

Pupil premium strategy statement – Owlsmoor Primary

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
School name	Owlsmoor Primary
Number of pupils in school	510
Proportion (%) of pupil premium eligible pupils	11.4% 58 primary children
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025/2026 2026/2027 2027/2028
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	S.Cope
Pupil premium lead	O.Rock
Governor lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£87,870.00
Pupil premium funding carried forward from previous years	
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	£87,870.00

Part A: Pupil premium strategy plan

Statement of intent

What are our aims for the Pupil Premium Grant (PPG)?

The aim of the Pupil Premium is to identify and implement strategies to support pupils from socially disadvantaged backgrounds and reduce the attainment gap that is present between the most disadvantaged and their peers. We have placed a strong emphasis on securing strong foundations in reading as we believe that our disadvantaged pupils require more support in this area. Furthermore, in the Department for Education's reading framework (July, 2023), they stipulate that reading is fundamental to a pupil's success, and that children who find it difficult to read will 'struggle across the curriculum'.

Ensuring that pupils achieve a good level of development in early years foundation stage (EYFS), pass the Phonics Screening Check in year one, and meet or exceed the expected standard for reading in year 6 will ensure that pupils leave Owlsmoor reading so that they can 'manage the general demands of the curriculum in year 7 across all subjects' (Reading framework, 2023).

Who benefits from the Pupil Premium Grant?

At Owlsmoor Primary, we ensure that the PPG has the most benefit for those with the greatest disadvantage. Some of the interventions put in place are shared by children who are not in receipt of Pupil Premium funding so that we promote good progress for all children, including those who experience disadvantage from other means.

What barriers do pupils eligible for the Pupil Premium Grant experience?

The barriers that our disadvantaged pupils experience are complex and varied, some of which are unique to the individual and their families; however, we have identified several barriers and trends that we believe to be particularly relevant to our disadvantaged pupils. These are listed below in the 'Challenges' section.

In deciding how to use our Pupil Premium Grant, we draw upon the following sources:

- Education Endowment Foundation Teaching and Learning Toolkit,
- Sutton Trust report: "School Funding and Pupil Premium 2021"
- Research on disadvantaged pupils and the vocabulary gap,
- Our combined professional experience of what works best.

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

- Improving attendance,
- Evidence-based reading interventions: phonics and comprehension strategies,
- Professional development of teaching and support staff,
- Small group and or/individual intervention groups,

Owlsmoor – 'Where everyone matters'
Inclusive – Determined – Safe – Kind - Respect

Challenges

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

Challenge number	Detail of challenge
1	<p>Familial deprivation and resources:</p> <p>Many families experience deprivation and require additional support to overcome barriers including accessing food banks, and support from social care – this impacts pupils’ ‘readiness to learn’ and the resources that families have available to them to support their children. Some pupils in receipt of the PPG experience lower levels of parental support, varying levels of home literacy, and engagement including lower attendance of parents’ evening. Some pupils have limited access to books, enrichment, study resources or learning support at home, impacting progress, especially in reading. and a lack of skills to support learning at home. Some pupils who receive the PPG lack access to opportunities which develop pupil’s cultural capital.</p>
2	<p>Emotional and pastoral need:</p> <p>A number of pupils require support to develop emotional regulation, resilience and confidence. SEMH need impacts readiness to learn and classroom engagement.</p>
3	<p>SEND need:</p> <p>46% of disadvantaged pupils present with additional needs. Without targeted support, this group is at risk of significantly slower progress over time</p>
4	<p>Issues relating to attendance:</p> <p>Persistent absence for disadvantaged pupils is significantly above peers. Reduced time in school limits access to high-quality teaching and intervention. In 2024 – 2025, absence rates for pupils receiving the PPG were 7.4 % compared to 3.6% of pupils not receiving the grant. The rate of persistent absence for pupils receiving the PPG was 23.5% compared to 7.8% for those not in receipt of the PPG; however, this does include a high number of pupils who are ‘double-disadvantaged’ – pupils with SEN support or an EHC plan and who receive the PPG.</p>
5	<p>Slightly lower reading attainment:</p> <p>Within EYFS, a higher proportion of pupils in receipt of the PPG have barriers relating to their speech and language when compared to their non-PP peers. Gaps are most visible in early phonics and KS2 comprehension. Pupils require explicit, systematic teaching to accelerate progress and close gaps rapidly</p> <p>The average decoding and comprehension skills for pupils in receipt of the Pupil Premium is lower than compared to their peers. Whilst reading progress across the school is good, in year 1 in 24/25, 22% (2/8 pupils) of Pupil Premium (PP) pupils passed the Phonics Screening Check compared to 84% (53/63 pupils) for pupils who are not PP. In year 6, in 24/54, 44% of PP pupils or met or exceeded the standard for reading compared to 85% for their non-PP peers.</p>

