# Pupil premium strategy statement – Old Buckenham 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 | 179 |
| Proportion (%) of pupil premium eligible pupils | 15.6% |
| 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)** | 2024-2025<br>2025-2026<br>2026-2027 |
| Date this statement was published | 31.12.2025 |
| Date on which it will be reviewed | October 2026 |
| Statement authorised by | Helen Mitchell |
| Pupil premium lead | Helen Mitchell |
| Governor / Trustee lead | Penny Shepherd |

## Funding overview

| Detail | Amount |
|---|---|
| Pupil premium funding allocation this academic year | £ 42,420 |
| Pupil premium funding carried forward from previous years *(enter £0 if not applicable)* | £0 |
| **Total budget for this academic year**<br>*If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year* | £ 42,420 |

# Part A: Pupil premium strategy plan

## Statement of intent

**Our Vision**

*To inspire a community of life-long learners, knowing who they are, how they can flourish, having experienced a broad and balanced curriculum.*

At Old Buckenham Primary School, our intention is that all pupils, irrespective of their background or challenges they face make good progress and achieve high attainment across all subject areas. The focus of our Pupil Premium Strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already higher attainers.

High quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

There is a whole school priority and commitment to raising standards, closing gaps and addressing barriers to learning. We are committed to Closing the Gap between vulnerable pupils and the rest of the school population. We prioritise providing an exceptional range of personal development opportunities to enrich their schema of the world and life experiences.

We know that all of our children and families are different and have different needs and use our knowledge to allocate spending for best value and need.

Barriers to learning are identified for all pupils and individual support by class teachers is offered to groups and individuals through high quality teaching and learning. Additional interventions are led by qualified teachers and teaching assistants. Provision can be 1:1 or small group.

We aim to support pupils in receipt of Pupil Premium to overcome the varied and complex barriers and challenges that they might face. In particular we want to allocate funding for three key areas:

- Raising the attainment of disadvantaged pupils and diminishing the difference with their peers
- Providing funding for LAC and previously LAC (PLAC) pupils
- Supporting pupils with parents in the Armed Forces to help mitigate the negative impact on service children of family mobility or parental deployment

In deciding how to use our Pupil Premium Grant, we have drawn upon the following evidence-based sources of information:

- The EEF Guide to Pupil Premium
- Pupil Premium Tiered Model and Menu
- The EEF Moving Forward, Making a Difference
- Education Endowment Foundation Teaching and Learning Toolkit
- Our professional experience of what works best
- Our knowledge of our school's context

From these sources we have identified the following priority areas for spending:

**High Quality Teaching**

- Spending on improving teaching might include professional development, training and support for early career teachers and recruitment and retention.

- Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be a top priority for Pupil Premium Spending.

- Curriculum development and reviews with a focus on meeting the needs of disadvantaged pupils

**Targeted Academic Support**

- Embedding assess/plan/do/review systematic approaches to the delivery of intervention programmes to support diminishing the difference in attainment gaps in core subjects
- Activities and resources that support the needs of disadvantaged pupils
- Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium Strategy

**Wider Strategies**

- Develop systems and processes to support high attendance.

- Financial support to access all elements of the curriculum e.g. trips, workshops

- Pastoral support linked to high expectations on behaviour, routines and school culture to support pupils' sense of belonging, wellbeing and relationships

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| • Provide rich and varied experiences by enabling access to after school clubs where appropriate through financial support. |

