

# Pupil premium strategy statement – Ormesby Primary School

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	187
Proportion (%) of pupil premium eligible pupils	38%
Academic year/years that our current pupil premium strategy plan covers	2025-2028
Year 1 of 3	2025 - 2026
Date this statement was published	Autumn 2025
Date on which it will be reviewed	Autumn 2026
Statement authorised by	Mr A. Drage
Pupil premium lead	Mr A. Drage
Governor / Trustee lead	Mr J. Douglas

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£87,870
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>  <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.</i>	£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>	£87,870

# Part A: Pupil premium strategy plan

## Statement of intent

### Statement of Intent

Ormesby Primary School is committed to ensuring that disadvantaged pupils (Pupil Premium) achieve excellent outcomes, develop the character and personal skills they need to thrive, and access the same life-opportunities as their peers.

### Ultimate objectives for disadvantaged pupils

- Accelerate academic progress so disadvantaged pupils make at least expected progress from their starting points and narrow the attainment gap with non-disadvantaged peers (particularly in reading/phonics, mathematics and writing).
- Reduce persistent and severe absence so disadvantaged pupils attend regularly and therefore benefit from all curriculum provision and extra support.
- Strengthen personal development, resilience and aspiration so disadvantaged pupils engage fully with learning, access enrichment and demonstrate self-belief aligned to the school values (Integrity, Resilience, Self-belief, Courage).
- Improve early reading (systematic phonics) and mathematics foundations (CPA — concrete–pictorial–abstract) so pupils leave primary school with secure literacy and numeracy skills.
- Ensure SEND pupils (currently 31% of the school) receive timely, evidence-based support so that SEND does not become a barrier to accessing the curriculum.

### How this strategy works towards these objectives:

- We adopt the DfE “Menu of Approaches” three-tier model (High-quality teaching; Targeted academic support; Wider strategies) and deploy Pupil Premium funds primarily to: (a) raise the quality of classroom teaching through focused professional development and resources; (b) provide targeted, evidence-based one-to-one and small-group academic support; and (c) fund attendance, pastoral and family engagement work to remove non-academic barriers to learning.
- Interventions chosen are evidence-informed (EEF guidance and high-quality research) and are implemented with fidelity, monitored for impact and adjusted iteratively.
- The strategy is child-centred and SEND-aware: individual SEND needs are considered before intervention allocation; teaching adjustments and adult support are designed to work in class as far as possible (inclusive approaches), with specialist small-group or 1:1 provision where needed.

### Key principles

- Prioritise high-quality teaching and professional development: the largest and most sustainable impact comes from improving classroom teaching and curriculum sequencing (Tier 1).
- Ensure greater access to the teacher for disadvantaged pupils: Pupil Premium (PP) pupils receive increased, planned access to quality first teaching, including more frequent direct teacher interaction during lessons, bespoke feedback opportunities, and additional teacher-led small-group or 1:1 support than non-PP peers. PP pupils are prioritised for teacher-led marking conferences and focused feedback sessions to accelerate learning and close gaps.
- Use targeted, short-term, high-quality tuition/interventions for pupils with gaps (Tier 2), aligned tightly to classroom curriculum and informed by diagnostic assessment.
- Remove barriers outside the classroom: attendance, wellbeing, family engagement and enrichment (Tier 3).
- Evidence-informed: all major activities cite high-quality evidence and implementation plans state how fidelity and impact will be measured.
- Data-driven: robust baseline, termly assessment and attendance monitoring drive resource allocation and enable rapid response.

- Equity and inclusion: every intervention is assessed for accessibility to high-SEND cohorts and disadvantaged pupils.

## Challenges

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

Challenge number	Detail of challenge
1	Low aspiration, self-belief and cultural capital among a proportion of disadvantaged pupils — affecting engagement, effort and longer-term ambition (school context: high deprivation; school vision emphasises resilience and self-belief).
2	Attendance: a number of disadvantaged pupils are persistently or severely absent; this reduces access to learning and intervention time (Ofsted noted disadvantaged pupils' attendance below others).
3	Gaps in knowledge and curriculum coverage (particularly in older cohorts) arising from past weaker provision and from absence; gaps particularly affect mathematics and writing progress.
4.	Increasing complexity and incidence of SEND (31% SEND) — some pupils require adapted approaches or specialist interventions to access the curriculum.
5.	Deprivation and health factors (health deprivation) limiting readiness to learn, family capacity to support home learning and access to enrichment experiences.

