

# Pupil premium strategy statement – Ormesby Primary School 2024-2025

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	204
Proportion (%) of pupil premium eligible pupils	79 children – 39%
Academic year/years that our current pupil premium strategy plan covers	2024-2025
Date this statement was published	Autumn 2024
Date on which it will be reviewed	Spring 2025
Statement authorised by	Mrs A. Blackburn
Pupil premium lead	Mr A. Drage
Governor / Trustee lead	Mr J. Richardson

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£109,834
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )  *Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.	£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>	£109,834

# Part A: Pupil premium strategy plan

## Statement of intent

Our ambition is that we close the attainment gap and that our disadvantaged pupils perform broadly in line with their non-disadvantaged peers, both within school and nationally, by the time they leave Ormesby Primary School in Year 6. We want the children to be secondary ready, confident and resilient young people, ready to make a positive contribution to society. We will achieve this through:

**High Quality Teaching** – Great teaching will improve outcomes for all our pupils. We will work to ensure our Pupil Premium children retain knowledge, are fluent in key skills and apply their learning successfully.

**Targeted Academic Support**- High quality teaching will be supported by additional work completed in small groups or 1-1. Assessment will be used to support the targeting of interventions; this will be both ongoing and manageable.

**Wider Strategies** – School will address non-academic barriers to success. Our curriculum and our work offering social and emotional support for our Pupil Premium children and their families will continue to evolve.

## Challenges

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

Challenge number	Detail of challenge
1	Supporting children with their SEMH.
2	Continuing progress made in Phonics in Year 1. 100% of disadvantaged pupils achieved the expected standard at Ormesby Primary School compared to 84% of 'Other' pupils Nationally. Therefore, there is a positive achievement gap of 16%. National disadvantaged is 68% therefore there is a positive achievement gap of 32%. Disadvantaged pupils' performance at Ormesby Primary School is better than disadvantaged pupils nationally and 'other' pupils nationally.
3	<b>KS1 Attainment</b> In Reading, Writing and Maths combined, 40% of disadvantaged pupils achieved the expected standard compared to 59% of 'other' children in school. Therefore, there is an achievement gap of 19%.  In Reading, 70% of disadvantaged pupils achieved the expected standard compared to 73% of 'other' children in school. Therefore, there is an achievement gap of 3%.  In Writing, 40% of disadvantaged pupils achieved the expected standard compared to 59% of 'other' children in school. Therefore, there is an achievement gap of 19%.  In Maths, 80% of disadvantaged pupils achieved the expected standard compared to 82% of 'other' children in school. Therefore, there is an achievement gap of 2%.

4.	<p><b>KS2 Attainment</b></p> <p>In Reading, Writing and Maths combined, 38% of disadvantaged pupils achieved the expected standard compared to 67% of 'other' pupils nationally. Therefore, there is an achievement gap of 29%. National disadvantaged is 45%. Disadvantaged pupils attainment at Ormesby Primary School is below disadvantaged pupils nationally – there is an achievement gap of 7%.</p> <p>In Reading, 54% of disadvantaged pupils achieved the expected standard compared to 79% of 'other' pupils nationally. Therefore, there is an achievement gap of 25%. National disadvantaged is 62%. Disadvantaged pupils attainment at Ormesby Primary School is below disadvantaged pupils nationally – there is an achievement gap of 8%.</p> <p>In Writing, 54% of disadvantaged pupils achieved the expected standard compared to 78% of 'other' pupils Nationally. Therefore, there is an achievement gap of 24%. National disadvantaged is 58%. Disadvantaged pupils are below disadvantaged pupils nationally – there is an achievement gap of 4%</p> <p>In Maths, 46% of disadvantaged pupils achieved the expected standard compared to 79% of 'other' pupils nationally. Therefore, there is an achievement gap of 33%. National Disadvantaged is 59%. Disadvantaged pupils attainment is below disadvantaged pupils nationally – there is an achievement gap of 13%</p> <p>In Spelling Punctuation and Grammar, 38% of disadvantaged pupils achieved the expected standard compared to 78% of 'other' pupils nationally. Therefore, there is an achievement gap of 40%. National disadvantaged is 59%. Disadvantaged pupils attainment is below disadvantaged pupils nationally – there is an attainment gap of 21%.</p>
5.	Attendance: PP attendance for 2022 – 2023 was 89.1% for Non-PP attendance was 93.26%

## 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 that pupils' Social, Emotional and Mental Health needs are met, so that any emotional anxieties or mental health issues are understood and supported.	Pupil survey will show that all children, including those in receipt of the Pupil Premium grant, are feeling well-supported and achieving well socially and academically within school. Disadvantaged pupils' attendance will be in line with non-disadvantaged pupil – target 96%+
In Reading, disadvantaged children will be increasingly in line with 'national other' expected standard by the end of KS2.	The percentage of disadvantaged children achieving the expected standard at Ormesby Primary School will be increasingly in line with 'national other'.
In Writing, disadvantaged children will be increasingly in line with 'national other' expected standard by the end of KS2.	The percentage of disadvantaged children achieving the expected standard at Ormesby Primary School will be increasingly in line with 'national other'.
In Maths, disadvantaged children will be increasingly in line with 'national other' expected standard by the end of KS2.	The percentage of disadvantaged children achieving the expected standard at Ormesby Primary School will be increasingly in line with 'national other'.

