

Pupil premium strategy statement



This statement details our school's use of pupil premium (and recovery premium for the 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	Great Orton Primary School
Number of pupils in school	38
Proportion (%) of pupil premium eligible pupils	17 pupils (45%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024- 2027
Date this statement was published	8/10/2025
Date on which it will be reviewed	7/10/2026
Statement authorised by	FGB
Pupil premium lead	Mr Matthew Walker
Governor / Trustee lead	Mrs Sharon McGaffin

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£23,840
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	£23,840

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the 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 high attainers.

We will also consider the challenges faced by vulnerable pupils, such as those who have a social worker, young carers and those who are part of an Early Help Plan. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

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 pupil's attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage, The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- Ensure disadvantaged pupils receive education appropriate to their ability and they are challenged
- Provide interventions to enhance educational and wellbeing outcomes
- Support families so their children can access provision that will enhance their child's experiences.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
2	Assessments, observations and discussions with pupils suggest disadvantaged pupils generally have greater difficulty with Writing than their peers.
3	Assessments and observations indicate that children have significant knowledge and skill gaps in subject areas throughout the curriculum, resulting in children working below age related expectations.
4	Assessments and observations indicate that pupils have significant skills and knowledge gaps in writing, alongside a lack of stamina to write with independence and at length.
5	Our assessments, observations and discussions with pupils have identified social and emotional issues for many pupils.

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
Pupils pass the phonic screening check by the End of KS1.	- Consistent, quality first- teaching of Read Write Inc phonics lessons is evident through observation and Drop ins. - Early identification of children who are not on track to achieve phonics outcomes through school tracking and pupil progress meetings. - Targeted Phonics Interventions are impacting on pupil outcomes. - Phonic screening Assessments show pupils achieving expected outcomes.
Pupils are making accelerated progress in Writing and are working at or above age related expectations.	- Consistent, quality first teaching of Writing skills - Early identification of children who are not on track to achieve reading comprehension outcomes through school tracking and pupil progress meetings.

	• End of Year Statutory Assessments show pupils achieving expected or above outcomes.
Pupil gaps in mathematics skills and subject knowledge are progressively filled to enable pupils to work at or above age-related expectations.	• Consistent, quality first teaching of ability specific mathematics skills and knowledge using the White Rose, maths mastery curriculum. Monitored, through observation and drop ins. • Diagnostic use of mathematic assessment. • Whole school unit mathematics tracking and termly summative assessments. • End of Year Statutory Assessments show pupils achieving expected or above outcomes.
Pupil knowledge and skill gaps in the subject areas of the curriculum are progressively filled to enable pupils to work at age related expectations.	• Consistent, quality first teaching of subject specific skills and knowledge. Monitored, through observation and drop ins. • Pupils know the skills and knowledge they are learning in each subject area. • Teachers are familiar with the progression of skills and knowledge for each subject area.
Pupil knowledge and skill gaps are progressively filled in writing to enable pupils to work at Age related expectations.	• Consistent, Quality- first Teaching of writing using Talk 4 Writing scheme. Monitored through Drop ins and Observation. • A rich and motivating, text-based writing curriculum is delivered with opportunities to write regularly. • Pupils know the skills and knowledge they are learning. • End of Year Statutory Assessments show pupils achieving expected or above outcomes.
To achieve and sustain improved wellbeing for all our pupils in school	• Quality first teaching of the PSHE curriculum. Monitored through drop ins and observation. • Pupil wellbeing Survey. • Ongoing delivery of the 'Relax kids' programme.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £14,223

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding the Read Write Inc approach to phonics (DfE validated synthetic phonics programme) to secure consistent phonics teaching for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils. Phonics, Toolkit strand, The Education Endowment Foundation. EEF.	1.2
To secure a consistent approach to the teaching of Writing.	Writing skills will be improved through explicit teaching, modelling and feedback.	1,2
Enhancement of ability related maths teaching and curriculum planning to take into account pupil skill and knowledge Gaps. We will fund teacher release time to focus on mathematics CPD (including maths mastery training)	EEF Teaching mathematics guidance is based on best available evidence. Improving mathematics in Key stages 1, and 2. Release time for the subject leader.	3
Ensure children have the skills to overcome challenges and have the necessary mental health awareness to cope.	Relax kids programme available to all children to promote positive attitudes to school and home life.	5
Facilitate an age related curriculum by using separate Y3/4 and Y5/6 classes	Providing a curriculum that can be delivered by an additional teacher allows Y3/4 and Y5/6 to be taught in separate classes.	3

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

Budgeted cost: £7,489

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional Phonic tutoring sessions targeted at disadvantaged pupils who require further phonics support.	Phonic approaches have a strong evidence base indicating a positive impact on pupils. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period of up to 12 weeks. <u>Phonics, Toolkit strand, EEF.</u>	1
An age-related class for children. Breaking up the large KS2 class into two separate classes.	Smaller class sizes that focus on teaching more closely matching the age-related expectation will support all learners.	3
Weekly, Relax Kids group, Social and emotional programme for all. Capacity for individual 1-1 social and emotional support as needed.	There is extensive evidence associating childhood social and emotional skills with improved outcomes in school and in later life. <u>EEF Social and Emotional Learning</u>	5

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

Budgeted cost: £2,128

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to offer subsidised afterschool club provision	To achieve and sustain improved attendance through the 2025 2026 academic year.	5.
Continue to offer peripatetic music tuition in KS2.	Increase pupil Cultural capital and wellbeing.	3
Continue to develop pupil cultural capital through trips visitors and enriching experiences. E.g. Live theatre, Outdoor education etc	Increase pupil Cultural capital and wellbeing. Increase uptake on residential experiences.	3

Total budgeted cost: £23,840

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.

By providing an additional 1.0 teacher, school was able to break up a Y3-6 class into two separate classes. This allowed for a more age-related curriculum to be delivered. This benefitted the core subjects which saw progress measures exceed to normal range. It also enhanced the subject specific knowledge children learned from the foundation subjects.

Well-being has been supported through the relax kids programme. This has meant children have been taught strategies to deal with stressful situations and has developed their resilience.

Phonics has been taught and tracked effectively. Children who have attended the school regularly and started with us from reception have made the age-related expectation by Y2. Children who are not at the expected standard have been provided with a teacher in order for them to have phonics delivered at their appropriate ability.

Families have been well supported by being able to subsidise the cost of trips and residential experiences for their children. This ensured disadvantaged children were given equal exposure to activities that will enrich their experiences.

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
Read Write Inc Phonics	Ruth Miskin
E.L.S.A.	Wendy Cape (SendCo)
Kapow	Kapow
Snap science	Collins
TT Rock Stars	TT Rock Stars
Relax Kids	Relax Kids

Further information (optional)

Our Pupil Premium Strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include;

- Continue to embed the Read Write Inc Approach to Phonics and Early Reading.
- Offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, Implementation and Evaluation

We triangulated evidence from multiple sources of data, including internal assessments, engagement in class, book scrutiny, conversations with parents, pupils and teachers in order to identify the challenges faced by disadvantaged pupils.

We used the EEF implementation Guidance to help us develop our strategy, to help us diagnose specific pupil needs and the approaches to support.

We will continue to monitor and evaluate the impact of this strategy in place until 2026- 2027 and will adjust our plan over time to secure better outcomes for pupils.