

Pupil premium strategy statement – Orgill 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.

Please read alongside SDP and SIP.

School overview

Detail	Data
Number of pupils in school	183
Proportion (%) of pupil premium eligible pupils	36%
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)	2025-2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Holly Collins
Pupil premium lead	Helen Hawley
Governor	Lynn Huddart

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£103,735
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <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>	£103,735

Part A: Pupil premium strategy plan

Statement of intent

It is our overarching intention that all pupils, regardless of the disadvantage they experience or their level of vulnerability, will make strong progress and achieve high levels of attainment across the curriculum. We have high expectations for our disadvantaged pupils and do not accept that disadvantage inevitably leads to low outcomes. Our strategy ensures equality of access to all educational opportunities and provides targeted support so that all pupils can achieve their full potential.

Our approach is evidence-informed, drawing upon guidance from the Education Endowment Foundation and is structured around a tiered model:

Tier 1: High-Quality Teaching – Ensuring every class has an effective, supported teacher remains our highest priority. High-quality teaching is the most important factor in improving outcomes, and all staff receive ongoing professional development to enhance curriculum delivery and inclusive practice.

Tier 2: Targeted Academic Support – In addition to strong classroom teaching, we provide one-to-one and small group tuition for those pupils who need it most. Interventions are explicitly linked to daily lessons to support pupils in accessing the curriculum, emphasising 'keep up' rather than 'catch up'.

Tier 3: Wider Strategies – We address non-academic barriers including attendance, behaviour, social and emotional development, and wellbeing. Our Family Support Worker and Wellbeing Champion play a crucial role in removing barriers and ensuring pupils are ready to learn.

We recognise that pupils face a range of barriers, which may be long-term, short-term, or change over time. Our community is among the 30% most deprived nationally, with low employment and health challenges affecting many families. The Income Deprivation Affecting Children Index (IDACI) places our area in the 20% most deprived, reflecting significant socioeconomic challenges for our pupils.

Intended Outcomes:

- **Attainment:** At least 70% of disadvantaged pupils will achieve the expected standard in Reading, Writing & Maths combined by the end of KS2, reducing the gap with their peers.
- **Progress:** Disadvantaged pupils will make progress in line with or exceeding national expectations from their starting points.
- **Attendance:** Attendance for disadvantaged pupils will be at least 97%, with persistent absence reduced to below 8%.
- **Wellbeing and Behaviour:** Pupils will demonstrate improved emotional regulation and engagement, reflected in behaviour records and pupil voice surveys.

This strategy is integral to wider school plans for educational recovery, including our inclusion in the WELL project, and ensures that the achievement and wellbeing of disadvantaged pupils remains a high priority.



Challenges

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

Challenge number	Detail of challenge
1	Assessment, observations, and discussions indicate that disadvantaged pupils generally have greater difficulties with Writing than their peers.
2	Assessment, observations, and discussions indicate that disadvantaged pupils generally have greater difficulties with Reading than their peers.
3	Assessment, observations, and discussions indicate that disadvantaged pupils generally have greater difficulties with Mathematics than their peers.
4	Underdeveloped oral language skills and vocabulary gaps are evident from Early Years to KS2 and are more prevalent among disadvantaged pupils than their peers.
5	Many disadvantaged pupils face significant social, emotional, and mental health challenges, including those associated with Special Educational Needs (SEN), mental health concerns, and Adverse Childhood Experiences (ACEs). These challenges often create barriers to engagement and learning, impacting attainment and progress. A high proportion of our disadvantaged pupils require targeted interventions, pastoral support, and access to specialised services to ensure they can fully participate in the curriculum and achieve their potential.

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 writing attainment.	<p>In 2028, by the end of KS2, at least 70% of disadvantaged pupils will reach expected standard in reading, writing and mathematics.</p> <p>Disadvantaged pupils will make progress from their starting points.</p> <ul style="list-style-type: none">• Quality first teaching in English Writing

	<ul style="list-style-type: none"> • Develop staff subject knowledge and pedagogy through quality CPD opportunities.
Improved reading attainment.	<p>In 2028, by the end of KS2, at least 70% of disadvantaged pupils will reach expected standard in reading, writing and mathematics.</p> <p>Disadvantaged pupils will make progress from their starting points.</p> <ul style="list-style-type: none"> • Quality first teaching in English Reading • Continue to use whole class reading sessions to teach reading and comprehension • Develop staff subject knowledge and pedagogy through quality CPD opportunities.
Improved mathematics attainment	<p>In 2028, by the end of KS2, at least 70% of disadvantaged pupils will reach expected standard in reading, writing and mathematics.</p> <p>Disadvantaged pupils will make progress from their starting points.</p> <ul style="list-style-type: none"> • Quality first teaching in Mathematics. <p>Outcomes for disadvantaged pupils to be in-line with national outcomes for mathematics for academic year 2024/25 and 2025/26</p> <ul style="list-style-type: none"> • Develop staff subject knowledge and pedagogy through quality CPD opportunities. • Promote and develop the use of manipulatives to support the teaching of mathematics
Improved oracy skills and vocabulary.	<p>Assessment and observations indicate improved oral language among disadvantaged pupils. Evidence is triangulated through engagement in lessons, book scrutiny, classroom learning environments and formative assessments.</p>
Improved Social, Emotional and Mental Wellbeing	<ul style="list-style-type: none"> • Disadvantaged pupils show improved emotional regulation, behaviour and engagement, evidenced through monitoring, pupil voice and pastoral records. • No increase in suspensions or exclusions for disadvantaged pupils.

