

Pupil premium strategy statement – Ogbourne CE Primary School

Before completing this template, read the Education Endowment Foundation's [guide to the pupil premium](#) and DfE's [pupil premium guidance for school leaders](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged children.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged children last academic year.

School overview

Detail	Data
Number of children in school	79
Proportion (%) of pupil premium eligible children	13%
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- 26
Date this statement was published	2.11.25
Date on which it will be reviewed	2.11.26
Statement authorised by	Lucy Crump
Pupil premium lead	Cathy Temple-Brown
Governor / Trustee lead	Ollie Iliffe

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£9090
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£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>	£9090

Part A: Pupil premium strategy plan

Statement of intent

At Ogbourne CE Primary our Christian vision -“From small streams, big rivers flow” - reflects our aim that every child’s early experiences and opportunities shape the course of their lifelong learning journey. Our intention is that every child, regardless of their background or circumstances, is given the opportunity to thrive academically, socially, and emotionally. As a small village primary school, all staff know each child as an individual, and we are committed to ensuring that disadvantage is never a barrier to success. As a church school we are focused on the whole child and acknowledge that academic achievement and attainment is very important, but it is not the only measure of how we perform, as a school, or indeed of all that our children achieve.

Our pupil premium strategy is designed to ensure that all disadvantaged children make at least good progress and achieve highly across the curriculum, while developing a lifelong love of learning. We place particular emphasis on securing strong foundations in the early years and Key Stage 1, recognising the significant impact that these early building blocks have on future learning.

This includes:

- Developing early reading fluency and comprehension through high-quality phonics teaching, rich reading experiences, and access to well-chosen texts;
- Strengthening handwriting, transcription, and spoken language skills, which underpin children’ ability to communicate clearly and confidently;
- Embedding foundational number concepts and fluency in mathematics, ensuring children develop secure understanding and confidence with number from the earliest stages.
- High-quality teaching is at the heart of our approach. We believe that excellent classroom practice, informed by evidence-based pedagogy, benefits all children and is the most effective way to close the attainment gap. Alongside this, we provide carefully targeted academic and pastoral support to address individual barriers and promote positive wellbeing.

Our approach includes:

- Early identification of needs through diagnostic assessment and close monitoring of progress;
- Responsive and inclusive teaching, ensuring all children have equitable access to learning opportunities;
- Strong partnerships with families and the wider community, recognising the vital role they play in supporting children’s learning and development.
- High quality, inclusive teaching and robust diagnostic assessment

- Precision teaching by the class teacher/ Tas/ intervention teacher
- Focused support (either individually or alongside children of a similar level) from experienced teachers and skilled teaching assistants, both in class and small groups.
- Carefully targeted resources known to raise attainment.
- Personalised support including pastoral support/ ELSA for individual children and their families, to meet their needs.
- Supporting parents to fund clubs and trips.

Funding is allocated within the school budget by financial year. The budget enables us to plan our intervention and support programme year-on-year and term-on-term, based on the needs of the current cohort of children in receipt of Pupil Premium funding.

Through this strategy, we aim to ensure that every child leaves us as a confident, capable, and compassionate learner ready for the next stage of their education and for life beyond. In living out our vision, we believe that **from small streams, big rivers flow** reflecting that every child, regardless of any vulnerabilities, can reach their full potential, when given the right foundations and support.

Challenges

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

Challenge number	Detail of challenge
1	Weaknesses in learning behaviours Some disadvantaged children demonstrate limited independence, resilience, and organisational skills, which affects their engagement and ability to access learning. These behaviours contribute to slower progress in reading, writing, and mathematics.
2	Low attainment and gaps in knowledge Many PP children have gaps and misconceptions in core subjects, struggle to retain or recall prior learning, and display slower progress rates. Standardised and teacher assessments in reading, maths, and writing highlight these ongoing attainment challenges.
3	Social, emotional, and mental health needs A significant proportion of disadvantaged children experience social, emotional and mental health needs which present with some behavioural challenges that impact wellbeing and learning. 40% of children in receipt of FSM are currently receiving targeted support such as ELSA or 'Drawing and Talking Therapy'.
4	Early literacy and numeracy development Disadvantaged children show difficulties in foundational skills:

	<p>50% have received or are receiving intervention in phonics, handwriting and transcription, speech, language, or communication to support early reading;</p> <p>30% have received or are receiving bespoke intervention in mathematics to improve basic fluency and key number facts.</p>
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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
<p>Challenge 1: Weaknesses in learning behaviours</p> <p>Intended Outcome: Children develop greater independence, resilience, and positive learning behaviours.</p>	<ul style="list-style-type: none"> • Children can work independently on age-appropriate tasks without constant adult support. • Children demonstrate improved concentration, perseverance, and engagement in lessons. • Teacher observations show consistent improvement in learning behaviours. • Measurable progress in ‘Strengths and Difficulties’ questionnaire toolkit.
<p>Challenge 2: Low attainment and gaps in knowledge</p> <p>Intended Outcome: Disadvantaged children make accelerated progress and close attainment gaps with peers.</p>	<ul style="list-style-type: none"> • Children’s progress in reading, writing, and mathematics meets or exceeds national expectations. • Case studies show measurable progress from starting points. YARC assessments show accelerated progress in reading age over 12 months. • Sandwell maths assessments to show accelerated progress towards age-related expectations, in maths. • Can DO assessments/ ‘Remember its’ to show accelerated progress in maths. • Wellcomm assessments will be used to identify speech and language difficulties, and appropriate targeted interventions and support will be planned. • Assessment data shows a reduction in gaps between disadvantaged children and their peers.

	<ul style="list-style-type: none"> • Children demonstrate improved recall and application of prior learning in lessons and assessments.
<p>Challenge 3: Social, emotional, and behavioural needs</p> <p>Intended Outcome: Children’ social, emotional, and mental health needs are effectively supported.</p>	<ul style="list-style-type: none"> • Reduction in behavioural incidents and disruptions in lessons for disadvantaged children. • Children accessing ELSA, Drawing and Talking Therapy, or other pastoral support show improved wellbeing and confidence. • Attendance and punctuality rates for disadvantaged children improve or are maintained at high levels. • Strengths and Difficulties Questionnaires (SDQs) will show measurable progress in children’s emotional and mental wellbeing.
<p>Challenge 4: Early literacy and numeracy development</p> <p>Intended Outcome: Children acquire secure foundational skills in reading, phonics, speech, language, handwriting, and number fluency.</p>	<ul style="list-style-type: none"> • PP children currently receiving phonics or speech/language interventions achieve expected or better progress in assessments. • Case studies show measurable progress from starting points. YARC assessments show accelerated progress in reading age over 12 months. • Sandwell maths assessments to show accelerated progress towards age-related expectations, in maths. • Wellcomm assessments will be used to identify speech and language difficulties, and appropriate targeted interventions and support will be planned. • Can DO assessments/ Remember its to show accelerated progress towards age-related expectations in maths. • Children demonstrate improved fluency in key number facts and foundational maths skills; intervention groups show measurable progress, against key performance indicators. • Children access age-appropriate reading texts confidently.

	<ul style="list-style-type: none"> • Salford reading tests demonstrate measurable progress in reading ages. • NFER tests show measurable progress towards age-related expectations. • Children develop strong foundations to learning and can apply handwriting and transcription skills across the curriculum.
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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: £4090

