

Pupil premium strategy statement – Otterbourne Church of England Primary School

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	273
Proportion (%) of pupil premium eligible pupils	6.6%
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)	2025-2026
Date this statement was published	17 th December 2025
Date on which it will be reviewed	November 2027
Statement authorised by	Mr M Geraghty (Head Teacher)
Pupil premium lead	Clare Holland supported by Caren Reid (DSL and DT for LAC)
Governor / Trustee lead	Mrs Barham (chair of governors)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£23,275
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>	£23,275

Part A: Pupil premium strategy plan

Statement of intent

At Otterbourne Church of England Primary School, we:

- 1 – Provide an aspirational and experience-rich curriculum for all pupils that ensures children are supported to be the best versions of themselves.
- 2 – Follow a formalised approach to planning that includes assessment of children's needs prior to, during and post each lesson to ensure all children are given the scaffolds and personal support they need in order to achieve.
- 3 – Share the responsibility of ensuring children who are disadvantaged receive a quality-first education including child-specific planning and resourcing, focused working groups in class, challenge and more frequent pupil progress meetings.
- 4 – Support children who are disadvantaged but not academically low attaining in experiencing challenge in their curriculum, and experiencing a wider range of enrichment activities and opportunities.
- 5 – Recognise that some families might need additional support also.

We have a whole-school ethos of striving for high attainment for all of our pupils; we avoid stereotyping disadvantaged pupils by assuming they all face similar barriers or having less potential to succeed, and we adjust teaching and learning to provide personalised support so all have the opportunity to achieve. The high expectations, performance measures and best practice that ensure success, is shared by all in the school, as we pursue the objective of closing the gap for all learners, regardless of need or background. In addition to this, we recognise the importance of working on an equitable basis to ensure that disadvantaged children are encouraged to strive and continually make progress.

School leaders share the accountability for raising attainment with all staff, rather than accepting lower expectations, and support staff in training and developing as we pursue this goal together. Working practices support the ambition of all pupils achieving the same outcomes, but with specific focus on the scaffolds they need in order to succeed. Disadvantaged pupils have access to High Quality First Teaching in the classroom wherever possible, where aspiration and high standards underpin the teaching and learning. Staff are offered continual support and encouraged to seek out senior members of the team and intervention experts in order to provide opportunity for aspirational learning for all.

As we strive for equity, we recognise that disadvantaged children sometimes benefit more from further individualised learning. In this case, they are given time

with a learning support assistant or teacher or are offered alternative opportunities identified through professional discussion. Children whose learning is limited by the lack of access to reading resources or IT at home, are also supported with the provision of these as required. Disadvantaged children, who are academically strong, are supported with access to a wider variety of cultural experiences and are offered greater enrichment opportunities.

Challenges

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

Challenge number	Detail of challenge
1	Variability in reading, writing and maths outcomes in some cohorts.
2	28% of Pupil Premium children are persistently absent with 10% or more sessions missed
3	37.5% of pupils who are eligible for pupil premium also require SEND support
4	Children's social, emotional and mental needs are impacting their ability to access learning and make good progress from their starting points.
5	The impact of wider national issues, particularly the Cost of Living crisis, on our families in receipt of PP.

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
KS2 outcomes are above National for disadvantaged children	Reading: 66% EXS • Writing: 66% EXS (accelerated progress for pupils below EXS) • Maths: 66% EXS
Y1 phonics test scores show accelerated progress for PP	Above average progress attained for Y1 PP child across the year
Y2 Phonics Screen resits	100% pass mark for disadvantaged children
Thorough Monitoring and Evaluation	Monitoring occurs termly through pupil progress meetings, attendance analysis,

	intervention tracking, SEMH monitoring, and book scrutiny.
To access mental health and wellbeing therapies (such as play therapy and ELSA) in school, as appropriate for the individual child	To have confidence to face life's challenges and have the ability to deal with different situations as they arise Children maintain good progress regardless of their home situation, have accessed 4 therapeutic support. Children can talk of their increased confidence as a direct result of support
SEND pupils who are disadvantaged will make significant progress from their individual starting points in all areas of learning, particularly in Reading, Writing, and Maths	By the end of the academic year, 80% of SEND disadvantaged pupils will have made at least 6 months' progress in RWM, as measured by progress tracking tools and teacher assessments. SEND pupils will show progress in meeting their individual learning goals (from SEND Personal Learning Plans). All SEND disadvantaged pupils will receive targeted, high-quality intervention based on their specific needs.
The attendance of disadvantaged pupils will improve, reducing gaps with the overall school attendance rate.	The attendance of pupil premium pupils will be at least 95%, in line with the school's attendance target. Disadvantaged pupils will have individualised attendance support, with clear action plans for those whose attendance falls below 95%. Families of disadvantaged pupils will receive regular attendance updates, and targeted intervention will be in place for families who need additional support.

