

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Orston Primary School
Number of pupils in school	162
Proportion (%) of pupil premium eligible pupils	16%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2028
Date this statement was published	10 th September 25
Date on which it will be reviewed	July 2026
Statement authorised by	Nikki Crosby
Pupil premium lead	Nikki Crosby
Governor / Trustee lead	Astrid Moules

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£22,200 for Deprivation (£1480 per child) and £7710 for Pupil Premium -post LAC (£2570 per child)
Recovery premium funding allocation this academic year	£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	£29,910
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Part A: Pupil premium strategy plan

Statement of intent

We do not put limits on our children's learning and all children in our care are given the support, guidance and opportunities to enable them to flourish academically, emotionally and socially.

Any children qualifying for Pupil Premium funding are given support appropriate to their individual needs – there is not a 'one size fits all' approach in our school.

It is important to consider research conducted by EEF, the context of the school and the specific challenges faced when making decisions about the use of Pupil Premium funding.

Barriers to learning can include, but are not limited to: language and communication difficulties, lack of confidence, mental health and wellbeing, attendance issues, availability of support at home, complex family situations.

We regularly meet to discuss the needs of children and, depending what those needs are, we source appropriate measures and interventions to help support their learning and development. These are bespoke and may vary year on year depending on the needs of the children.

The key principles of our strategy plan are:

- Teaching and learning opportunities meet the needs of all learners
- Appropriate provision is in place for all children and is assessed regularly
- Acknowledgment that not all socially disadvantaged children qualify or are registered for FSM

Provision can include, but is not limited to:

- 1:1 support daily/weekly in phonics, reading, number
- Small group support daily
- ELSA training completed by TAs
- Use of Spot On Math for Maths intervention
- Reading Recovery
- Access to music lessons and extra-curricular activities

Challenges

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

Challenge number	Detail of challenge
1	Many children's reading attainment in the early years has been adversely affected by limited reading experience.
2	Many children's reading attainment remains typically below national even after a string EYFS/ks1.
2	Disadvantaged children are more likely to experience barriers linked to confidence, self-regulation, and wellbeing, so developing strong social and emotional skills is essential for their readiness to learn and long-term success.
3	Secure number sense and fluency are the foundations of mathematical learning across all key stages. Disadvantaged children are at greater risk of gaps in these core areas, which can impact their confidence and progress in wider mathematical concepts. Providing focused support in number sense helps prevent broader attainment gaps from emerging and ensures all learners can access the full curriculum.
4	Disadvantaged children may have fewer opportunities to access cultural, social, and extracurricular experiences outside school, which can limit their vocabulary, confidence, and aspirations. Providing enrichment opportunities through school helps to broaden their horizons, build cultural capital, and ensure they can participate fully alongside 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
Progress in phonics	Pupils make strong progress in phonics, enabling them to confidently decode unfamiliar words and achieve success in the phonics screening check. Attainment will be at least typical to national for all pupils.
Progress in reading and comprehension skills	Pupils develop fluency, accuracy, and independence as readers, demonstrating deeper understanding and enjoyment of texts. Reading attainment is at least typical to National for all pupils..

Social and emotional wellbeing	Pupil Premium children will develop a stronger sense of self-worth and emotional resilience through targeted support, enabling them to approach learning with increased confidence, build positive relationships, and engage more fully in school life. Progress from starting points is strong and gaps are closing.
Progress in understanding of number and maths concepts	Pupils develop a secure understanding of number and demonstrate growing confidence in applying their mathematical knowledge. They work with increasing accuracy and independence, showing resilience and a readiness to tackle new challenges. Maths attainment is at least typical to National for all pupils.
Equitable access to a wide range of enrichment activities and cultural experiences that broaden their horizons, raise aspirations, and develop confidence and communication skills.	Pupils talk confidently about new experiences and apply related vocabulary in their learning. Increased participation of disadvantaged pupils in clubs, trips, performances, and leadership roles. Staff observe improved confidence, collaboration, and enjoyment during enrichment activities. Pupil voice reflects a sense of inclusion, belonging, and enthusiasm for new opportunities. There will be an increase from last year in participation of extra curricular activity. The % of children attending an extra curricular activity will be at least 60%. The % of children accessing an enrichment activity will be 100% due to the development of our Cultural Rucksack.

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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maths Hub support from Maths Lead	EEF- evidence suggests seven months of improvement. Improving Maths in early years and KS1- strand 1-5/ LS2 and KS3- strand 1-8	3
ELSA Training for second member or staff	Impact of SEL Approaches: The EEF's <i>Teaching & Learning Toolkit</i> indicates that broad Social and Emotional Learning (SEL) interventions can yield an average of +3 to +4 months' additional progress in academic outcomes, according to the level of evidence. EIF/EEF Guidance on SEL: SEL skills are linked to positive long-term outcomes—better mental and physical health, increased school readiness, academic achievement, reduced crime, and higher income. Importantly, SEL skills can be purposefully taught through school-based programmes	2
All staff trained in Christopher Sutch model for whole class reading	The Christopher Sutch model for teaching reading fluency emphasises the development of accuracy, automaticity, and prosody, recognising that fluent reading frees up cognitive resources for comprehension. His approach combines shared reading, repeated fluency practice, and extended reading to build confidence, stamina, and understanding. Evidence from the EEF and wider research highlights that strategies such as repeated oral reading and teacher modelling are particularly effective for	1

	improving fluency, especially for disadvantaged or struggling readers. This structured approach ensures pupils not only decode words accurately but also read with expression and meaning, leading to stronger overall comprehension and enjoyment of reading.	