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teaching: High-quality teaching is the most effective way to improve outcomes for all children, particularly those who are disadvantaged.</p> <p>Monitoring & Evaluation: Senior leaders regularly monitor teaching and learning through lesson observations, book scrutinies, learning walks, and pupil voice to ensure high expectations and effective delivery of the curriculum.</p>	<p>Research shows that quality first teaching delivers the best results for disadvantaged and vulnerable children. Staff training, collaboration with other primary schools/ the trust and in-school monitoring all contribute to improved outcomes for children. Whilst all children benefit from high quality teaching, disadvantaged and vulnerable children reap even higher benefits from having good or outstanding teachers and provision in place for more vulnerable learners will also support all children.</p> <p>Regular monitoring of teaching and learning through lesson observations, book scrutiny, learning walks, and pupil voice ensures that high expectations are maintained and that teaching is effective for all</p>	<p>All but primarily 1, 2 and 4</p>

<p>Pupil progress meetings are used to evaluate the impact of teaching and identify children requiring additional support or intervention.</p> <p>Assessment data is analysed to measure the progress of disadvantaged children, enabling timely adjustments to teaching approaches and professional development priorities.</p>	<p>pupils, including disadvantaged learners.</p> <p>The Education Endowment Foundation (EEF) identifies that effective teaching is the single most important factor in improving pupil outcomes. For disadvantaged children, consistently strong classroom teaching has the greatest potential impact on closing the attainment gap.</p>	
<p>CPD:</p> <p>CPD will include:</p> <ul style="list-style-type: none"> • Maths mastery; • Training on 'Strong foundations in first years of school'; • Early reading, phonics and handwriting and transcription skills; • Use of and adaptation of the Can Do Maths approach within the maths curriculum; • Pedagogy – through use of walkthrus and 'Teaching and Learning' policy; <p>TA's subject knowledge through online training when available.</p>	<p>Evidence shows that sustained, collaborative, and focused professional development improves teacher and TA effectiveness and pupil outcomes. Training in maths mastery, early reading, phonics, handwriting and transcription, and curriculum-specific approaches such as <i>Can Do Maths</i>, equips staff with strategies to improve learning for all pupils, especially those who are disadvantaged.</p> <p>Embedding pedagogy through tools such as WalkThrus and clear Teaching and Learning policies ensures that evidence-informed approaches are consistently applied across the school, reinforcing high-quality teaching as the foundation for progress.</p>	<p>1, 2 and 4</p>

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

Budgeted cost: £3000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Precision Teaching: Children who have gaps in key skills, particularly in reading, phonics, spelling, or number fluency, receive short, focused sessions designed to address misconceptions and build automaticity. Progress is closely monitored and interventions adjusted accordingly.</p>	<p>Evidence from the Education Endowment Foundation (EEF) shows that targeted, structured interventions, particularly in reading, phonics, and mathematics, can have a high impact on learning, especially when delivered consistently and progress is monitored. Short, daily sessions to address specific gaps support retention and automaticity.</p>	<p>2 and 4</p>
<p>1:1 and Small Group Intervention Sessions: Children receive additional support either individually or in small groups to consolidate learning, address gaps, and accelerate progress. These sessions focus on areas such as phonics, early reading, comprehension, handwriting, transcription, and foundational mathematics.</p>	<p>Small group and one-to-one interventions are well-evidenced to accelerate progress for disadvantaged children, allowing tailored instruction and immediate feedback, with a focus on 'keep up, not catch up'. The EEF toolkit indicates that such approaches can add up to +5 months' progress when delivered by trained staff and regularly reviewed.</p>	<p>2, and 4</p>
<p>Educational Psychology and Specialist Teaching Recommendations: Targeted interventions are</p>	<p>Specialist assessments identify specific learning barriers and guide the design of evidence-based strategies.</p>	<p>2 and 4</p>

<p>informed by assessments and recommendations from the Educational Psychologist and specialist teaching services, ensuring that support is evidence-based and tailored to each child's needs.</p>	<p>Research shows that interventions informed by expert advice are more likely to be precisely targeted and effective, particularly for children with speech, language, or learning difficulties.</p>	
<p>Pupil Progress Meetings: Regular meetings between class teachers and senior leaders review the progress of disadvantaged children. Interventions are evaluated, adjusted, and refined based on outcomes, ensuring that support remains focused, timely, and effective.</p>	<p>Regular review of children' progress ensures that interventions are responsive and adaptive, targeting those who need additional support and measuring the impact of strategies.</p> <p>The EEF highlights that monitoring and responsive teaching are key to closing attainment gaps.</p>	<p>All but primarily 2 and 4</p>