## Challenges

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

| Challenge number | Detail of challenge |
|---|---|
| 1 | **Academic attainment gap:** Disadvantaged pupils continue to underperform compared to their peers and national benchmarks.<br>GLD for PPG pupils in our Reception cohort ( 2024-25) was 40% compared with 75% for the entire cohort. This gap narrows but remains significant to the end of KS2. In 2024/25, only 20% of PPG pupils met the expected standard in combined KS2 outcomes, compared to 64.5% of the cohort. |
| 2 | **Internal and external assessments in maths indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.**<br>In 2024/25, Year 1 Pupil Premium pupils performed substantially below their non-PP peers, with only 33% achieving EXS in maths (33% vs 86%) While Year 2 PP pupils exceeded or matched non-PP peers in all subjects, this trend did not continue in later years. In Year 3, PP pupils lagged in maths (33% vs 79%), Year 4 showed similar gaps, with PP pupils at 60% EXS+ across all subjects compared to 81% for non-PP. In Year 5, the disparity widened further: only 40% of PP pupils achieved EXS+ in maths, compared to 83%, respectively for non-PP peers. Specific weaknesses are evident in the automaticity of number. |
| 3 | **Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with writing than their peers.** In 2024/25, Year 1 Pupil Premium pupils performed substantially below their non-PP peers, with only 17% achieving expected standards in writing compared to 91%, in Year 3 writing EXS (66% vs 72%). Year 4 showed similar gaps, with PP pupils at 60% EXS+, Year 5, 40% EXS+ compared with 78%. Specific weaknesses are seen in spelling and grammar. |
| 4 | **Internal assessments suggest disadvantaged pupils in KS2 have greater challenges in reading than their peers. find reading. Attainment gaps across key stages remain a significant challenge for disadvantaged pupils.** 2024/25 data indicated that in Year 3, PP pupils lagged in reading (66% vs 76%), in Year 5, the disparity widened further: only 40% of PP pupils achieved EXS+ , reading, compared to 74% respectively for non-PP peers. |
| 5 | A significant challenge within our Pupil Premium strategy is the increasing number of disadvantaged pupils entering school with needs, particularly in the areas of communication and language. Many of these children begin their educational journey with limited speech development, restricted vocabulary, and underdeveloped oracy skills, which hinders their ability to access the curriculum and engage confidently with peers and adults. These barriers are often compounded by a lack of enriching experiences at home, which further impacts their cognitive development, social interaction, and overall academic progress. |

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| | Addressing these foundational gaps is critical to ensuring equitable outcomes and fostering a learning environment where every child can thrive. |
| 6 | Social, emotional and behavioural problems affect wellbeing and progress.<br>Our 360-pupil profile and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to a lack of enrichment opportunities. Data also shows that disadvantaged pupils participate less in extra-curricular activities and enrichment (clubs, trips), limiting opportunities to develop wider skills, character education and school belonging. This contributes to lower motivation and attendance<br>Teacher referrals for support remain relatively high. 28 pupils (21 of whom are disadvantaged) currently require additional support with social and emotional needs, with 23 (11 of whom are disadvantaged) receiving small group interventions.<br>Weaknesses in learning behaviours e.g. resilience and independence are also evident amongst our disadvantaged pupils. |
| 7 | Attendance remains a key challenge for disadvantaged pupils. Although PPG attendance at our school improved from 91.4% in 2023–24 to 92.1% in 2024–25, it still lags behind non-PPG pupils (96%) and is marginally below the national average for PPG pupils (92.2%). While overall school attendance is above national average and persistent absence is lower than national levels, the attendance gap between disadvantaged and non-disadvantaged pupils highlights the need for continued targeted support. |
| | **External Barriers (issues which require action outside of school)** |
| 8 | Parental involvement; engagement with children's learning, supporting at home with reading and homework & supporting parents with their own learning/understanding |

## 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 |
|---|---|
| Priority 1-Raise attainment for disadvantaged pupils so outcomes at KS2 (reading, writing, maths combined and greater depth measures) and EYFS GLD are at least in line with national averages and the school cohort | By end of 2025/26: PPG % achieving EXS and GDS in KS2 reading, writing and maths to move closer to cohort and national figures; measurable increase in APS for PPG (target: reduce APS gap by at least 50% from 2024/25 figures).<br>- EYFS GLD for PPG to rise from 40% to 60%+ by end of year. |
| Priority 2- Improved maths attainment for disadvantaged pupils at OBPS. | - All pupil premium children, whatever their prior attainment, make at least expected progress, with some of those whose attainment is below age related expectations starting to catch up.<br>- Increase PPG maths APS in KS1 and KS2 by measurable amounts at each assessment point (termly internal tracking). |