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
To achieve and sustain improvements in attendance for all pupils, including the most disadvantaged pupils.	For there to be no difference in attendance between disadvantaged and non-disadvantaged pupils, reducing persistent absence of disadvantaged pupils to below 10% and the gap between disadvantaged and non-disadvantaged attendance reduced to less than 1%
For appropriate provision is in place for disadvantaged pupils, including ensuring that their social, emotional and mental health needs are adequately assessed and addressed so that they are 'ready to learn'.	Pupils who are disadvantaged will have provision in place which positively impacts their individual outcomes. Wellbeing indicators show improved regulation, resilience and engagement over time. Participation in enrichment increases year-on-year, reducing cultural capital gaps.
To achieve and sustain excellent phonic provision for year 1 and 2 pupils, resulting in a positive impact to their reading development.	Year 1 phonics pass rate for disadvantaged pupils rises to at least 80% by 2026, increasing annually thereafter, with all pupils who do not pass in Y1 receive immediate intervention, with 90% securing a pass in Y2
For the reading outcomes of disadvantaged pupils to meet or exceed age-related expectations.	At least 75% of disadvantaged pupils achieve EXS in reading by the end of KS2 by 2027, with increasing numbers achieving GDS 12/16 (75%) EXP and 4/16 (25%)GDS
Small group interventions are in place for disadvantaged pupils who are below age-related expectations or below expected progress for reading.	Targeted interventions evidence progress for disadvantaged pupils below age-related expectations or below expected progress. PiXL data for pupils in receipt of the PPG will match their peers, as will phonics outcomes.

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

Budgeted cost: £ 34,652.58

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality-first teaching and recruitment of highly qualified staff	<ul style="list-style-type: none"> • Our pedagogical approach follows the EEF's toolkits for improving literacy. EEF: Improving Literacy in Key Stage 1 EEF: Improving Literacy in Key Stage 2 	3, 5
Reliable attainment and progress measurement through PiXL termly assessments	<ul style="list-style-type: none"> • The use of NFER ensures accurate, standardised assessment of progress and attainment of core subjects, enabling us to identify pupils in need of additional support. Using Pupil Premium, Gov: Developing... assessment 	5
Staff directed time dedicated to developing a knowledge-based curriculum.	<ul style="list-style-type: none"> • Directed staff time spent developing a well-sequenced, knowledge-based curriculum that engages and inspires learning. Using Pupil Premium, Gov: Developing... knowledge-based curriculum 	5
Phonics training and resources	<ul style="list-style-type: none"> • EEF toolkit finds phonics has 'high impact for very low cost' and an estimated +5 months progress. • Teaching needs to be explicit and systematic; therefore, all staff need to be trained so it is delivered across the school. EEF: Phonics 	5
The quality of social and emotional (SEL) learning through the use of Zones of Regulation.	<ul style="list-style-type: none"> • SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff. EEF: Improving social and emotional learning in primary schools EEF: Self-regulation strategies 	2, 3

Support staff directed time dedicated to professional learning and delivery of interventions.	EEF: Teaching Assistant Interventions	2, 3, 5
Staff directed time dedicated to professional learning	<ul style="list-style-type: none"> Promoting effective professional development improves classroom practice and pupil outcomes. EEF: Effective Professional Development	5
High-quality support is available for ECTs.	<ul style="list-style-type: none"> Mentoring of ECTs is from experience, highly-skilled staff. 	2, 3, 5
Whole-school assessment tracking and analysis	<ul style="list-style-type: none"> Insight Tracking is fully utilised to identify pupils who are not meeting or exceeding age-related expectations, efficiently and effectively. EEF: Technology ... improving assessment	5
Using technology to support teachers' quality of modelling and explanations	<ul style="list-style-type: none"> Teachers use digital technology to enhance their modelling and explanations. EEF: Digital technology to help learning	3, 5
Purchasing of reading books	<ul style="list-style-type: none"> So that we can maintain the quality of teaching and the reading curriculum, it is important that we have a range of up-to-date texts that appropriately match the children's learning need. 	5