## 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
1. Raised aspiration, engagement and personal development for disadvantaged pupils	Increase in uptake of leadership roles, clubs and enrichment by disadvantaged pupils by 25% within 12 months. Pupils are able to talk confidently about career opportunities in the local area, this will be captured through pupil voice at the end of the academic year.
2. Improved attendance across the disadvantaged cohort	Reduce persistent absence (PA) among disadvantaged pupils by 50% over the course of the three year plan; reduce overall PA school-wide by at least 25% over the course of the three-year plan. Termly improvement in average attendance for disadvantaged pupils, moving toward national average. (Monitored through attendance supervision and with support from the Trust Attendance lead.) Evidence base for attendance approaches and need to be tailored: see EEF Attendance Rapid Evidence Assessment [EEF Attendance REA]. <a href="#">EEF Attendance REA</a>
3. Improve phonics/early reading outcomes	Increase proportion of disadvantaged pupils passing the Year 1 phonics screening check by at least 10 percentage (or close the gap to non-disadvantaged) within one year; targeted catch-up for Year 2 pupils so that the majority make rapid progress (measured by validated phonics checks for the Year 1 children, and reading benchmark assessments through the use of

	NFER/Salford and Reading Comprehension assessment for learning outcomes for Year 2 and Year 3 children). (Phonics evidence: EEF phonics guidance.) [EEF Phonics]. <a href="#">EEF Phonics</a>
4. Improved maths attainment and closing gaps in number	Increased proportion of disadvantaged pupils meeting age-related expectations in maths at each key phase; identified small-group tuition pupils make 3–6 months additional progress (EEF effect for small group/1:1 tuition). Use concrete, pictorial, abstract and mastery approaches to raise maths outcomes (evidence: EEF & UCL reviews). [EEF Maths Mastery / Promising programmes]. <a href="#">EEF Maths Mastery</a> [UCL Early Maths Review]. <a href="#">UCL Early Maths Review</a>
5. SEND pupils make progress from individual baselines	All pupils on the SEND register have up-to-date provision maps and SMART targets; evidence of progress against targets half-termly pupil progress reviews with SLT and termly support plan reviews with parents and carers; reduced number of pupils requiring emergency high-cost external placements (longer term). SEND provision aligns with structured interventions and evidence-based approaches.
6. Reduce gaps caused by missed learning	Diagnostic assessments show clear narrowing of gaps for targeted pupils after blocks of intervention (pre/post measures); improved attainment outcomes in internal tests and statutory assessments. To be discussed at half termly pupil progress reviews with SLT.

## 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.

Every activity below is aligned to the DfE Menu of Approaches tiers and to the school improvement priorities.

Evidence citations are provided with link to the relevant report or guidance. Click the source name to open the report.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
1. Whole-staff CPD programme in mathematics mastery and CPA (Concrete-Pictorial-Abstract) — termly training, coaching cycles and in-class modelling; release time for	The EEF and specialist reviews recommend using concrete and pictorial representations and mastery approaches; structured teacher CPD with coaching improves implementation of maths pedagogy. See EEF Promising programmes / Mathematics Mastery and the UCL Early Years & KS1 mathematics evidence review for guidance on	3, 5

