Pupil premium strategy statement - Ospringe CE 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	211
Proportion (%) of pupil premium eligible pupils	34%
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)**	2026/2027 – 2028/2029
Date this statement was published	November 2026
Date on which it will be reviewed	September 2027
Statement authorised by	Amanda Ralph, Headteacher
Pupil premium lead	Einir Roberts, Business Manager
Governor / Trustee lead	Justin Lovell, Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£107,308
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*	£107,308

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 consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. 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 pupils' 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 are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Speech and Language Link assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are

	evident from Reception through to KS2 and, in general, are more prevalent among our disadvantaged pupils than their peers.
2	A significant number of disadvantaged pupils (37%) also have specific educational needs and these needs are a barrier to their learning.
3	Statutory assessments and internal data indicate that the gap between all pupils and disadvantaged pupils starts to widen in KS2.
4	Internal assessments indicate that writing attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. (Please see further information section).
5	Our wide pupil demographic requires a diverse range of tailored pastoral support from staff to address pupils' social and emotional needs, including several referrals to external agencies.
6	The gap, in attendance data, between all pupils and disadvantaged pupils has improved but continues to be a concern. As at Nov 2026, we have 24 pupils who are persistently absent, 12 of these pupils (50%) are disadvantaged pupils. Therefore, 17% of our disadvantaged pupils are persistently absent.

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
Improved oral language skills and vocabulary amongst disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment
Improved reading attainment among years 1 to 6 disadvantaged pupils.	Key Stage 2 reading outcomes at the end of 2028/2029, supported by internal tracking data across the other year groups, show that the attainment gap in reading has been closed between our disadvantaged pupils and all pupils (see further information box for current data).
Improved writing attainment among years 1 to 6 disadvantaged pupils.	Key Stage 2 writing outcomes at the end of 2028/2029, supported by internal tracking data across the other year groups, show that the attainment gap in reading has been closed between our disadvantaged

	pupils and all pupils (see further information box for current data).
Improved maths attainment among years 1 to 6 disadvantaged pupils.	Key Stage 2 maths outcomes at the end of 2028/2029, supported by internal tracking data across the other year groups, show that the attainment gap in reading has been closed between our disadvantaged pupils and all pupils (see further information box for current data).
To achieve and maintain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2028/2029 demonstrated by: • qualitative data from student voice, parent surveys and teacher observations. • an increase in participation in enrichment activities, particularly among disadvantaged pupils.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance, by 2028/2029, demonstrated by: • the overall attendance rate for all pupils of 93.8%+ (DfE Attendance Baseline Improvement Expectation ABIE target). • the attendance gap between disadvantaged pupils and their non-disadvantaged peers to be narrowed (end of term 1, Oct 2026 – gap between whole school & disadvantaged is 2.2%) • the percentage of all pupils who are persistently absent being below 13% (similar schools are 13.4%) • the gap for persistently absent among disadvantaged pupils and their peers to be narrowed

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: £27,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding dialogic activities across the	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as	1, 2, 3 & 4

school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will use speechlink, infant language link and junior language link to assess speech and language skills, provide intervention and reassess to measure progress.	high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions | Toolkit Strand | Education Endowment Foundation | EEF The cost of this is not included above as it is funded via our inclusion budget.	
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund Deputy Head release time to support coaching and mentoring in the teaching and learning of maths.	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3	2 & 3
Enhancement of our writing teaching and curriculum planning in line with DfE and EEF guidance. We will fund English / Phonics Leader release time to support coaching and mentoring in the teaching and learning of	A phonics approach to writing has a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Phonics | Toolkit Strand | Education Endowment Foundation | EEF	2, 3 & 4

writing and phonics. We will fund two Read Write Inc staff training days to enhance the provision with a focus on one to one tuition and induction of new staff alongside the revised scheme. We will fund teacher/ teaching assistant release time to embed key elements of writing including practice and coaching sessions, resources and CPD from RWI.		
Enhancement of our pastoral support for individual pupils. We will fund a further Teaching Assistant to complete Advanced Drawing & Talking Training to embed our provision.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers). https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel	5
Enhancement of the support and learning Teaching Assistants can provide to targeted pupils. We will provide Teaching Assistant	Investing in professional development for teaching assistants to deliver structures interventions can be a cost-effective approach to improving learner outcomes due to the large difference in efficacy between different deployments of teaching assistants. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	2, 3 & 4

training and operate TA Triads to move learning support forward.		
Embedding principles of good practice set out in the DfE's 'Improving School Attendance' advice. We will fund the costs and release time to complete CPD in attendance (DfE Rise Sessions). We will fund the costs and release time to visit a DfE recommended Attendance & Behaviour Hub.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. https://www.gov.uk/government/publications/working-together-to-improve-school-attendance	5 & 6

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

Budgeted cost: £62,258

Activity	Evidence that supports this approach	Challenge number(s) addressed
To provide individual and small group support for identified pupils in years 1-6 across all areas. A significant proportion of the pupils who receive individual and group support will be disadvantaged.	Support targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind. Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF	2, 3 & 4

To provide small group support for identified disadvantaged pupils in year 1 who did not meet the GLD at the end of EYFS.	Support targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind. Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF	2 & 3

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

Budgeted cost: £17,540

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve the quality of social and emotional (SEL) learning by the provision of enrichment experiences and opportunities. To provide equality of opportunities for disadvantaged pupils through access to school trips and experiences.	There is extensive evidence associating a well-rounded, culturally rich education with improved outcomes at school and in later life. Enrichment approaches can directly improve pupils' attainment and relationships with peers. https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment The Education Endowment Foundation (EEF) has evaluated the value of school trips, visits, and Learning outside the Classroom (LOtC) experiences, finding that they can significantly boost specific academic and developmental outcomes when paired with structured teaching	5
Improve the quality of social and emotional (SEL) learning. An ELSA trained member of staff will be deployed to work with identified pupils with a focus on improving their social and emotional needs.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers). https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel	5
Embedding principles of good practice set out in the DfE's 'Improving School	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. https://www.gov.uk/government/publications/working-together-to-improve-school-attendance	5 & 6

Attendance' advice.		