Targeted academic support

Budgeted cost: £17,748.74

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions across the school	<ul style="list-style-type: none"> Pupils in year 1 receive focussed, additional sessions to support phonics learning. For pupils who did not pass the Phonics Screening Check in year 1, they receive twice weekly phonics additional sessions with an experience adult and using the school's Little Wandle SSP. EEF: Phonics	1, 3, 4, 5
Targeted intervention through Paired Reading (1:1)	<ul style="list-style-type: none"> Disadvantaged pupils or those with lower reading attainment are priority readers and benefit from focussed support with reading accuracy and comprehension. Interventions for Literacy: Paired Reading	1, 3, 5

Targeted intervention through Reciprocal-Reading (small group sessions)	<ul style="list-style-type: none"> Disadvantaged pupils or those with lower reading attainment and from focussed support with a reading comprehension intervention. Interventions for Literacy: Reciprocal Reading 	3, 5
Support from the Inclusion Manager	<ul style="list-style-type: none"> Double-disadvantaged pupils benefit from focussed support from a qualified Inclusion Manager to support the school's ongoing, holistic understanding of pupils EEF: Special Educational Needs in Mainstream Schools 	2, 3, 5

Wider strategies

Budgeted cost: £ 35,468.68

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole-school safeguarding technology - CPOMS	<ul style="list-style-type: none"> CPOMS is fully utilised as a safeguarding and wellbeing tool to identify, track and record behavioural and wellbeing concerns, ensuring effective safeguarding for the physical and mental health of the pupils. Outstanding safeguarding practice in primary schools 	2, 3, 4
Emotional Literacy Support Assistant	<ul style="list-style-type: none"> ELSA support is used for identified children to build their emotional resilience, wellbeing and mental health. EEF: Improving social and emotional learning in primary schools 	1, 2
SEMH therapeutic intervention: 4legged therapy	<ul style="list-style-type: none"> 4legged therapy is used for identified pupils to support their wellbeing needs. EEF: Improving social and emotional learning in primary schools 	1, 2, 3, 4
Educational Welfare Officer	<ul style="list-style-type: none"> EWO monitors and reports on attendance monthly, focussing the school on pupils with lower attendance. EEF: Supporting school attendance 	1, 4
Family Support Advisor	<ul style="list-style-type: none"> FSA has time to build holistic relationships with harder to reach families and reduce barriers to attendance. 	1, 4

	EEF: Supporting school attendance	
Subsidised access to clubs and extra-curricular clubs (yoga, gym, In2Sport)	<ul style="list-style-type: none"> Disadvantaged pupils are able to access a range of extra-curricular clubs to develop their physical and SEM health. EEF: Physical activity	1, 2
Outdoor Enrichment	<ul style="list-style-type: none"> Identified pupils are able to Outdoor Enrichment to develop their physical and SEM health. EEF: Physical activity	1, 2, 3
Teacher Fund	<ul style="list-style-type: none"> Teachers identify the need for their disadvantaged pupils to meet the cost of school uniform, swimming equipment, school equipment, Curriculum Promises, so that they have at least the same as their non-disadvantaged peers, ensuring there is not a participation gap. 	1
Additional learning opportunities	<ul style="list-style-type: none"> Families are offered financial support so that pupils can attend all school trips. This ensures that there is not a participation gap due to familial deprivation. 	1
Supporting reading at home in KS1 sessions	<ul style="list-style-type: none"> Sessions aimed to engage and support all parents with practical strategies to support learning at home through the delivery of 'Supporting Reading in KS1' sessions. EEF: Parental engagement	1, 5

Total budgeted cost: £87,870

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.

Outcome: To achieve and sustain improvements in attendance for all pupils, including the most disadvantaged pupils.

Success: For there to be no difference in attendance between disadvantaged and non-disadvantaged pupils.

Evidence of impact and headline data:

	July 2025 – PP Pupils	July 2025 - Non-PP pupils
Overall absence rate	7.8%	3.6%
Persistent Absence (No SEND)	21.4% (9 pupils)	8.5% (31 pupils)
Persistent Absence (SEND)	19.2% (5 pupils)	5.7% (3 pupils)
Persistent Absence (EHCP)	38.5% (5 pupils)	4.5% (1 pupil)

Attendance has improved but remains below non-disadvantaged peers. Persistent absence remains high, particularly for PP pupils with SEND/EHCP. Interventions were effective for families engaged with support but impact was limited where barriers were social-care linked. For the two pupils whose attendance data was <75%, one pupil moved to out of borough with a Section 47 investigation whilst the other had an EHCP assessment completed, moved to a partial timetable due to behavioural issues, and then moved to Alternative Provision. For the 17 pupils whose attendance data was <90%, 11 attendance letters (raising a concern) were sent, 3 attendance improvement meetings with the headteacher were held (including attendance action plan implementation), 5 pupils were under the EWO, 1 referral to MASH, 1 referral to EBSA workshop, 1 pupil with significant medical needs including surgeries.