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| | - Increase PPG proportion at Expected in maths by at least 10 percentage points vs 2024/25 baseline at end of KS2. |
| Priority 3- Improved writing attainment for disadvantaged pupils. | -All pupil premium children, whatever their prior attainment, make at least expected progress, with some of those whose attainment is below age related expectations starting to catch up.<br>-Increase PPG proportion at Greater Depth in writing by at least 10 percentage points vs 2024/25 baseline at end of KS2. |
| Priority 4 -. Improve early reading and phonics outcomes for disadvantaged pupils so reading is a strength across school | Year 1 phonics screening: maintain 100% PPG pass and Year 2 PPG recovery to match cohort (target Year 2 PPG ≥ 90% pass).<br>- Increase PPG reading APS in KS1 and KS2 by measurable amounts at each assessment point (termly internal tracking). |
| Priority 5-Additional needs are supported effectively<br><br>*Targeted Academic Support* | Children with additional needs are supported effectively through the school's SEND practice, with recognition of and support for any additional factors that pupil premium children face |
| Priority 6- To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.<br><br>Increase PPG engagement in extra-curricular and enrichment activities<br><br>*Wider Strategies* | Sustained high levels of wellbeing by 2027/28 demonstrated by:<br>· qualitative data from student voice, student and parent surveys and teacher observations<br>· Raise PPG participation in clubs/trips so PPG participation rate equals cohort within the year.<br>- At least 75% of disadvantaged pupils take part in one after-school club or enrichment event each term. |
| Priority 7-Improve attendance and reduce persistent absence for disadvantaged pupils<br><br>*Wider Strategies* | Reduce persistent absence (PA) among PPG by at least 50% vs 2024/25 baseline.<br>- Increase PPG proportion attending 95%+ to at least match cohort within the academic year.<br>- Weekly monitoring demonstrates upward trend; targeted cases show sustained improvement within 6–12 weeks of intervention. |

## 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: £ 2,484

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| 1.1 Systematic, high-quality phonics teaching across EYFS and KS1; phonics CPD for all staff; early assessments and rapid catchup sessions for PPG children (daily short, structured phonics; targeted catchup) | Phonics is strongly evidenced to improve early reading and is particularly effective for younger/low attaining pupils.<br>Teacher and Teaching Assistant release to embed key elements of guidance in school and to access external CPD opportunities specifically:<br>• Myland hub training in phonics and teaching of reading<br>• Reading Leader coach individual teaching assistants as required, including analysis of assessments to support further delivery of sessions.<br>• Attendance at English Network meetings. | 1, 4 |
| *1.2* Strengthen subject planning and deliberate practice for writing and maths focusing on precision teaching of spelling, grammar and number facts; sequence small, cumulative steps into lessons and planned opportunities for retrieval practice | EEF guidance emphasises structured sequence, feedback, and deliberate practice to improve attainment; metacognition and self-regulated learning support transfer/independent learning [EEF: Metacognition & Self-Regulated Learning — Guidance and summary](EEF: Metacognition and self-regulated learning)<br><br>Teacher release to moderate writing outcomes at least once each half term with writing leader. | 1, 2, 3 |
| *1.*3 CPD & instructional coaching (STEPLAB model) for teachers on small group differentiation, feedback & formative assessment | The EEF Teaching and Learning Toolkit emphasises improving high-quality teaching and effective feedback as high-leverage approaches for disadvantaged pupils; small group strategies and teacher development | 1, 2, 3, 4 |

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| to increase teaching quality for PPG pupils | increase impact [EEF: Small group tuition; EEF: Making a Difference with Effective Tutoring & One-to-one tuition guidance](EEF: Small group tuition, EEF: Making a Difference with Effective Tutoring, EEF: One-to-one tuition) | |
| 1.4 Implement metacognitive strategies across curriculum (planning, monitoring, evaluation prompts), teach pupils how to learn (self-regulation) and embed into units, with teacher modelling and reflection time | EEF guidance: Metacognition and self-regulated learning shows positive effects when taught alongside curriculum content; low cost, high potential impact [EEF: Metacognition and Self-Regulated Learning](EEF: Metacognition and self-regulated learning) | 1,2,3,4 |
| 1.5 Phonics and early reading extension: reading practice, fluency & vocabulary in KS2 to address comprehension & vocabulary alongside decoding | EEF: phonics and reading fluency guidance — phonics improves decoding (+5 months), and supported reading/fluency strategies are recommended alongside comprehension teaching [EEF: Phonics](EEF: Phonics) | 1, 3, 4 |
| Purchase of standardised assessment diagnostic tool for social, emotional and behavioural needs | Purchase Boxall Profile Tool<br>When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups: Diagnostic assessment \| EEF | 5, 6 |

