potential by narrowing the attainment gap between them and their peers.
2	Ensure that teachers and teaching assistants are equipped with the best practices and resources for teaching phonics and oracy, so that disadvantaged pupils receive consistent, high-quality instruction across all stages of their education.
3	Provide access to high-quality teaching, resources, and enrichment activities that promote academic and personal development for disadvantaged pupils.
4	Address the social, emotional, and mental health needs of disadvantaged pupils to ensure they are equipped to engage fully with their education and life experiences.

5	Reduce the numbers of disadvantaged pupil's absences and PA to ensure it is in line with national data and in line with their peers

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
To ensure our disadvantaged pupils continue to progress and attain in line with their non- disadvantaged pupils in combined reading, writing and maths at expected and greater depth.	KS2 outcomes for disadvantaged pupils are at least in line with national expectations in reading, writing, and mathematics combined. In 2027/28, KS2 combined RWM, will show the percentage of disadvantaged pupils will meet the expected standard in line with FFT20 estimates for expected and expected plus. Maintain high expectations for oracy development in every pupil, recognising that strong communication skills are essential for academic success and future life opportunities.
To ensure that teachers and support staff are able to deliver high quality oracy and phonics lessons to close the attainment gap between pupil premium children and their peers.	Disadvantages pupils will have higher reading and writing attainment levels which are in line with their peers by the time they leave KS2.
To provided teachers with CPD and resources so children improve attainment outcomes	Observations and lesson monitoring and data scrutiny show consistent implementation of strategies and practices introduced during CPD, with teachers effectively utilising new resources to enhance teaching and learning.
To provide the resources they need to be more independent with addressing their social and emotional health.	Children will learn to use a variety of strategies which will help support them to regulate their emotions to improve their overall mental health and wellbeing.
Reduce the numbers of disadvantaged pupil's absences and PA to ensure it is in line with national data and in line with their peers	The percentage of disadvantaged pupils classified as persistently absent (PA) is reduced to match or fall below the national average for all pupils. Termly data reviews show consistent improvement in attendance rates for disadvantaged pupils, with fewer pupils flagged for attendance concerns.

Oak Hill Academy West London
an Aspirations Academy

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: £104,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop a more consistent approach to the teaching of phonics so more pupils make sustained progress. *Continuation of the delivery of a discrete phonics lesson to accelerate the progress of pupils who enter Year 3 and have not passed the Phonic Screening Check.*	Research tells us that phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of reading skills, particularly for children from disadvantaged backgrounds. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1 & 2
Provide CPD on high quality inclusive teaching for all pupils to support and embed the Aspirations No Limits Curriculum	Research tells us that high quality teaching is pivotal in improving children's outcomes. Effective teaching practices directly impact students' academic success, engagement, and long-term development.	3

Support for ECTs in identification, provision and assessment of the disadvantaged children in their class	Effective professional development effectively builds knowledge, motivates staff, develops teaching techniques and embeds practice. https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Quality_Assurance_of_Teachers_Continuing_Professional_Dev e lopment.pdf	3
Metacognition and self-regulation	Studies highlight that students who actively develop metacognitive and self-regulatory skills often show improved academic performance, better problem-solving abilities, and increased motivation. Educators can support these outcomes by teaching specific strategies, modelling reflective practices, and creating learning environments that encourage self-assessment and goal-setting. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	1 & 4
Oral language interventions	Studies show that when teachers and students actively engage in spoken language exercises, children develop a stronger foundation for reading comprehension and critical thinking. Such interventions are especially beneficial in early education settings, where they can accelerate language acquisition and support cognitive development. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1 & 2

Teaching Assistant Interventions	Evidence suggests that TAs are most effective when they deliver structured interventions tailored to individual student needs, especially in foundational subjects like reading and math. Programs where TAs provide targeted support—such as one-on-one literacy interventions or small-group math sessions—have shown measurable academic gains, particularly among younger and struggling students https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	2
Reading comprehension strategies	Research on effective reading comprehension strategies highlights several practices that significantly improve students' ability to understand, retain, and engage with texts. Here are key strategies and research-backed recommendations for good practice in teaching reading comprehension: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	1