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 extra support in phonics/spelling	Support at least three times a week on top of small groups phonics learning helps children to develop confidence and fluency – this will in turn ensure they achieve well during the phonics screening assessment.	1
Small group teaching support (HT) (Qualified Teacher)	Small group targeted activity each day to improve confidence, fluency and ability in reading, comprehension and writing activities for KS2 children.	1
1:1 extra support with reading using Reading recovery	1:1 targeted activity in KS1 to improve confidence, fluency and ability in reading, comprehension and writing activities.	1
1:1 Extra Support with reading	Support with reading improves confidence and fluency enabling children to improve and make progress in their learning	1
Spot On Maths	Small group support helps children further develop their understanding of number and become more confident when solving problem and calculations independently	3

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 support using skills and approaches developed during ELSA training	The Emotional Literacy Support Assistant (ELSA) programme provides targeted one-to-one or small-group support to help children develop emotional literacy, resilience, and coping skills. Research and school evaluations indicate that ELSA can improve pupils' understanding and expression of emotions, increase self-confidence, and enhance engagement and wellbeing. It also supports teaching assistants in developing strategies to address pupils' emotional needs. While further research is ongoing, current evidence suggests that ELSA is an effective approach for fostering positive mental health and social-emotional development in primary and secondary settings.	2
Residential Visit Contribution towards cost of residential visit	Access to school trips and visits is particularly important for disadvantaged children, as these experiences provide opportunities that they may not otherwise have. Educational visits can broaden horizons, build cultural knowledge, develop social skills, and increase engagement and motivation in learning. Research shows that pupils from low-income backgrounds benefit greatly from these experiences, gaining confidence, curiosity, and a deeper understanding of the world. Ensuring all children can participate, regardless of financial barriers, helps to level the playing field and supports both academic and personal development.	2, 4
Educational Visits- Contribution towards cost of education enrichments and visits		2, 4

1:1 music lessons	Engaging in music education offers significant advantages for disadvantaged children, encompassing cognitive, emotional, and social development. Studies have demonstrated that participation in music programs enhances academic performance, emotional intelligence, and prosocial skills. For instance, research indicates that music education contributes to improved creativity, confidence, and mental health	2,4
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Total budgeted cost: £29,910

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

A range of targeted interventions were implemented to support our Pupil Premium children, including **Reading Recovery, Spot On Maths, language development groups, ELSA sessions**, and both **small group and 1:1 support** tailored to individual needs.

These specific interventions, alongside **SATs booster sessions**, enabled pupils to make measurable progress from their individual starting points. The personalised approach ensured that barriers to learning were addressed effectively.

Notably, **100% of Pupil Premium children achieved a score above 32 in the Phonics Screening Check** conducted in the Summer Term of 2025—demonstrating strong early reading development. 100% of pp children also achieved the expected standard in reading in at the end of Year 2.

For pupils transitioning to secondary school, the support provided helped build **confidence, independence, and readiness for the next stage of learning**. These children left primary school better equipped to manage their learning and engage with new challenges.

Progress in phonics	Pupils make strong progress in phonics, enabling them to confidently decode unfamiliar words and achieve success in the phonics screening check.	100% PP children achieved Phonics Screening
Progress in reading and comprehension skills	Pupils develop fluency, accuracy, and independence as readers, demonstrating deeper understanding and enjoyment of texts.	63% children achieved expected which is broadly in line with National for disadvantaged pupils. 100% of children made typical progress and 37% made better than typical progress in reading.
Social and emotional wellbeing	Pupils are increasingly able to recognise, articulate, and manage their feelings appropriately, leading to improved relationships and engagement in learning.	42% of our pupil premium children have accessed our ELSA provision and case studies show an increase in their social and emotional well-being.
Progress in understanding of number and maths concepts	Pupils build secure number sense and confidence in applying mathematical knowledge, working with increasing accuracy and independence.	63% children achieved expected which is which is broadly in line with National for disadvantaged pupils 100% of children made typical progress and 31% made better than typical progress in reading.
Access to a wide range of enrichment activities and cultural experiences that broaden their horizons, raise aspirations, and develop confidence and communication skills.	Pupils talk confidently about new experiences and apply related vocabulary in their learning. Increased participation of disadvantaged pupils in clubs, trips, performances, and leadership roles. Pupils demonstrate higher levels of engagement, resilience, and aspiration, comparable to their peers.	68% of children attended a sports festival, live performance and or an after school club during the 24-25 year. 100% of children engaged in an enrichment activity.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Spot On Maths	British Dyslexia Association

White Rose Maths	White Rose Maths
Spelling Frame	Spelling frame
NCETM-Mastering Number Programme	NCETM
Focus Education	Focus Education

Further information (optional)

Children in our school have access to the support, guidance and intervention they need regardless of the funding they receive.

- All children have access to Reading Recovery if required – this is a reading based programme which enables children to further develop their reading and comprehension skills.
- Jolly Phonics–A multi sensory government approved approach to Phonics. Our score in the Phonics Screening in Y1 are always above national levels, we very often have 100% of children achieving a score of over 32.
- White Rose Maths – maths based programme that has improved maths attainment and progress across the school.
- NCETM-Mastering Number- to secure firm foundations in the development of good number sense for all children from Reception through to Year 1 and Year 2. The aim over time is that children will leave KS1 with fluency in calculation and a confidence and flexibility with number.
- ELSA Support with our fully trained ELSA is available for all children but our PP children are a priority to access this support.

Regular pupil progress discussions coupled with sensible and timely assessments ensure any needs are quickly spotted and addressed.

PP funding is used to provide the support needed but this support would still be provided whether or not the funding was there, in fact we regularly spend more than the funding we receive.