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

Budgeted cost: £ *33,936*

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| To plan and deliver high quality intervention support for disadvantaged pupils in Reading, Writing and Maths | • Led by the SENCO, Reading, Writing and Maths subject Leaders identified groups/individuals are given academic support (Interventions) with time limited, specific, measurable targets to work towards in English and Maths (Lowest 20% reading and disadvantaged pupils in maths especially in Y4)<br>• Teaching Assistants accessing relevant CPD to upskill, supporting effective delivery of interventions in English and Maths. | 1, 2, 3, 4 |

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| | • Additional phonics sessions targeted at disadvantaged pupils who require further phonics support especially those in Year 2 who failed to meet the requirement in Year 1 phonic screen.<br>• Continue with targeted speech and language intervention within EYFS to improve language and early literacy skills.<br>• Additional TTRS sessions targeted at disadvantaged pupils for those who are looking likely to not meet MTC.<br>• Precision teaching for disadvantaged pupils who require further support to make expected progress at end of KS2 in core subjects.<br>• Booster sessions after and before school for Y6 in reading and maths. Interventions timetabled for maths and SPAG in the afternoons. Re-sources purchased to support these groups delivery including Test base, CGP materials.<br>• **Rationale** - Small group tuition is found to be effective in closing gaps in knowledge and understanding. This to be addressed immediately after gap analysis. | |
| Encourage participation in maths activities, outside of the normal maths lesson to boost fluency in number. | • Subscription to TTRS and Numbots<br>• Themed non-uniform/ event days timetabled across the year.<br>• Attendance at maths events to enrich pupils' experiences in maths e.g. primary maths challenge (Y5/6) and enrichment events e.g. Maths week at Sir Isaac newton (Y4 pupils).<br>• Maths problem solving day in school to be organised<br>Lunchtime/ after school club for TTRS - pupils who do not have access to devices at home to improve access. | 1, 2, 6 |
| Purchase web-based programs to be used at home and in school.<br><br>Little Wandle<br><br>Times Table Rockstars and Numbots | Implementation of Emile Spelling APP. PPG pupils have additional access to Emile Spelling during the school day to support developing fluency in spelling.<br><br>EEF toolkit-parental engagement<br><br>EEF guide to pupil premium- targeted academic support | 1, 2, 3, 4 |

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| Letterjoin Handwriting<br><br>Emile Spelling | EEF- digital technology-clear evidence technology approaches are beneficial for writing and maths practice | |
| Additional phonics sessions<br>targeted at disadvantaged<br>pupils who require further<br>phonics support. This will be<br>delivered in collaboration with<br>our English hub, Myland. | Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds.<br>Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:<br>Phonics \| Teaching and Learning Toolkit \| EEF | 4 |
| Purchase of a programme to<br>improve listening, narrative and<br>vocabulary skills for<br>disadvantaged pupils who have relatively weak spoken language skills. | Purchase NELI intervention<br><br>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:<br>Oral language interventions \| Teaching and Learning Toolkit \| EEF | 5 |
| Encourage wider reading | Enhance the current reading provision within school to encourage a love of reading, including developing reading environments that enable willing, avid and thoughtful readers.<br><br>Parent open mornings/afternoons to support understanding of phonics and early reading.<br><br>Stay and read session introduced In Spring and Summer term - parents invited in at the start of the day for 15-20 mins to read with their children.<br><br>Fun reading workshop e.g. crime scene related to inference, artwork based on a book, drama based upon a book.<br><br>Subsidise scholastic -£3 for PP children | **1, 4, 6** |