	<ul style="list-style-type: none"> • Targeted pastoral and therapeutic support results in improved attendance and progress for pupils with identified social and emotional needs. • Positive feedback from pupils and families confirms the effectiveness of support provided.
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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: £ 38,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Nuffield Early Language training.	Research trials have found that children receiving the NELI programme made the equivalent of 3 months progress in oral language skills compared to children who did not receive NELI.	4
Weekly masterclasses and coaching in phonics, literacy and maths.	High quality teaching is the most significant means of improving outcomes for our pupils. Regular and high quality CPD leads to high quality teaching.	1 2 3 4
Alex Bedford Pupil Book Study model for evaluating teaching and learning.	A systematic approach to evaluating the curriculum, teaching and learning can generate evidence that informs curriculum design and improves teaching and learning.	1 2 3 4
Numicon	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	3
Continued work with Maths Hub	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in Teaching of Mathematics, drawing on evidence-based approaches: https://assets.publishing.service.gov.uk/media/614	3

	0b7008fa8f503ba3dc8d1/Maths_guidance_KS_1_and_2.pdf 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	
Sentenced to Success WELL project	The EEF guidance is based on a range of the best available evidence: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2	1
Maximising Impact of Teaching Assistants WELL project	The EEF guidance is based on a range of the best available evidence https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/maximising-the-impact-of-teaching-assistants	1 2 3 4 5

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

Budgeted cost: £ 24,735

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deliver Nuffield Early Language Intervention for targeted reception pupils.	Research trials have found that children receiving the NELI programme made the equivalent of 3 months progress in oral language skills compared to children who did not receive NELI.	4
One to one phonics teaching for targeted reception and Key Stage 1 pupils	1:1 tutoring can be effective in delivering, on average, about five months additional progress. (EEF) We have been providing 1:1 intervention for RWI since we started using the programme and our PSC results have been consistently well above average. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	2
Effective deployment of support staff to target key disadvantaged pupils who are	Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. (EEF)	1 2 3

not making expected progress in reading writing and maths.	https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/maximising-the-impact-of-teaching-assistants	
Mastering Number at Reception, KS1 AND KS2. Weekly catch-up sessions targeted at disadvantaged pupils who require further mathematic support.	<p>Mastering Number at Reception and Key Stage 1 aims to secure firm foundations in the development of good number sense for all children. The aim over time is that children will leave KS1 with fluency in calculation and a confidence and flexibility with number.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</p> <p>Mastering Number at Key Stage 2 enables pupils in Years 4 and 5 to develop fluency in multiplication and division facts, and a confidence and flexibility with number that exemplifies good number sense.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</p>	3

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

Budgeted cost: £ 40,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Role of Family Support Worker and Health and Wellbeing Champion	<p>Social and emotional skills' are essential for children's development - they support effective learning and are linked to positive outcomes in later life. With the right support, children learn to articulate and manage their emotions, deal with conflict, solve problems, understand things from another person's perspective, and communicate in appropriate ways.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</p>	5

Total budgeted cost: £ 103,735

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The previous three-year Pupil Premium plan laid important foundations for improving outcomes for disadvantaged pupils. Progress was evident in some areas, particularly in Reading and Writing at KS2, and the engagement of pupils through pastoral support. However, there were areas where outcomes could have been strengthened, and strategies better targeted to specific barriers. This academic year, we have refined the plan to focus more sharply on measurable outcomes, targeted interventions, and evaluation processes.

In terms of attainment in Reading, Writing and Mathematics, progress was made in some year groups, particularly KS2 Reading and Writing, where small group and individual support increased pupil confidence and engagement. Some gaps between disadvantaged pupils and their peers remain. Moving forward, interventions will be tightened with clear, measurable targets, and small-group and one-to-one tuition will be explicitly linked to daily lessons. Monitoring systems will track progress termly.

Regarding progress from starting points, formative assessment and teacher observation indicated that many disadvantaged pupils are making progress, although some inconsistencies existed across year groups. This year, all interventions will be aligned to pupils' starting points and tracked systematically, with clear documentation for termly review.

Assessment and observations also indicate improved oracy and vocabulary in some classes, supported by structured speaking and listening activities. To build on this, a whole-school approach to oracy development will be continued, with termly tracking of impact.

In terms of social, emotional and mental wellbeing, the Family Support Worker and Health & Wellbeing Champion provided targeted pastoral support, improving engagement and resilience for pupils. Qualitative feedback from pupils and families has been positive. This year, SEMH support will continue to be prioritised, and attendance, engagement, and behaviour trends will be monitored systematically. Termly pupil voice surveys will measure impact.

Attendance improved in some cohorts, but persistent absence remains a challenge for a small number of disadvantaged pupils. Close monitoring, targeted interventions, and early engagement with families will continue, with termly reports to governors.

Overall, while progress was made under the previous plan, this review demonstrates the need for a more focused, evidence-informed approach to close gaps consistently across all year groups. This year's plan tightens intended outcomes, links all interventions to measurable success criteria, and embeds a robust system of review and evaluation.

Externally provided programmes

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

Programme	Provider
Nuffield Early Language	
Alex Bedford Pupil Book Study	