Persistent absenteeism will be addressed so that attendance for PP children is in line and moving towards the school expectation of 96%+	Attendance of Pupil Premium children will be 96%+
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## 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: £72,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
EYFS/Year 1 and Year 2 pupils will be targeted for 1:1 reading and daily phonics interventions.	<a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium">https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a>  <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1147853/Using_pupil_premium_guidance_for_school_leaders.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1147853/Using_pupil_premium_guidance_for_school_leaders.pdf</a>	2 & 3
PP children in KS 1 and 2 will be targeted for support in Reading, Writing, SpaG, and Maths.  PP pupils will be identified through in-house systems: circles of vulnerability, gap analysis, formative and summative assessments to	<a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium">https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a>	2,3 & 4

closely target interventions to accelerate progress.	<a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1147853/Using_pupil_premium_guidance_for_school_leaders.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1147853/Using_pupil_premium_guidance_for_school_leaders.pdf</a>	
Developmental Drop Ins – creating consistency in Teaching and Learning. Use of Oliver Caviglioli & Tom Sherrington’s Walk Thrus	<a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium">https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation</a>  <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1147853/Using_pupil_premium_guidance_for_school_leaders.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1147853/Using_pupil_premium_guidance_for_school_leaders.pdf</a>	2,3 & 4
Quality First Teaching through development of Teaching and Learning Handbook.	<a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium">https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation</a>  <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1147853/Using_pupil_premium_guidance_for_school_leaders.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1147853/Using_pupil_premium_guidance_for_school_leaders.pdf</a>	2,3 & 4
Employment of Trust School Improvement support worker, Julia Brallisford	<a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium">https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation</a>  <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1147853/Using_pupil_premium_guidance_for_school_leaders.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1147853/Using_pupil_premium_guidance_for_school_leaders.pdf</a>	1,2,3,4 & 5

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

Budgeted cost: £14,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Structured timely interventions will be provided for pupils in Phonics, Reading, Writing, Maths and SpaG. This will be facilitated by Teachers /Teaching	<a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium">https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation</a>  <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1147853/Using_pupil_premium_guidance_for_school_leaders.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1147853/Using_pupil_premium_guidance_for_school_leaders.pdf</a>	2,3 & 4

<p>Assistants using information from AFL books and the PP Tracker.</p>	<p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1147853/Using_pupil_premium_guidance_for_school_leaders.pdf">loads/system/uploads/attachment_data/file/1147853/Using_pupil_premium_guidance_for_school_leaders.pdf</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £23,175

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Supporting pupils health, well-being and resilience to learn.</p> <p>Using the Bungalow Project, Drawing and Talking and Mind.</p>	<p><a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium">https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation</a></p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1147853/Using_pupil_premium_guidance_for_school_leaders.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1147853/Using_pupil_premium_guidance_for_school_leaders.pdf</a></p> <p><a href="https://assets.publishing.service.gov.uk/media/5a7ede2ded915d74e33f2eba/HT_briefing_layoutvFINALvii.pdf">https://assets.publishing.service.gov.uk/media/5a7ede2ded915d74e33f2eba/HT_briefing_layoutvFINALvii.pdf</a></p>	<p>1,2,3,4 &amp; 5</p>
<p>Providing additional staffing to facilitate Breakfast Club to support families particularly targeting PP children who are late or persistently absent.</p>	<p><a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium">https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation</a></p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1147853/Using_pupil_premium_guidance_for_school_leaders.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1147853/Using_pupil_premium_guidance_for_school_leaders.pdf</a></p> <p><a href="https://educationhub.blog.gov.uk/2023/05/18/school-attendance-important-risks-missing-day/">https://educationhub.blog.gov.uk/2023/05/18/school-attendance-important-risks-missing-day/</a></p>	<p>5</p>
<p>Training for staff on dealing with children with trauma.</p>	<p><a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium">https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation</a></p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1147853/Using_pupil_premium_guidance_for_school_leaders.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1147853/Using_pupil_premium_guidance_for_school_leaders.pdf</a></p>	<p>1</p>