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| | Introduce incentives for whole school including Weekly raffle- if children read 5 times a week, they enter a raffle to win a brand-new book of their choice. Also, parent incentive- entered into raffle to win shopping vouchers- 1st prize- £75, 2nd prize- £50, 3rd prize- £25<br><br>**Rationale:** The development of children's reading skills and comprehension is intertwined with the need to nurture a love of books and reading to create lifelong readers. The ability to read is essential in children's educational success and mental wellbeing. The National Literacy Trust's research has shown that there can be few things as powerful as regularly reading to and with a young child. It has astonishing benefits for children: comfort and reassurance, confidence and security, relaxation, happiness and fun. | |
| Strategies to support additional needs, specifically physical and CLL | Identified TAs trained in C&L Interventions<br><br>Training and supporting highly qualified teachers deliver targeted support.<br><br>Trained ELSA TA delivering sessions one day a week.<br><br>EEF-social and emotional learning-improves interaction with others and self-management of emotions-impacts on attitudes to learning and social relationships in school which increases progress in attainment | **5, 6** |

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

Budgeted cost: £ *3,000*

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| | • Behaviour Support Service to provide training and support, for staff and parents, to help children with controlling their difficult behaviour e.g. Solihull Parenting programming, Peep, Triple P<br>• Uniform items provided for pupils where a need is identified – including PE kit and school shoes. Where necessary, help families financially to ensure they can get their children to school (transportation).<br>• Safeguarding (including online), English, Maths, mental health and wellbeing training sessions provided by specialist outside providers/ staff in school to specifically address parental need.<br><br>**Rationale –** A parent's role in a child's life has farreaching impact. Parental involvement is extremely important and Studies continue to indicate that a parent's role in children's learning is critical to their academic achievement. Getting them on board and supporting them, as necessary, is key to overcoming some of the potential barriers | 8 |
| Supporting resilience and independence in pupils, managing own emotions and mental health | -Identified TAs to engage in CPD e.g. ELSA, Lego therapy to deliver interventions which support pupils regulating emotions.<br><br>-Zones of regulation embedded in classrooms.<br><br>-Parent training for zones of regulation.<br><br>-Assess pupils' wellbeing- purchase Boxall profile to support identification of needs.<br><br>-mindfulness/ yoga training<br><br>-wellness team embedded consisting of identified staff. Wellness pupil teams being delivered by identified staff. | 5, 6, 7 |

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|---|---|---|
| | **Rationale:** Embed the use of resources and approaches to support Pupil Premium pupils with maintaining and improving mental health | |
| To improve attendance, particularly of disadvantaged pupils and those causing concern. | Headteacher/SENCO to address any issues of poor attendance and punctuality. The lead will also be on hand to offer advice and support to identified families on behalf of the school and support with emotional health and wellbeing.<br><br>Encourage improved attendance of pupils by praising and rewarding good attendance through certificates, badges, vouchers and trips to the cinema.<br><br>**Rationale –** Children who are settled in school are far more likely to demonstrate good learning behaviours and learn well | 7 |
| - More first hand experiences to enhance learning opportunities<br><br>Provide extracurricular opportunities for all children– focusing on wellbeing, speaking & listening & outdoor learning | Subsidised trips, visitors and theatre visits/visitors to support curriculum delivery and enhance learning opportunities.<br><br>Broaden life experiences and opportunities through attendance at a range of clubs.<br><br>The money will be used to provide resources, rewards, transport etc. as required.<br><br>Provide all pupils with specialist, high quality music provision | |

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| | **Rationale** – Like many of us, children learn best through action rather than instruction – that's why first-hand experiences are so vital to early development. Children thrive on the exploration and discovery that shapes their knowledge and understanding of how and why things work – it encourages critical thinking, teamwork, and problem-solving skills. | |
| Provide healthy nutritious breakfast and snacks to meet pupil needs across the school community | • Healthy snacks for pupils across the school.<br>• Promote healthy lifestyles and exploration of food to increase variety of diets<br>• Increase opportunities for meaningful communication led by pupil needs/ wants/ motivators<br><br>**Rationale –** Without breakfast, studies show that children become irritable, tired, and restless, unable to complete tasks or listen to instructions. | |

## Total budgeted cost: £ 42,420

# Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

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

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level (though these comparisons are to be considered with caution given ongoing pan-demic impacts) and to results achieved by our non-disadvantaged pupils.

