

Pupil premium strategy statement

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	Offord Primary School
Number of pupils in school	
Proportion (%) of pupil premium eligible pupils	12.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2028
Date this statement was published	2025
Date on which it will be reviewed	31 st July 2026
Statement authorised by	Sally Day
Pupil premium lead	Katie Brown
Governor / Trustee lead	Liz Simpkin

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 23,280
Recovery premium funding allocation this academic year	£ 0.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0.00
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	£ 23,280

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 across all subject areas. Children from all backgrounds can face barriers to learning. Children from disadvantaged backgrounds can face barriers due to poverty which can affect their ability to thrive in education. The focus on our pupil premium strategy is to support disadvantaged pupils to achieve and progress.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. We provide support to match the needs of the children to ensure they make the best academic and social progress they can. The support also includes targeted support in class, extra tuition out of class and emotional support. We ensure that lack of money is not a barrier to a full curriculum offer and subsidise costs of trips and experiences, so access is available to all children.

Implicit in the intended outcomes, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their non-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 are 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	Internal assessments indicate that maths attainment among disadvantaged pupils is lower than their peers, this is especially for those working at greater depth. The challenge is to ensure that the basics of mathematics are in place before children are moved on.
2	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills, vocabulary gaps and poor sentence structure among many disadvantaged pupils which is having an impact on their writing. These are evident from Reception through to KS2 and in

	general, are more prevalent among our disadvantaged pupils than their peers.
3	Observations and discussions with pupils and families have identified social and emotional issues for many pupils. This may be a result of lack of enrichment opportunities due to the rising cost of living.
4	Internal assessments indicate that reading attainment among disadvantaged pupils is below that of non-disadvantaged pupils especially when comparing those working at greater depth.
5	Records, observations and discussions show that the uptake of extra-curricular activities and enrichment activities is lower in disadvantaged children than non-disadvantaged. Costs of activities appears to be a barrier in families enrolling children along with the awareness of how these activities can have a positive effect on all areas of learning and achievements.

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
Maths outcomes rise for disadvantaged children, who are on average achieving equivalent to non-disadvantaged, this includes those working at greater depth	Greater depth in maths at end of KS2 is reaching the targets set from KS1 results. Greater depth in maths is at or exceeding national average
Reading outcomes rise for disadvantaged children, who are on average achieving equivalent to non-disadvantaged, this includes those working at greater depth	Greater depth in reading at end of KS2 is reaching the targets set from KS1 results. Greater depth in reading is at or exceeding national average
Writing outcomes rise for disadvantaged children, who are on average achieving equivalent to non-disadvantaged, this includes those working at greater depth	Greater depth in writing at end of KS2 is reaching the targets set from KS1 results. Greater depth in writing is at or exceeding national average
All disadvantaged children are challenged and supported with academic learning, making good progress in all areas.	Extra support identified and in place. Progress is good for disadvantaged pupils Gap for attainment is closing between non-disadvantaged and disadvantaged children.
Emotional support is in place for every child who needs it at the level that they require.	Trained staff to support children so they feel that their needs are being met. Parents are positive that their children receive appropriate support
All children access enrichment such as visits, visitors, music tuition and clubs – lack of funds is not a barrier	All children able to access trips Access to all for extra-curricular activities within school

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: £ 2,280

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maths CPD for all staff – teachers and support staff. Engagement with training and delivery of Mastering Number through the NECTM Introduce the mixed aged teaching for mastery across the school. (NCETM) – all children receive teaching from a Teacher. Teacher release time to embed the key elements of guidance in school and work with the Maths Hub on Sustaining a Mastery Approach for maths from EYFS to Y6	CPD for all staff to ensure that there is good practice and consistency in the teaching of maths in the school from EYFS to Y6. Quality first teaching is proven to raise the attainment for all children but especially disadvantaged children. 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: Improving Mathematics in Key Stages 2 and 3	1
Read Write Inc CPD for all staff – teachers and Teaching assistants (DfE validated Systematic Synthetic Phonics Programme)	CPD for all staff to ensure that the teaching of phonics remains robust. Good quality teaching of phonics is proven to raise attainment for all children but especially disadvantaged children who benefit from consistency in approach with clear, direct teaching and reinforcing. Education Endowment Foundation - Phonics	2, 4

Purchase of RWI consultancy and training to ensure consistent and high quality teaching Training of teachers and teaching assistants in the use of colourful semantics. Further training and monitoring of reading fluency and comprehension sessions	CPD for all staff to ensure that colourful semantics is being taught and used in lessons to support sentence structure. Especially in disadvantaged children's writing whose speech, vocabulary and writing may lack correct sentence structure. (PDF) Colourful semantics: A clinical investigation Further CPD and staff training (teaching assistants) in the use of the ambition institutes fluency and comprehension techniques. Children from disadvantaged backgrounds may lack, vocabulary, experiences and varied literature at home that allow them to understand and interpret texts of a more complex nature. The reading framework	
Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff including all staff having Mental-being training, led by the Pastoral-Support Lead.	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): EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)	3

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

Budgeted cost: £ 1,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
School-led interventions to include pre-teaching and over-learning. Teachers use classroom learning and feedback to identify need and then timely targeted support delivered to children to ensure gaps in learning are addressed.	Interventions targeted at specific needs and knowledge gaps which include pre-teaching and over-learning. These methods can be effective to support low attaining pupils or those falling behind. Can be delivered 1:1 or small group: Teaching Assistant Interventions Toolkit Strand Education Endowment Foundation EEF	1, 2, 4

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

Budgeted cost: £ 20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employ a new Pastoral Support Lead and provide them with high quality CPD and resources to a ensure that we can provide social and emotional support to children in need. A significant proportion of children that receive this support will be disadvantaged. Pastoral lead will have a focus on family involvement. Katie Brown to be Pupil Premium Lead. Release time given for this role for	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): EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk) Our internal assessments, observations and discussion have shown that many children are experiencing EBSA and increased negative emotions and feelings about both home and school. Children cannot learn effectively if their mental-health is not addressed. Close monitoring of the work completed by children and the support given to them by teaching staff and assistants and how	3

monitoring of work and assessment of progress of the Pupil Premium children.	this impacts their attainment across the year.	
Sally Day to take on the role of Attendance Champion to monitor attendance and work with children and families to address barriers. Trust priority that includes attendance published in weekly school newsletters, incentives for attendance. All parents made aware of importance of attendance and expectations set out in all class welcome workshops.	The most effective schools consistently promote the benefits of good attendance at school and make schools a place pupils want to be, set high expectations for every pupil, communicate those expectations clearly and consistently to pupils and parents, systematically analyse their data to identify patterns to target their improvement efforts, and work effectively with the local authority and other local partners to overcome barriers to attendance. Working together to improve school attendance (applies from 19 August 2024) (publishing.service.gov.uk)	1,2,3,4
All trips and extra-curricular activities funded to at least half-cost for disadvantaged children.	We want to ensure that all children have access to all extra-curricular activities from residential trips, to music lessons and sports clubs. We did not want any children to have financial hardship being a barrier to learning and wider experiences.	5

Total budgeted cost: £ 23,280