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: £ 13,775

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<i>Effective pupil progress meetings that specifically highlight the progress and attainment of pupils in receipt of pupil premium funding</i>	DfE Report- School cultures and practices: supporting the attainment of disadvantaged pupils (2018)	1, 3
<i>High-quality teaching & mastery curriculum development.</i>	Mastery teaching, retrieval practice, question level analysis, curriculum refinement, coaching. Impact: Improved consistency and EXS/GD outcomes.	1, 3
<i>Support staff training - Training on specific interventions and programmes</i>	EEF (+4 Months) – Teaching Assistants Clear CPD plan for Teaching assistants	3

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

Budgeted cost: £7000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>ELSA support including nurture and access to outside agency support such as Play Therapy</i>	EEF (+7 months)- Meta-cognition and self regulation strategies EEF (+3 months)- Social and emotional learning strategies EEF guidance- Improving Social and Emotional Learning in Primary Schools	4
<i>Reading and Phonics interventions delivered by trained LSAs and personal Tutoring</i>	EF (+ 5 months)- Phonics EEF (+ 6 months)- Reading comprehension strategies EEF (+ 4 months)- Small group tuition EEF (+4 months)- Teaching Assistant Interventions. Impact: Accelerated progress; gap closing. Impact: Strengthened decoding and fluency	1, 4
<i>Access to online resources to support homework e.g. Bug Club; TTRS, IXL</i>	EEF (+4 months)- Digital technology EEF (+5 months)- Homework EEF	5

	guidance- Using digital technology to improve learning	
<i>Introduce a peer mentoring/ buddy system as leadership opportunities for pupils to support self-esteem, confidence and positive social and academic behaviours</i>	EEF (+2 months)- Mentoring A systematic review and meta-analysis of the benefits of school-based, peer-led interventions for leaders. Authors: Wade, L., Leahy, A. A., Babic, M. J., Beauchamp, M. R., Smith, J. J., Kennedy, S. G., ... & Lubans, D. R. (2022)	4

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

Budgeted cost: £2500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Targeted invitations to school-run extra-curricular clubs e.g. sports, arts, maths</i>	EEF (+3 months)- Physical development approaches EEF (+3 months)- Arts participation	4, 5
<i>DSL (attendance lead) to monitor attendance carefully and develop strong home/ school relationships and seek outside agency support if necessary.</i>	Improved attendance and readiness.	2
<i>Funded school trip places including residential stays and special visitors</i>	EEF (+3 months)- Arts participation EEF- Outdoor adventure learning The impact of residential experiences on pupil progress and attainment in Year 6. Authors: J. Dudman et al. (2018) The impact of residential experiences on pupils' cognitive and non-cognitive outcomes. Author: C. Loynes (2021)	5

Total budgeted cost: £ [insert sum of 3 amounts stated above]

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

2025 KS2 test scores showed that 50% of disadvantaged children meeting KS2 expectations in combined Reading, Writing and maths. This is slightly above the National Average.

Key Results - 2024-2025					
Assessment	Statistic	Cohort ▾	School Result ▾	National Comparison ▾	National Result ▾
KS2 Reading, Writing & Maths combined	% achieving the expected standard	4	50%	● At or above	47%
KS2 Reading, Writing & Maths combined	% achieving the higher standard	4	0%	■ Below	4%
Multiplication Tables Check (MTC)	% scoring full marks (25/25)	3	0%	■ Below	27%

In individual subjects, disadvantaged pupils achieved strongest in their Reading Outcomes where 100% achieved the expected standard compared to 63% National. This was the result of a carefully planned reading intervention programme. However, outcomes were below National in writing and maths at 50%. Outcomes were stronger in GPS where 75% of Disadvantaged children met the expected standard, which is above National.

Key Stage 2										
Subject	Statistic	2021-2022		2022-2023		2023-2024		2024-2025		
		School ▾	National ▾	School ▾	National ▾	School ▾	National ▾	Cohort ▾	School ▾	National ▾
Reading, Writing & Maths combined	% achieving the expected standard	-	43%	-	44%	25% ■	46%	4	50% ●	47%
Reading, Writing & Maths combined	% achieving the higher standard	-	3%	-	3%	0% ■	3%	4	0% ■	4%
Reading	% achieving the expected standard	-	62%	-	60%	25% ■	62%	4	100% ●	63%
Reading	% achieving the higher standard	-	17%	-	17%	25% ●	18%	4	0% ■	21%
Reading	Average scaled score	-	102.0	-	102.0	101.7 ○	103.0	4	103.8 ○	103.0
Writing	% achieving the expected standard	-	55%	-	58%	25% ■	58%	4	50% ■	59%
Writing	% working at greater depth	-	6%	-	7%	0% ■	6%	4	0% ■	7%
Maths	% achieving the expected standard	-	56%	-	59%	25% ■	59%	4	50% ■	61%
Maths	% achieving the higher standard	-	12%	-	13%	0% ■	13%	4	0% ■	15%
Maths	Average scaled score	-	101.0	-	101.0	98.3 ○	101.0	4	99.0 ○	102.0
GPS	% achieving the expected standard	-	59%	-	59%	25% ■	59%	4	75% ●	60%
GPS	% achieving the higher standard	-	17%	-	18%	0% ■	20%	4	0% ■	19%
GPS	Average scaled score	-	102.0	-	102.0	98.3 ○	102.0	4	102.5 ○	103.0
Science	% achieving the expected standard	-	66%	-	68%	50% ■	69%	4	50% ■	70%

Attainment in other year groups:

Year 5 – 33% combined, 33% reading, 33% writing, 33% maths

Year 4 – 0% combined, 67% reading, 0% writing, 100% maths

Year 3 – no disadvantaged children

Year 2 (4 children) – 75% combined, 75% reading, 50% writing, 50% maths
Year 1 (1 child) – 0% combined, 0% reading, 0% writing, 0% maths
Year R – (1 child) – 0% achieved a Good Level Development

Externally provided programmes

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

Programme	Provider

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 funding.