

Pupil Premium Strategy Statement – Ormesby Village Junior School 2025-2026

This statement details our school’s use of pupil premium (and recovery 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	115
Proportion (%) of pupil premium eligible pupils	20% (23 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2024, 2024-2025 & 2025-2026
Date this statement was published	19.09.2025
Date on which it will be reviewed	20.02.2026
Statement authorised by	Bradley Young (Head)
Pupil premium lead	Bradley Young (Head)
Governor / Trustee lead	Lauren Gardiner (Chair)

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£56,940
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years <i>(enter £0 if not applicable)</i> <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year	£56,940
<i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	N/A

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 strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme (School-Led Tutoring) for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust assessment. 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	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics, reading, writing and maths than their peers. This negatively impacts their development as readers.

2	<p>Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations in reading, writing and maths.</p>
3	<p>Our attendance data over the last three years indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils.</p> <p>A significant percentage of disadvantaged pupils have been 'persistently absent' compared to their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>
4	<p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, due to a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment. Teacher referrals and requests for support have markedly increased since the pandemic for disadvantaged pupils. These children require additional support with social and emotional needs using small group interventions.</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
Improved oral language skills and vocabulary among 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 disadvantaged pupils.	KS2 reading outcomes in 2025/26 show that more than 50% of disadvantaged pupils met the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2025/26 show that more than 50% of disadvantaged pupils met the expected standard.
Improved writing attainment for disadvantaged pupils at the end of KS2.	KS2 writing outcomes in 2025/26 show that more than 50% of disadvantaged pupils met the expected standard.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2025/26 demonstrated by:</p> <ul style="list-style-type: none"> the overall absence rate for all pupils being no more than 92%, and the attendance gap between disadvantaged

	<p>pupils and their non-disadvantaged peers being reduced by 25%.</p> <p>The percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being no lower than their peers.</p>
Improved emotional well-being and increased strength of relationships between home and school.	Children displaying signs of emotional needs are reduced or have sufficient support in place to provide them with strategies to self-manage their needs more strongly. Children and families have forged stronger relationships between home and school.
Improved behaviour from a significant minority of pupils, including those eligible for Pupil Premium.	Embed the behaviour policy to tackle the minority of poor behaviour. Fewer more serious incidents of poor behaviour occur and pupils begin to address their own behaviour. Specific pupils eligible for Pupil Premium with significant needs become able to work more independently and make better progress.

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: £24,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Renewal of updated standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests from NTS for Reading, Maths and GPS can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	1, 2, 3, 4
Recruitment of additional staff	Recruiting additional temporary staff to deliver specific interventions such as precision teaching or Read Write Inc. in	1, 2, 3 & 4

	small groups to have more direct impact on raising attainment. Recovery premium to be spent recruiting additional staff to deliver interventions or to enable existing staff to be released to manage the new nurture provision.	
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Targeted Academic Support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £17,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improved social, emotional and academic progress of SEND pupils who need to catch up with middle and higher attainers, including those eligible for Pupil Premium	Teaching interventions where appropriate to mop up when gaps are identified. This should be for the SEND pupils most in need to enable them to make progress from their starting points. Included within this intervention staff ensure children that lack the support from home are pushed also Provide this daily intervention with reading, spellings and maths where needed, NEST Nurture group running toast time, Lego therapy sessions, so the whole child is supported to develop. Maths booster groups to be delivered for Year 6 pupils who may underachieve to be run by staff. Read Write Inc. Fresh Start improved pupils' knowledge of spelling and phonics. Little Wandle 7+ Programme for the year 3 pupils requiring more phonic-based intervention. Dyslexia Screening Licences. WelComm programme purchased and staff trained.	1, 2, 3 & 4
Resources to meet the specific needs of disadvantaged pupils with and without SEND.	Purchase of new reading material to ensure library stock is sufficient and current. Ensure Barrington Stokes material is purchased to support those with dyslexia.	