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

Budgeted cost: £57,800

Activity	Evidence that supports this approach	Challenge number(s) addressed

Quality first teaching in class *-in the moment feedback* *-peer-peer coaching*	Small group tuition is most likely to be effective if it is targeted at pupils's specific needs. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition Peer tutoring is most effective when used to review or consolidate learning, rather than introducing new material. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring	2
Daily Afternoon PIXL intervention *Pre learning activities (08:40am with a TA)* *Over learning activities (pm with a TA)*	Access to high quality teaching is the most important lever schools have to improve outcomes for their pupils. It is particularly important to ensure that when pupils are receiving support from a teaching assistant, this supplements teaching but does not reduce the amount of high-quality interactions they have with their classroom teacher both in and out of class. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1-3
Employ a Speech and language Therapist to ensure disadvantaged pupils' speech, language and communication skills allow them to achieve their educational potential.	*Speech and language therapy is essential for promoting independence, communication, and quality of life.* https://www.bercow10yearson.com/wp-c ontent/uploads/2018/04/Bercow-Ten-Ye ars-On-Summary-Report-.pdf	1 & 2
Provide Phonics interventions to systematically teach pupils the relationships between sounds and the written spelling patterns that represents them.	The teaching of phonics should be matched to children's current level of skill. Phonics improves the accuracy of the child's reading but not their comprehension. It is important that reading, including comprehension, is taught explicitly.	2

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	

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

Budgeted cost: £36,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
Woodbridge Park Outreach programme	Children learn to identify and understand their own emotions, as well as how to express them in appropriate ways. This includes recognising different feelings and understanding what triggers them.	4
Play therapy from cocoon kids	Children will be able to learn how to deal with any childhood trauma, low-self-esteem issues.	4
ELSA trained staff	ELSA sessions often focus on improving social interactions, helping children to build better relationships with peers and adults. This can include learning about empathy, communication skills, cooperation, and conflict resolution.	4
Daily Nurture room with ELSA trained staff	As children learn to understand and manage their emotions better, this often leads to improvements in behaviour both in the classroom and in social settings. ELSA sessions provide a safe and supportive environment where children can talk about their feelings and experiences without fear of judgment. This helps them feel understood and supported. The nurture area provides children with an area to have time out of class to be able to regulate and go back to class to continue their learning.	4

Total budgeted cost: £198,400

Part B: Review of the previous academic years
Outcomes for disadvantaged pupils

Outcomes for disadvantaged pupils

During the 2025/26 academic year, we continued to closely monitor the attainment, progress, attendance and wellbeing of disadvantaged pupils at Oak Hill Academy. Assessment information, pupil progress meetings, attendance data, behaviour records, pupil voice and ongoing monitoring were used to identify barriers to learning and ensure appropriate support was put in place.

Attainment and progress
Internal assessment data demonstrates that disadvantaged pupils made progress across the curriculum. Where gaps between disadvantaged pupils and their peers remained, pupils were identified through pupil progress meetings and received targeted support. High-quality adaptive teaching remained central to our approach, supplemented by structured interventions and additional adult support where appropriate.

Phonics, reading and oracy
Developing pupils' reading, phonics, vocabulary and oracy remained a priority. Targeted interventions and additional teaching were provided for pupils with identified gaps. Staff development supported greater consistency in the teaching of these key skills and enabled pupils to develop their confidence in speaking, listening, reading and accessing the wider curriculum.

Attendance
Attendance of disadvantaged pupils was monitored closely at both cohort and individual level. Pupils at risk of persistent absence were identified and targeted support was provided, including early communication with families, attendance meetings and individualised strategies. The academy continued to work with families and external services where appropriate to address barriers to regular attendance.

Social, emotional and mental health and wellbeing
Targeted pastoral and SEMH support enabled disadvantaged pupils experiencing additional barriers to engage more successfully with learning and wider school life. Support was tailored to individual need and included ELSA sessions, Play Therapy, Drama Therapy and emotional regulation interventions, alongside targeted pastoral support. The academy worked closely with families and external professionals where appropriate to provide a coordinated approach to pupils' needs. These interventions

supported pupils to develop emotional regulation, resilience and confidence, helping to reduce barriers to learning and improve engagement and wellbeing

Enrichment and wider opportunities
The academy continued to promote disadvantaged pupils' participation in trips, clubs, enrichment activities and wider academy opportunities. Financial and other barriers to participation were identified and addressed wherever possible to ensure disadvantaged pupils were able to benefit from the academy's wider curriculum and develop their cultural capital.

Overall evaluation
Our evaluation indicates that the combination of high-quality teaching, targeted academic support and wider strategies had a positive impact on disadvantaged pupils. However, differences remain for some pupils and groups, particularly in relation to attainment, language and communication, attendance and SEMH. These findings have directly informed our priorities and planned Pupil Premium expenditure for 2026/27.

Externally provided programmes

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

Programme	Provider
Play Therapy	Cocoon kids
Drama Therapy	Cocoon kids
Lexia Core5 Reading	Lexia Learing
Nessy	Nessy Learning

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**
The impact of that spending on service pupil premium eligible pupils

Oak Hill Academy
West London
an Aspirations Academy

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.