lesson drop ins. CPD focuses on strong sequencing, representations, variation, fluency and reasoning.	CPA and professional development approaches: <a href="#">EEF Maths Mastery (promising programme)</a> ; <a href="#">UCL Early Years &amp; KS1 mathematics evidence review (EEF commission)</a> .	
2. Continue to embed Read Write Inc phonics programme; whole-school phonics progression, weekly fidelity checks, coaching and targeted small-group catch-up for Year R–4.	EEF Toolkit: Phonics is highly evidence-based (approx. +5 months on average); systematic and well-implemented SSPs with staff training deliver results for disadvantaged pupils. [EEF Phonics]. <a href="#">EEF Phonics</a>	3
3. Continue to implement an assessment and curriculum sequencing map for writing (with moderation, exemplars and CPD) to ensure progression and targeted stretch for higher attainers.	EEF and curriculum reviews emphasise curriculum coherence, sequencing and teacher subject knowledge to secure progression and close gaps.	1, 3
4. Targeted CPD for adaptive teaching and challenge for higher attainers (in-school coaching cycles, peer moderation, workload-sensitive resources).	EEF guidance on high-quality teaching emphasises adaptation for differing starting points and challenge; Ofsted recommended ensuring teachers train to adapt teaching for higher attainers (school's Ofsted feedback). (See EEF Teaching and Learning guidance and the EEF guidance on effective professional development — coaching resources.)	1, 3
5. Improve reading diet across school: structured storytime, vocabulary instruction interwoven through the writing scheme, linked writing tasks and classroom libraries reflecting local context (to build cultural capital and aspiration).	Storybook and vocabulary research plus EEF literacy guidance indicate explicit vocabulary instruction and dialogic reading supports comprehension and language development which underpin aspiration and attainment. [EEF Phonics & literacy guidance]. <a href="#">EEF Phonics</a>	1, 3, 5
6. Strengthen inclusive classroom practice: universal access strategies, scaffolds (visuals, manipulatives), use of TAs within class for guided practice and reduced withdrawal unless specified by evidence.	Reviews of effective manipulative use and explicit teaching indicate high-quality classroom scaffolding plus purposeful TA deployment supports learning (UCL/EEF evidence on manipulatives, explicit teaching, and tutoring). [UCL Early Maths review]. <a href="#">UCL Early Maths Review</a>	3, 4
7. Prioritised teacher contact and feedback for PP pupils: teachers schedule regular 1:1 or small-group marking conferences and focused feedback sessions that give PP pupils greater access to teacher expertise. These sessions include live marking, guided improvement tasks, and reteach mini-sessions planned into the teacher's timetable so PP pupils	High-quality feedback and deliberate practice show positive impacts; prioritising teacher time for disadvantaged pupils supports acceleration when combined with curriculum alignment and diagnostic assessment (EEF evidence on feedback and small-group instruction). [EEF One-to-one tuition]. <a href="#">EEF One-to-one tuition</a>	1, 3

receive more frequent direct teacher input than non-PP peers.		
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## Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
1. High-quality (fast track) phonics tutoring programme (1:1 and groups of up to 3) for disadvantaged pupils behind in reading — diagnostic baseline - ½ termly, structured sequence aligned to classroom curriculum; staff receive training and coaching; tutoring scheduled to minimise lost class time.	EEF: one-to-one tutoring and small-group tuition show strong average impacts (approx. +5 months for 1:1; +4 months small group) when aligned to curriculum and delivered with diagnostic assessment. See EEF One-to-one / small-group tuition guidance. [EEF One-to-one tuition]. <a href="#">EEF One-to-one tuition</a>	2, 3
2. Short, evidence-led maths small-group interventions for Year 4 and Year 6. This is for the 1 <sup>st</sup> year of the 3 year plan – identified through School Improvement Priorities.	UCL / EEF evidence supports targeted small-group interventions and use of manipulatives/CPA for number understanding; structured delivery and practice is important. [UCL Early Maths review]. <a href="#">UCL Early Maths Review</a>	3
3. Targeted phonics interventions (small group / 1:1) for pupils who are behind with explicit instruction, precise teaching and regular progress checks.	EEF Toolkit: targeted phonics interventions (small group / 1:1) are effective and cost-efficient for younger pupils and older pupils with decoding difficulties. [EEF Phonics]. <a href="#">EEF Phonics</a>	3
4. Structured interventions for pupils with SEND where evidence exists (e.g., multi-sensory approaches, small-step sequence for number facts, precision teaching for identified gaps); SALT/OT/EP input where needed and training for staff on evidence-based SEND strategies.	Reviews and EEF summaries highlight the need for specialist, evidence-informed approaches for SEND. Structured, well-monitored small-group interventions can be effective when tied to diagnostic assessment and specialist guidance. [UCL Early Maths review]. <a href="#">UCL Early Maths Review</a>	4
5. Peer tutoring and structured in-class paired work (where appropriate) to supplement teacher input — planned roles and scripts to ensure effectiveness.	Peer tutoring evidence is more limited in EY/KS1 but EEF notes structured peer approaches can have benefits; pair work with clear roles supports practice and engagement. [UCL Early Maths review]. <a href="#">UCL Early Maths Review</a>	1, 3