Total budgeted cost: £107,398

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Our internal assessments during 2025/26 suggest that the performance of disadvantaged pupils has demonstrated some improvement following the implementation of the strategies introduced last year in our three-year rolling plan, however there continue to be gaps in most year groups. However, the gap between our disadvantaged pupils who do not have SEND, and their peers is minimal or has been closed particularly in Early Years and KS1.

In the EYFS, 86.7% of pupils achieved the GLD with 50% of disadvantaged pupil achieving this. Of the 3 disadvantaged pupils who did not achieve the GLS, 1 has SEND which impacts on his learning, the other two are being monitored for SEND.

In the Year 1 phonics screen, 79.3% passed the screen, with 70% of our Disadvantaged pupils passing. Of the 2 disadvantaged pupils who did not achieve, both have SEND.

By the end of Year 2 phonics screen, 96.7% of pupils passed overall with 90% of our disadvantaged pupils passing the screen. This equates to 1 disadvantaged pupil who has complex SEND needs and an EHCP.

At Key Stage 2, across years 3 and 4 in the subject areas of Reading and Maths, our disadvantaged pupils (who are not SEND) out-performed their peers when compared with data for all pupils. However, in year 5 (current year 6) we have a significant number of disadvantaged pupils (53%) and of these 16 pupils, 6 have SEND and a further 4 are being monitored for SEND. Our year 6 disadvantaged pupils also had a significant gap in comparison with their peers.

Our areas to focus on is improving the data for disadvantaged pupils who are SEND and our current year 6 pupils.

Our resolution to maintain a high-quality curriculum, supported by targeted intervention programmes has already impacted on the progress disadvantaged pupils have made. These pupils, with the support identified in this plan, should continue to make rapid progress towards the three-year outcomes outlined.

Overall school attendance in 2024/25 was at 93.3% and in 2025/26 was at 94.1%.School attendance for our disadvantaged pupils in 2024/25 was at 87.9% and in 2025/26 was at 90.5% Attendance continues to be a clear focus in our current school improvement plan.

Based on all the information above, the performance of our disadvantaged pupils partially met expectations and we are, at present, on course to achieve the outcomes we set out to achieve by 2028/29 as stated in the intended outcomes above.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. The Further Information section below provides more details about our planning, implementation and evaluation processes.

Externally provided programmes

Programme	Provider
Power Maths	Pearson Education
Read, Write, Inc!	Ruth Miskin
Talk 4 Writing	Pie Corbett
Voice 21 Oracy	Voice 21
Accelerated Reader	Renaissance Learning
Drawing Club	Can I go and play now?

Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year
Dandelion Time Service has been provided to support the emotional needs of service children and their families.
The impact of that spending on service pupil premium eligible pupils
Teachers and parents have identified improvements in the emotional wellbeing of service children, enabling them to thrive and focus on learning.

Further information (optional)

Planning, implementation, and evaluation

We used the EEF's implementation guidance to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.

Initial data from end of academic year 2025/2026 linked to identified areas of discrepancy between disadvantaged pupils and all pupils

Year group	Curriculum area	% of all pupils not achieving at Expected standard	% of disadvantaged pupils not achieving at Expected standard	% of disadvantaged pupils **who are not SEND** not achieving at Expected standard
R	Comprehension	10% (3 pupils)	33% (2 pupils)	40% (2 pupils)
	Word Reading	14% (4 pupils)	50% (3 pupils)	40% (2 pupils)
	Writing	14% (4 pupils)	50% (3 pupils)	40% (2 pupils)
	Number	10% (3 pupils)	33% (2 pupils)	40% (2 pupils)
	Numerical Patterns	10% (3 pupils)	33% (2 pupils)	40% (2 pupils)
1	Reading	17% (5 pupils)	36% (4 pupils)	0%
	Writing	20% (6 pupils)	45% (5 pupils)	0%
	Maths	17% (5 pupils)	36% (4 pupils)	0%
2	Reading	17% (5 pupils)	34% (4 pupils)	30% (3 pupils)
	Writing	17% (5 pupils)	34% (4 pupils)	30% (3 pupil)
	Maths	13% (4 pupils)	25% (3 pupils)	20% (2 pupils)
3	Reading	13% (4 pupils)	25% (4 pupils)	0%

	Writing	24% (7 pupils)	32% (5 pupils)	0%
	Maths	27% (8 pupils)	28% (6 pupils)	20% (2 pupils)
4	Reading	13% (4 pupils)	23% (3 pupils)	10% (1 pupil)
	Writing	40% (12 pupils)	69% (9 pupils)	60% (6 pupils)
	Maths	13% (4 pupils)	15% (2 pupils)	0%
5	Reading	28% (8 pupils)	46% (7 pupils)	33% (3 pupils)
	Writing	31% (9 pupils)	53% (8 pupils)	44% (4 pupils)
	Maths	35% (10 pupils)	60% (9 pupils)	44% (4 pupils)