	<a href="https://assets.publishing.service.gov.uk/media/5a7ede2ded915d74e33f2eba/HT_briefing_layoutvF1-NALvii.pdf">https://assets.publishing.service.gov.uk/media/5a7ede2ded915d74e33f2eba/HT_briefing_layoutvF1-NALvii.pdf</a>	
<p>Improve attendance for pupils eligible for PP to bring them in line with expected levels of 96%.</p> <p>Close tracking of PP children in relation to persistent absenteeism – absence levels challenged.</p> <p>Intervention and support for individual families will be provided to improve attendance.</p> <p>Gemma Ramsden (Trust Attendance Officer) to work with specific families, if their child’s attendance is a barrier to learning.</p>	<p><a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium">https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation</a></p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1147853/Using_pupil_premium_guidance_for_school_leaders.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1147853/Using_pupil_premium_guidance_for_school_leaders.pdf</a></p> <p><a href="https://educationhub.blog.gov.uk/2023/05/18/school-attendance-important-risks-missing-day/">https://educationhub.blog.gov.uk/2023/05/18/school-attendance-important-risks-missing-day/</a></p>	5
<p>Michelle Loughran, Assistant Headteacher, designated leader for attendance. Fortnightly SLT attendance reviews.</p>	<p><a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium">https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation</a></p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1147853/Using_pupil_premium_guidance_for_school_leaders.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1147853/Using_pupil_premium_guidance_for_school_leaders.pdf</a></p> <p><a href="https://educationhub.blog.gov.uk/2023/05/18/school-attendance-important-risks-missing-day/">https://educationhub.blog.gov.uk/2023/05/18/school-attendance-important-risks-missing-day/</a></p>	5

**Total budgeted cost: £115,575**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### Y1 Phonics

100% of disadvantaged pupils achieved the expected standard at Ormesby Primary School compared to 84% of 'Other' pupils Nationally. Therefore, there is a positive achievement gap of 16%. National disadvantaged is 68% therefore there is a positive achievement gap of 32%. Disadvantaged pupils' performance at Ormesby Primary School is better than disadvantaged pupils nationally and 'other' pupils nationally.

#### KS 1

In Reading, Writing and Maths combined, 40% of disadvantaged pupils achieved the expected standard compared to 59% of 'other' children in school. Therefore, there is an achievement gap of 19%.

In Reading, 70% of disadvantaged pupils achieved the expected standard compared to 73% of 'other' children in school. Therefore, there is an achievement gap of 3%.

In Writing, 40% of disadvantaged pupils achieved the expected standard compared to 59% of 'other' children in school. Therefore, there is an achievement gap of 19%.

In Maths, 80% of disadvantaged pupils achieved the expected standard compared to 82% of 'other' children in school. Therefore, there is an achievement gap of 2%.

#### KS2

In Reading, Writing and Maths combined, 38% of disadvantaged pupils achieved the expected standard compared to 67% of 'other' pupils nationally. Therefore, there is an achievement gap of 29%. National disadvantaged is 45%. Disadvantaged pupils attainment at Ormesby Primary School is below disadvantaged pupils nationally – there is an achievement gap of 7%.

In Reading, 54% of disadvantaged pupils achieved the expected standard compared to 79% of 'other' pupils nationally. Therefore, there is an achievement gap of 25%. National disadvantaged is 62%. Disadvantaged pupils attainment at Ormesby Primary School is below disadvantaged pupils nationally – there is an achievement gap of 8%.

In Writing, 54% of disadvantaged pupils achieved the expected standard compared to 78% of 'other' pupils Nationally. Therefore, there is an achievement gap of 24%. National disadvantaged is 58%. Disadvantaged pupils are below disadvantaged pupils nationally – there is an achievement gap of 4%

In Maths, 46% of disadvantaged pupils achieved the expected standard compared to 79% of 'other' pupils nationally. Therefore, there is an achievement gap of 33%. National Disadvantaged is 59%. Disadvantaged pupils attainment is below disadvantaged pupils nationally – there is an achievement gap of 13%

In Spelling Punctuation and Grammar, 38% of disadvantaged pupils achieved the expected standard compared to 78% of 'other' pupils nationally. Therefore, there is an achievement gap of 40%. National disadvantaged is 59%. Disadvantaged pupils attainment is below disadvantaged pupils nationally – there is an attainment gap of 21%.

The 2024/2024 Pupil Premium Strategy Statement and School Improvement Plan will be written to



address and reduce these attainment gaps.

**Attendance**

Attendance: PP attendance for 2023 - 2024 was 86.1%. For non-PP attendance was 94.9%

## 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.*

<b>Programme</b>	<b>Provider</b>
N/A	N/A

## 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**

## Further information (optional)

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