6. Precision monitoring and rapid response: use frequent short cycle assessment (quizzes, checklists, targeted hinge questions) to identify and rapidly address gaps; record impact through use of AFL books and knowledge checkers.	Evidence on formative assessment and rapid diagnostic checking supports timely adaptation of interventions and teacher planning. (EEF formative assessment guidance and reviews of tutoring implementation emphasise diagnostic alignment.) [EEF One-to-one tuition]. <a href="#">EEF One-to-one tuition</a>	2, 3, 4
7. Teacher-led focused marking sessions: teachers run scheduled small-group or 1:1 marking conferences for PP pupils to provide immediate, actionable feedback and model improvements. These sessions are prioritised for PP pupils and logged in intervention records to track frequency and impact.	Immediate, targeted feedback and guided practice accelerate learning when delivered by teachers; prioritising PP pupils for these sessions provides additional high-quality instructional time. [EEF One-to-one tuition]. <a href="#">EEF One-to-one tuition</a>	1, 3

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

Budgeted cost: £18,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
1. Attendance team / Trust Support Officer tiered attendance support (early contact, home visits, tailored attendance support plans, attendance case conferences, legal routes where required) and targeted support for disadvantaged families, with additional regular support and guidance from the Trust Attendance Officer.	EEF Rapid Evidence Assessment on attendance suggests that tailored, multi-component approaches and family liaison can be effective; evidence recommends localised and targeted family work — approaches must be tailored to context. [EEF Attendance REA]. <a href="#">EEF Attendance REA</a>	2, 5
2. Attendance incentives and removal of barriers (transport/travel help, breakfast club places prioritised for disadvantaged pupils, flexible start arrangements for targeted pupils).	EEF evidence encourages a tailored approach and removing practical barriers. Combining incentives with casework and family engagement tends to be more effective than incentives alone. [EEF Attendance REA]. <a href="#">EEF Attendance REA</a>	2, 5
3. Social, emotional and mental health support: small-group SEL or targeted counselling for disadvantaged pupils;	EEF Toolkit: Social and Emotional Learning (SEL) interventions yield positive effects on attainment and behaviour (+3 months on average) when implemented as part of a coherent programme and whole-school approach. [EEF SEL]. <a href="#">EEF SEL</a> ;	1, 2, 5



whole-school SEL programme integrated into timetable.	EIF/National reviews on SEL policy and practice (context & implementation). [EPI SEL Paper].	
4. Family engagement programme: parental engagement events, guided numeracy/phonics/SATS parent sessions and targeted home visits for families of persistently absent pupils.	Family engagement with guided support can support home learning and SEL — evidence is limited but EEF and Nuffield reviews emphasise careful design and evaluation; attendance REA recommends family liaison and home engagement. [EEF Attendance REA]. <a href="#">EEF Attendance REA</a>	2, 3, 5
6. Enrichment & cultural capital: subsidised trips, visitors, residencies and curriculum enrichment (science video calls, local Ironstone mining project links) targeted at disadvantaged pupils.	Ofsted and research indicate enrichment supports engagement, aspiration and contextualised knowledge – especially when linked to curriculum. Evidence for enrichment improving outcomes is more limited quantitatively, but aligns with EEF guidance on broader development and the school's inspection feedback. [EEF SEL]. <a href="#">EEF SEL</a>	1, 5
7. Breakfast club with subsidies for disadvantaged children, where needed.	Breakfast clubs can remove barriers to learning and improve attendance & readiness; combine with structured learning activities to get best effect. Attendance REA supports targeted provision as part of a wider approach. [EEF Attendance REA]. <a href="#">EEF Attendance REA</a>	2, 5

**Total budgeted cost: £88,000**



## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### EYFS GLD

40% of Disadvantaged pupils achieved the GLD. Disadvantaged pupils are below Disadvantaged pupils Nationally.