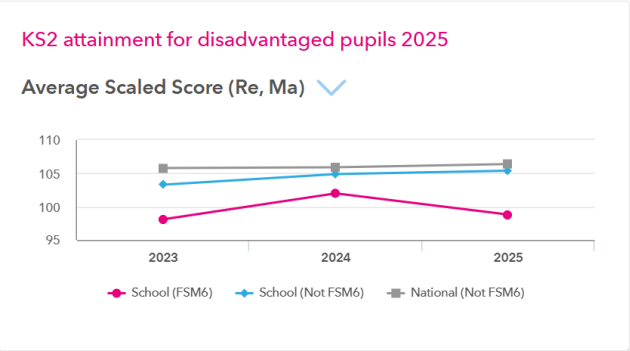
**Challenge 1**: Some PP premium children have low prior attainment. Assessments and external data show a gap in the attainment of reading, writing and maths at the end of KS1 and KS2 exists between our disadvantaged and non-disadvantaged.

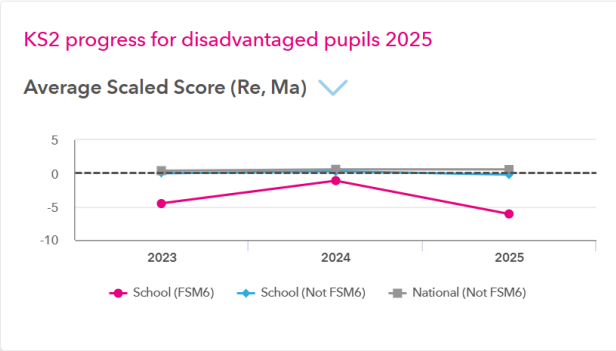
**PPG Outcomes (Attainment) at Year End**

| Year | No. of children | Reading | National | Writing | National | Maths | National | GLD | National |
|---|---|---|---|---|---|---|---|---|---|
| **R** | 5 | % | | % | | % | | 50% | |
| **1** | 6 | 60% | | 20% | | 40% | | | |
| **2** | 6 | 100% | | 100% | | 80% | | | |
| **3** | 3 | 100% | | 100% | | 50% | | | |
| **4** | 5 | 60% | | 60% | | 60% | | | |
| **5** | 5 | 40% | | 40% | | 40% | | | |
| **6** | 6 | 40% | | 40% | | 20% | | | |

Attainment outcomes were impacted by the following:

- New pupils joined school in year; in Year R , one of these pupils had not attended school prior to joining. In Year 1, 1 pupil had not attended school for 6 months prior to joining OBPS. This is the same for 1 pupil in Year 2. One pupil who joined mid-year in Year 3, had not attended school since they had been in Year 1.
- Of these children listed, 17 pupils are more vulnerable as they are also on our SEND register.
- Last year, we could see the 3 year trend showed an overall improvement in attainment and progress. This is not the case for end of KS2 outcomes and progress in 2024-25:




Factors which impacted on the rising trend continuing include:

-1 pupil (also on SEND register) transferring to OBPS in Nov 2024; this pupil was working below ARE on entry.

-None of the PPG pupil group joined school at OBPS in Reception. Majority joined at the end of Year 4 or start of Year 5. From this information, we can deduce that our baseline on entry data for any new pupils is essential, and we do need to show even more rigour in identifying any specific gaps for PPG pupils and implement interventions as appropriate as swiftly as possible to support closing gaps.

| | **FSM school 2024-25** | **FSM school 2023-24** | **National FSM 2024-25** | National FSM 2023-24 | **All pupils School 2024-25** | **All Pupils School 2023-24** | **National 2024-25** | National 2023-24 |
|---|---|---|---|---|---|---|---|---|
| **Year 1** | 100% | 80% | 67% | 68% | 96% | 74% | 81% | 80% |

- Our data continues to evidence that our disadvantaged pupils perform well in phonics, achieving above national outcomes as well as above non-PPG pupils.

**Challenge 2: Increasing number of children entering school with specific additional needs including cognitive, communication and language and physical needs.**

Of the 41 pupils, 20 pupils were on SEND register.100% accessed at least one intervention within the academic year to support addressing specific needs. Evidence shows that all of this had impact.

**Challenge 3: Weaknesses in learning behaviours, e.g. lack of independence or resilience.**

Whole school provision has improved following evaluation by the staff team to support addressing this challenge. We now have provision as part of high-quality teaching within the classroom environment including widget visuals, a dedicated area in each classroom for restoration linked to zones of regulation. Consistent language being used.