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

Budgeted cost: £16,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>Social and emotional approaches will be embedded into routine educational practices and supported by professional development and training for staff</p>	<p>Enhance the nurture facility within the school to support those pupils eligible for Pupil Premium, as well as other children in need of such support. New provision named the NEST (Nurture, Emotional Support and Therapy). Ensure staff are trained to support effectively.</p> <p>Alongside this, generate a unique provision with a new immersive learning environment taking up the space occupied previously by an obsolete IT suite. This is something which can support all learners with their studies, provide a sensory element to those requiring this type of intervention and could be a service supporting the community within the future. Implement daily sensory circuits. Train staff further in emotional literacy.</p>	1, 2, 3 & 4
<p>Build more effective relationships between school and home.</p>	<p>Implement a Generations' Project for eligible Pupil Premium pupils and their families to work together on a cycle of events to generate interest in learning collaboratively and with an incentive of earning access to quality reading material.</p> <p>Look into Junior Duke of Edinburgh scheme to give aspirational and resilience qualities to the pupils as an alternative. Ormesby Children's University opportunities could also encourage PP children to become more resilient and engaged in physical activities.</p>	3 & 4
<p>Mitigate the effects of socio-economic factors.</p>	<p>Provide access for all Pupil Premium pupils to after-school clubs, extra-curricular clubs and other trips. Enable year groups to access residential with subsidised costs. Promote higher aspirations by maintaining King's College career aspirations Ensure access to ENSFC continues.</p>	1, 2, 3 & 4
<p>Manage behavioural issues effectively.</p>	<p>Ensure the behaviour policy continues to be fully implemented by all. Ensure specific needs of pupils are nurtured on a one-to-one basis if required. Utilising rewards, praise and recognition enables pupils to be incentivised to behave as expected. Dealing with poor behaviour robustly and restoratively supports</p>	1, 2, 3 & 4

	pupils to change positively, but also indicates to others that poor behaviour will be addressed.	
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Total Budgeted Cost: £57,000

Part B: Review of the Previous Academic Year

Outcomes for Disadvantaged Pupils

Our internal assessments during 2024/25 suggested that the performance of disadvantaged pupils remains lower than non-disadvantaged pupils in key areas of the curriculum. As a result, the outcomes we aimed to achieve in our previous strategy by the end of 2024/25 were therefore not fully realised. However, the following results show what disadvantaged pupils did achieve:

Year 6 – Maths 4/7 pupils at Expected+ with 1/7 at Greater Depth / Writing 4/7 pupils at Expected+ with 0/7 pupils at GDS / Reading 4/7 pupils at Expected+ with 3/7 pupils at GDS.

Year 5 – Maths 3/5 pupils at Expected+ with 1/5 at GDS / Writing 2/5 pupils at Expected+ with 1/5 pupils at GDS / Reading 1/5 pupils at Expected+ with 3/5 pupils at GDS.

Year 4 – Maths 4/10 pupils at Expected+ with 3/10 at GDS / Writing 2/10 pupils at Expected+ with 1/10 pupils at GDS / Reading 1/10 pupils at Expected+ with 1/10 pupils at GDS.

Year 3 – Maths 3/6 pupils at Expected+ with 1/6 at GDS / Writing 4/6 pupils at Expected+ with 0/6 pupils at GDS / Reading 2/6 pupils at Expected+ with 2/6 pupils at GDS.

There was an identified underperformance in Writing. Our assessment of the reasons for these outcomes is mitigated by our resolution to maintain a high quality curriculum, including during periods of higher absence.

Overall attendance in 2024/25 remained significantly higher than the national average. At times when all pupils were expected to attend school, absence among disadvantaged pupils was higher than their non-disadvantaged peers and persistent absence from some disadvantaged pupils was also higher. There was significant absence due to illness and SEMH needs, as well as issues domestically. Attendance always remains a focus for improvement. Average attendance for all disadvantaged pupils was 94.77%.

Our assessments and observations indicated that pupil behaviour, well-being and mental health were significantly impacted in the previous year. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide well-being support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

Externally Provided Programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Increased Music Provision	Lisa White-Joubert

Service Pupil Premium Funding (Optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
N/A
The impact of that spending on service pupil premium eligible pupils
N/A

Further Information (Optional)

Additional Activity

Our pupil premium strategy will be enhanced by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback, as pupils identified they did not know how to make their work better if they were asked in a recent survey. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils. Using the interim termly reports with pupils to inform them of their current attainment position and how they can improve their work. Look into reviewing the effective marking and feedback policy across the school.
- utilising further CPD to establish a member of staff as a mental health champion. (Deputy Headteacher) Training we have selected will focus on the training needs identified through the guidance: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wider range of high-quality extra-curricular activities and enrichment to boost well-being, 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, giving them more opportunities to represent the school.

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.