#### Y1 Phonics

67% of Disadvantaged pupils achieved the standard compared to 83% of 'Other' pupils Nationally. Therefore, there is an achievement gap of 16%. National Disadvantaged is 67%. Disadvantaged pupils performance is similar or better than Disadvantaged pupils Nationally, but still below 'Other' pupils Nationally. Over the last three years 80% of disadvantaged pupils have achieved the expected standard.

#### KS2

In Reading, Writing and Maths, 41% of Disadvantaged pupils achieved the expected standard compared to 70% of 'Other' pupils Nationally. Therefore, there is an achievement gap of 29%. National Disadvantaged is 51%. Disadvantaged pupils are below Disadvantaged pupils Nationally. Over the last three years 43% of disadvantaged pupils have achieved the expected standard or above.

In Reading, 77% of Disadvantaged pupils achieved the expected standard compared to 80% of 'Other' pupils Nationally. Therefore, there is an achievement gap of 3%. National Disadvantaged is 64%. The performance of Disadvantaged pupils in school is similar or better than 'Other' pupils Nationally. Over the last three years 66% of disadvantaged pupils have achieved the expected standard or above.

In Writing, 59% of Disadvantaged pupils achieved the expected standard compared to 83% of 'Other' pupils Nationally. Therefore, there is an achievement gap of 24%. National Disadvantaged is 67%. Disadvantaged pupils are below Disadvantaged pupils Nationally. Over the last three years 53% of disadvantaged pupils have achieved the expected standard or above.

In Maths, 50% of Disadvantaged pupils achieved the expected standard compared to 81% of 'Other' pupils Nationally. Therefore, there is an achievement gap of 31%. National Disadvantaged is 64%. Disadvantaged pupils are below Disadvantaged pupils Nationally. Over the last three years 50% of disadvantaged pupils have achieved the expected standard or above.

In Spelling Punctuation and Grammar (SPaG), 55% of Disadvantaged pupils achieved the expected standard compared to 82% of 'Other' pupils Nationally. Therefore, there is an achievement gap of 27%. National Disadvantaged is 67%. Disadvantaged pupils are below Disadvantaged pupils Nationally. Over the last three years 50% of disadvantaged pupils have achieved the expected standard or above.

#### Attendance

Attendance: PP attendance for 2024 – 2025 was 88.1% for Non-PP attendance was 94.1%. Therefore, there is a gap of 6%.

#### Therapeutic Support

Therapeutic care in Ormesby Primary School provides children with a safe, nurturing environment where their emotional and social needs are supported alongside their academic learning. For pupils who receive the Pupil Premium Grant, this approach can be especially beneficial, as it helps address barriers that may stem from trauma, anxiety, or challenging home circumstances. Children are able to access to support through Drawing and Talking, sessions delivered through the Bungalow Partnership, nurture

groups, trusted adult relationships, therapeutic care helps children develop resilience, emotional regulation, and confidence. These improvements often translate into better engagement in class, stronger relationships with peers, and increased readiness to learn. By investing Pupil Premium funding in therapeutic provision, we can support the whole child — boosting wellbeing, improving behaviour, and ultimately creating the conditions for sustained academic progress.

Subsidising activities such as the Year 6 residential, the pantomime in school, educational trips, and visitors from external providers ensured that every child could access all opportunities regardless of financial circumstances. These experiences broadened the curriculum, raised aspirations, and enriched cultural capital, providing pupils with a wider understanding of the world. This approach was particularly impactful for Pupil Premium children, helping to close gaps and promote equity in learning.

## 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
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***

<b>The impact of that spending on service pupil premium eligible pupils</b>

## 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.*