The impact of the attendance letters and attendance improvement meetings was monitored monthly and were largely successful. This process was robust with the PP-lead developed attendance tracker, but this was further enhanced using InsightTracking to track attendance. The school has adopted the Trust's letters to support further improvements in attendance, and the PP lead has developed a flow-chart to ensure further rigour in addressing lower than 95% attendance.

Next steps:

- Further embed attendance tracking and monitoring systems, use of the attendance letters

Outcome: Pupils who are disadvantaged will have provision in place which positively impacts their individual outcomes. Sustained high levels of wellbeing will be evident from qualitative data and increased participation in enrichment opportunities.

Success: For pupils who are disadvantaged, they will have provision in place which positively impacts their individual outcomes.

Evidence of impact and headline data:

	July 2025 - PP Pupils	July 2025 - Non-PP pupils
Number of children with ILPs	26 pupils (32% of PP children)	54 pupils (12% of non-PP children)
Number of children with EHCPs	13 pupils (16% of PP children)	22 pupils (5% of non-PP children)

In relation to enrichment opportunities, extra-curricular clubs include: judo, archery, basketball, choir, football, gymnastics, Pokémon, tennis, Makaton, Dungeons and Dragons, dodgeball, handbells, chess, art, football, games club, with 50% of disadvantaged pupils taking part in activities.

Next steps:

- Track enrichment participation termly and target non-engagers directly.
- Use pre- and post- intervention wellbeing measures to evidence impact more clearly.

Outcome: To achieve and sustain excellent phonic provision for year 1 and 2 pupils, resulting in a positive impact to their reading development.

Success: KS1 phonics attainment for disadvantaged pupils to at least meet or exceed that of their peers.

Evidence of impact and headline data:

	July 2025 - PP Pupils		July 2025 - Non-PP pupils	
	0/4 pupils (0%)		51/60 pupils (81.1%)	
Reception - GLD	0/2 pupils (0%) (No-SEND)	0/2 pupils (0%) (SEND)		
	2/9 pupils (22%)		53/63 pupils (84%)	
Year 1 – PSC pass %	2/3 pupils (66%) (No-SEND)	0/6 pupils (0%) (SEND)	46/54 pupils (85%) (No-SEND)	6/8 pupils (75%) (SEND)
	9/11 pupils (82%)		51/59 pupils (86%)	
Year 2 – PSC pass %	6/6 pupils (100%) (No-SEND)	3/5 pupils (60%) (SEND)	43/45 pupils (96%) (No-SEND)	9/13 pupils (69%) (SEND)

Of the 9 pupils in Year 1, 1 was disapplied, 1 missed the equivalent of 30 days due to ongoing illness/medical issue, and 1 was on a partial timetable due to behavioural and SEND need (moving to Alternative Provision) so capacity to catch-up phonics learning was greatly impacted.

Of the 11 PP pupils in year 2, the 2 children who did not pass include 1 pupil who was disapplied in year 1 and 2, and learns in the SRP. The other pupil progressed from disapplied in year 1 to 23 in year 2.

Next steps:

- Increase intervention frequency from 2 → 4 sessions weekly for lowest 20%.

Outcome: For the reading outcomes of disadvantaged pupils to meet or exceed age-related expectations.

Success: KS2 reading outcomes for disadvantaged pupils to at least meet or exceed that of their peers.

Evidence of impact and headline data:

	July 2025		July 2025	
	PP with SEND pupils	PP Pupils	Non-PP pupils with SEND	Non-PP pupils
Year 6 – SATs reading outcomes - EXP	0/8 pupils (0% of PP pupils with SEND)	4/10 pupils (40% of PP pupils with SEND)	5/14 pupils (36% of non-PP pupils with SEND)	22/58 pupils (38% of non-PP pupils)

Year 6 – SATs reading outcomes - GDS	0/8 pupils (0% of PP pupils with SEND)	2/10 pupils (20% of PP pupils with SEND)	2/14 pupils (14% of non-PP pupils with SEND)	25/58 pupils (43% of non-PP pupils)
	July 2025		July 2025	
	PP pupils		Non-PP pupils	
Year 6 – SATs reading outcomes - EXP	6/18 pupils (33%)		54/72 pupils (75%)	
Year 6 – SATs reading outcomes - GDS	2/18 pupils (11%)		27/72 pupils (38%)	

Of the 8 pupils with SEND need, 4 had EHCPs and were working below age-related expectations.

Next steps:

- Ensure identified KS2 pupils are in PiXL reading therapy groups to maximise progress.