Schools and Communities Team have worked with our parents to support developing parents .., supported in training staff e.g. worry busters and lego therapy

Visited special school provision –chapel Green School

TA CPD –zones of regulation.

Re-launching zones of regulation through watching film, characters dspalyed, children can articulate clearly usign the zones.

Staff run weekly zones assembly.

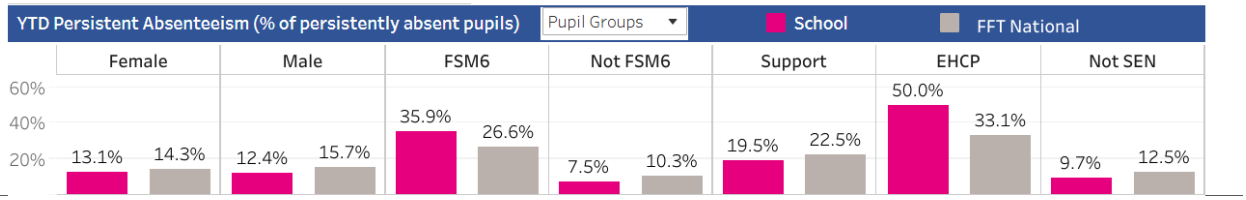
Implementaiton of indivudal strategies including toolkits created in classrooms

**Challenge 4: Social, emotional and behavioural problems affecting wellbeing and progress.**

Of the 41 children who were on our PPG register at some point throughout 2024-25 (5 transitioned to another school during this period) 29 pupils accessed interventions to support with SEMH. Staff and pupil voice demonstrated that for all pupils, these interventions had a positive impact on wellbeing. Attitudes and engagement to learning improved. Whilst some of these pupils are working below ARE, progress was evident in their learning, which will have an impact on future attainment data. Further interventions have been identified for 10 of the same pupils on this list, however, this is because of other needs which have been identified.

**Challenge 5: Our overall figure for persistent absenteeism this year is 13%. 29% of disadvantaged pupils were persistent absentees compared with 13.3 % non-disadvantaged during that period. Our assessments and observation indicate that absenteeism is negatively impacting disadvantaged pupils' wellbeing, attainment and progress.**

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| FSM6 | FSM6 | 39 | School | 91.2% | 88.0% | 90.0% | 92.7% | 87.0% | 93.1% | 93.1% | 90.8% |
| | | | FFT National | 92.1% | 90.2% | 91.3% | 92.2% | 92.4% | 92.6% | 92.4% | 92.2% |
| | | | Difference | -0.9% | -2.2% | -1.4% | +0.5% | -5.5% | +0.6% | +0.6% | -1.4% |
| | Not FSM6 | 173 | School | 96.0% | 95.9% | 96.3% | 97.2% | 95.9% | 97.3% | 95.0% | 94.5% |
| | | | FFT National | 95.5% | 94.2% | 95.2% | 95.7% | 96.0% | 96.0% | 95.9% | 95.7% |
| | | | Difference | +0.4% | +1.6% | +1.2% | +1.5% | -0.1% | +1.2% | -0.9% | -1.1% |




The data shows that this area continues to be a challenge. We did implement the school attendance processes to improve overall attendance with specific pupils, and this was intervention did support improvement.

**Challenge 6: Parental involvement; engagement with children's learning, supporting at home with reading and homework & supporting parents with their own learning/understanding.**

Challenge 7: Narrow vocabulary and oracy. Limited access to high quality reading material outside of school.

| |
|---|
| Challenge 8: Lack of first-hand experiences (some as a result of Covid/school closures) beyond the classroom<br><br>*All places for the Premier Sports after school club were free for one term. PP pupils were prioritised in the first instance.<br><br>*Subsidised place provided to one PP pupil for access to weekly Rocksteady Music lessons provided.<br><br>* Subsidised places provided for PP and LAC pupils to access instrumental music lessons.<br><br>*Subsidised place provided for PP pupil to access cooking club on offer during summer term 2024.<br><br>* 100% of PP pupils able to attend the trips planned throughout the academic year with school funding used to support where necessary.<br><br>Thorpe Woodlands Residential<br><br>Hilltops<br><br>Breakfast and After School Club |

## 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 |
|---|---|
| | |
| | |

## 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, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.* |