

# Pupil premium strategy statement 2025-26

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 effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Owslebury Primary
Number of pupils in school	68
Proportion (%) of pupil premium eligible pupils	28% (19 children)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	<b>3 Years-</b> 2022/2023-2025/2026
Date this statement was published	November 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Lucy Chaplen Headteacher & Inclusion Lead
Pupil premium lead	Lucy Chaplen Headteacher & Inclusion Lead
Governor / Trustee lead	Allison Jordan

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 19,695
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 19,695

# Part A: Pupil premium strategy plan

## Statement of intent

At Owslebury Primary School, we have high expectations for all children, including disadvantaged pupils and those with SEND. Owslebury is committed to the achievement of all pupils in an inclusive environment and we believe that disadvantaged children have as much chance to succeed as any other child.

In order to do this, we engage in a range of strategies to issue challenge at an appropriate level and provide support to overcome barriers to learning. We believe that every child should make good progress through the delivery of a broad, balanced and differentiated curriculum. Key interventions and approaches are adopted on a whole school level and are not only restricted to pupils eligible for the Pupil Premium. Our strategies target the individualised needs of our children in receipt of Pupil Premium, with the main aim being that these children do as well as their peers with similar starting points, who are not eligible for the Pupil Premium.

We have seen our pupil numbers on roll decrease however we have seen an increase of pupils eligible for Pupil Premium since last academic year. This year our number of pupils in receipt of pupil premium funding who also have SEND has increased to 42% of pupil premium children and 12% of whole school.

Our ultimate objectives are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- To support our children's health and wellbeing to enable them to access learning at an appropriate level.

School leaders at Owslebury Primary School are committed to ensuring that all of our disadvantaged pupils receive teaching which is at least good in every lesson and that disadvantaged children who have 'fallen behind' their peers with similar starting points, receive frequent intervention and support. Funding is allocated within the school budget by financial year.

When making decisions about allocating our Pupil Premium Funding, we carefully consider the individual needs of pupils, we analyse our data thoroughly and make use of a range of research, such as the Education Endowment Foundation and Department for Education. We work closely with families and gather their views to ensure maximum impact on the children. Expenditure is reviewed, planned and implemented by academic year as shown within this strategy plan.

## Challenges

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

Challenge number	Detail of challenge
1	Attainment data across Reading, Writing and Maths shows that gaps are not diminishing disadvantaged and non-disadvantaged.
2	Those in receipt of PP <u>ONLY</u> (not multiple group) are not achieving or sustaining ARE in Reading, Writing and Maths combined
3	42% of pupils who are eligible for pupil premium also require SEND support.
4	Children's social, emotional and mental health needs are impacting their ability to access learning and make good progress from their starting points.
5	A number of pupils eligible for pupil premium have lower attendance rates than the schools target.
6	Many of our Pupil Premium families have multiple children in receipt of funding attending our school which can impact attendance and parental engagement.
7	The impact of wider national issues, particularly the Cost of Living crisis, on our families in receipt of PP.
8	Families in receipt of PP are left isolated due to the nature of Owslebury's location - infrequent bus service, petrol costs and not near any sites of interest resulting in lack of cultural capital including extra-curricular activities

## 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
<b>Disadvantaged pupils receive high-quality teaching that is tailored to their individual needs, with a focus on developing core literacy and numeracy skills.</b>	<p>All teachers receive regular professional development (e.g., CPD sessions on differentiation, metacognition, high-quality feedback) focused on supporting disadvantaged pupils.</p> <p>90% of disadvantaged pupils in RWM demonstrate progress towards or beyond expected levels (ARE) by the end of the year, based on termly assessments.</p> <p>Classroom observation feedback shows that all teachers are effectively implementing strategies to support disadvantaged pupils' learning.</p> <p>By the end of the year, there is a measurable decrease in the attainment gap between disadvantaged and non-disadvantaged pupils in Reading, Writing, and Maths, with the gap narrowing</p>
<b>Disadvantaged pupils will demonstrate progress in Reading, Writing, and Maths, closing the attainment gap</b>	<p>By the end of the academic year, the gap in attainment between disadvantaged and non-disadvantaged pupils in RWM will have decreased.</p>

<p><b>with their peers, through targeted, individualised interventions.</b></p>	<p>Disadvantaged pupils, including those with SEND, will make at least expected progress from their individual starting points, measured by end-of-year assessments and progress data.</p> <p>The proportion of disadvantaged pupils meeting age-related expectations (ARE) in RWM will increase.</p>
<p><b>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.</b></p>	<p>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.</p> <p>SEND pupils will show progress in meeting their individual learning goals (from SEND support plans).</p> <p>All SEND disadvantaged pupils will receive targeted, high-quality intervention based on their specific needs.</p>
<p><b>Pupils will have access to tailored social, emotional, and mental health (SEMH) support that enables them to fully engage with their learning and school life.</b></p>	<p>90% of disadvantaged pupils will demonstrate improved emotional regulation, as assessed through termly observations, pupil feedback, and pastoral reports.</p> <p>Disadvantaged pupils with SEMH needs will engage in at least one intervention per term designed to improve well-being (e.g., 1:1 sessions, group therapy, emotional literacy groups).</p> <p>Attendance at support sessions will be consistent, with a minimum of 95% attendance rate for pupils attending SEMH interventions.</p>
<p><b>The attendance of disadvantaged pupils will improve, reducing gaps with the overall school attendance rate.</b></p>	<p>The attendance of pupil premium pupils will be at least 95%, in line with the school's attendance target.</p> <p>Disadvantaged pupils will have individualised attendance support, with clear action plans for those whose attendance falls below 95%.</p> <p>Families of disadvantaged pupils will receive regular attendance updates, and targeted intervention will be in place for families who need additional support.</p>
<p><b>All disadvantaged pupils will have access to the resources and support they need to engage with their learning, with basic needs met.</b></p>	<p>100% of Pupil Premium children will have access to free meals, uniforms, and school supplies as needed.</p> <p>Pupils will demonstrate engagement with their learning, evidenced by improved progress in RWM assessments and classwork.</p> <p>Families of disadvantaged pupils will engage with school-led initiatives (e.g., home learning packs, food bank referrals, meal vouchers) when support is needed.</p>
<p><b>Pupils in receipt of Pupil Premium will have equal access to extended learning opportunities, enriching their cultural capital and extracurricular engagement.</b></p>	<p>The participation rate of Pupil Premium pupils in extracurricular activities will be at least 80%.</p> <p>100% of Pupil Premium pupils will have access to extracurricular opportunities, such as residential trips, clubs, or school performances.</p> <p>Surveys or feedback from families and pupils will indicate that Pupil Premium children feel included in extracurricular activities.</p>

<p><b>Parents of disadvantaged pupils will be more actively engaged in their children's education, improving pupil outcomes and school attendance.</b></p>	<p>80% of Pupil Premium families will engage in at least one form of school-led support or intervention, such as parent workshops, family learning sessions, or parent-teacher meetings.</p> <p>90% of Pupil Premium families will report that they feel supported by the school in accessing opportunities and meeting their children's educational needs.</p> <p>By the end of the year, parental feedback surveys show an improvement in perceptions of school engagement and support, with 85% of Pupil Premium families feeling better equipped to support their children's learning.</p>
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## Activity in this academic year

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

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Effective pupil progress meetings that specifically highlight the progress and attainment of pupils in receipt of pupil premium funding	DfE Report- School cultures and practices: supporting the attainment of disadvantaged pupils (2018)	1, 2, 3
Enhanced learning support within all classes, providing structured intervention, rapid response support intervention, and one to one SEND and other support.	EEF guide to Special Educational Needs in Mainstream Schools.	1, 2, 3, 4
CPD – high quality first teaching for inclusion <ul style="list-style-type: none"> <li>Specifically targeted towards Raising Attainment in Writing</li> <li>Covering classes to access external support to improve HQT</li> </ul>	EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD.	1, 2, 3
Support and induct new teaching assistant staff to enable high quality provision for all <ul style="list-style-type: none"> <li>Shadowing of experienced staff</li> <li>Training on specific interventions and programmes</li> </ul>	EEF (+4 Months) – Teaching Assistants  Teaching assistants (also known as LSAs) are adults who support teachers in the classroom. Teaching assistants' duties can vary widely, but they are generally deployed in two ways; to support the teacher in the general classroom environment & to provide targeted interventions, which can be delivered in or out of the classroom.	1, 2, 3
Mentoring and coaching teaching staff to ensure consistently HQT for all	National Institute of Teaching- Mentoring and coaching of teachers: What can research tell us? (July 2023)  EEF (+2 months)- Mentoring	1, 2, 3
Enhancement of maths teaching in EYFS, KS1 and LKS2 via the NCETM Mastering Number Programme.	NCETM - Mastering Number at Reception and KS1 <a href="https://www.ncetm.org.uk/maths-hubs-projects/mastering-number-at-reception-and-ks1/">https://www.ncetm.org.uk/maths-hubs-projects/mastering-number-at-reception-and-ks1/</a>	1,2

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

Budgeted cost: £4,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Funded school trip places including residential stays and special visitors	<p>EEF (+3 months)- Arts participation</p> <p>EEF- Outdoor adventure learning</p> <p>The impact of residential experiences on pupil progress and attainment in Year 6. <i>Authors: J. Dudman et al. (2018)</i></p> <p>The impact of residential experiences on pupils' cognitive and non-cognitive outcomes. <i>Author: C. Loynes (2021)</i></p>	6, 8
Peripatetic music tuition including Hampshire Music Service	<p>EEF (+3 months)- Arts participation</p> <p>Impact of arts education on the cognitive and non-cognitive outcomes of school-aged children <i>Authors: Beng Huat See and Dimitra Kokotsaki (Durham University) (2015)</i></p>	4, 6, 8
Access to online resources to support homework e.g. Bug Club; TTRS/ Numbots; Spelling Shed via device loans	<p>EEF (+4 months)- Digital technology</p> <p>EEF (+5 months)- Homework</p> <p>EEF guidance- Using digital technology to improve learning</p>	1, 2, 3, 6, 8
Targeted interventions linked to Reading, Writing and Maths e.g. phonics, precision teaching, daily reading	<p>EEF (+ 5 months)- Phonics</p> <p>EEF (+ 6 months)- Reading comprehension strategies</p> <p>EEF (+ 4 months)- Small group tuition</p> <p>EEF (+4 months)- Teaching Assistant Interventions</p>	1, 2, 3
Introduce a peer mentoring/ buddy system as leadership opportunities for pupils to support self-esteem, confidence and positive social and academic behaviours	<p>EEF (+2 months)- Mentoring</p> <p>A systematic review and meta-analysis of the benefits of school-based, peer-led interventions for leaders. <i>Authors: Wade, L., Leahy, A. A., Babic, M. J., Beauchamp, M. R., Smith, J. J., Kennedy, S. G., ... &amp; Lubans, D. R. (2022)</i></p>	1, 2, 4, 5

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

Budgeted cost: £ 5,695

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted invitations to school-run extra-curricular clubs e.g. sports, arts, maths	EEF (+3 months)- Physical development approaches  EEF (+3 months)- Arts participation	4, 6, 7, 8
ELSA support including nurture	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	1, 2, 3, 4,
Cost of Living support for basic school supplies such as uniform, stationery for homework, additional food including breakfast when necessary	Maslow's Hierarchy of Need  EEF- School uniform (low cost, insufficient evidence)	4, 6, 7, 8
Bespoke individual and family support to improve attendance e.g. early drop off, collection from home, daily transition plans and timetables	EEF Guidance- Working With Parents To Support Children's Learning- Recommendation 4  EEF Rapid Evidence Assessment- Attendance Interventions (March 2022)  DfE- Working together to improve school attendance (May 2022)	4, 5, 6, 7, 8
Establish community partnership projects e.g. to provide resources/ skill support for families/ cultural events and workshops	Developing Partnerships between Schools, Students' Families, and the Wider Community. <i>Authors: Hennessy, A., Ramjan, C., Priestley, A., Bradfield, K. &amp; Schuler, B. (2021)</i>  DfE- Working in partnership with parents and carers (Dec 2021)	6, 7, 8
Increase parental engagement and support through workshops, possible home visits, drop-ins	EEF (+4 months)- Parental Engagement  Pen Green Centre Model – Parent Involvement & Home Visits (2025)  DfE- Working in partnership with parents and carers (Dec 2021)	7, 8
Establish outdoor learning provision to support wellbeing and	EEF Outdoor Adventure Learning	1, 4, 5, 6, 7, 8

engagement, particularly for those with multiple needs. E.g. edible garden	<p>Report- Nature Friendly Schools project (2019–2022)</p> <p>Curriculum-based outdoor learning for children aged 9-11: A qualitative analysis of pupils' and teachers' views. <i>Authors: Marchant, Todd, Cooksey, Dredge, Jones, Reynolds, Stratton, Dwyer &amp; Brophy (2019)</i></p>	
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**Total budgeted cost: £ 19,695**