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

Budgeted cost: £2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Emotional Literacy Support (ELSA) and Drawing and Talking Therapy: Children with identified social, emotional, or mental health needs receive sessions with our ELSA to develop coping strategies, social skills, emotional regulation, and</p>	<p>Evidence from the Educational Endowment Foundation (EEF) and mental health research indicates that structured, targeted emotional support can improve wellbeing, social skills, and engagement in learning. Individualised interventions help children develop coping strategies, resilience, and confidence, which in turn supports academic progress.</p>	<p>1 and 3</p>

<p>confidence in learning and social situations.</p>		
<p>Trauma-Informed Practice: All staff are trained in the trauma-informed approach and this is embedded in our behaviour policy. Trauma-informed approaches help children manage emotions, develop resilience, and re-engage with learning following difficulties.</p>	<p>Research shows that understanding the impact of adverse childhood experiences and applying trauma-informed approaches reduces anxiety and behavioural difficulties. Trauma-informed schools create environments where children feel safe, understood, and able to focus on learning.</p>	<p>1 and 3</p>
<p>Restorative Conversations: Staff use restorative approaches to address conflict and behaviour, promoting responsibility, reflection, and reconciliation. This aims to support positive relationships, reduces repeat incidents, and foster a culture of respect and accountability.</p>	<p>Studies demonstrate that restorative conversations and practices improve pupil behaviour, relationships, and school climate. By encouraging reflection and accountability, children develop positive social skills that support learning and reduce disruption.</p>	<p>1 and 3</p>
<p>Zones of Regulation: Children are taught to recognise and manage their emotions using the Zones of Regulation framework. This supports self-regulation, helps children engage in learning, and provides a common language for emotional wellbeing across the school.</p>	<p>Teaching children to recognise and regulate emotions using frameworks like Zones of Regulation has been shown to enhance self-regulation, reduce behavioural challenges, and improve engagement and learning outcomes. Children gain strategies to manage stress and stay focused in lessons.</p>	<p>1 and 3</p>

<p>Attendance Monitoring: We maintain close oversight of attendance and punctuality, working with families to remove barriers to learning and ensure children are present, safe, and ready to learn.</p>	<p>Research highlights that consistent attendance and engagement are strongly correlated with attainment. Targeted support to address barriers to attendance ensures that disadvantaged children are present, ready to learn, and able to benefit from high-quality teaching and interventions.</p>	<p>All</p>
<p>Breakfast club: We subsidise access to our Breakfast Club for targeted pupil premium pupils, particularly those with social, emotional and mental health (SEMH) needs or who face challenges with the transition into the school day. This provision supports a calm and structured start to the morning, helping pupils to settle well, regulate emotionally and prepare for learning with established routines and positive adult engagement.</p>	<p>Evidence from the Education Endowment Foundation (EEF) highlights that breakfast club provision can have positive impacts on pupils' behaviour, concentration and classroom environment — all of which contribute to improved readiness to learn for disadvantaged pupils, beyond the nutritional benefits alone. Research shows that pupils in schools with breakfast clubs made more progress in key subjects, and that improvements in behaviour and concentration were reported by teachers, suggesting wider social and emotional benefits for pupils attending before-school provision.</p>	<p>3</p>

Total budgeted cost: £9090

Part B: Review of the previous academic year

Outcomes for disadvantaged children

Pupil Premium Strategy Review – Impact and Outcomes (Previous Academic Year)

Context

During the previous academic year, the number of pupils eligible for Pupil Premium funding was very small across year groups. As a result, percentages can appear volatile and should be interpreted with caution. Several pupils within the Pupil Premium cohort also had additional needs, including SEND and EHCP provision, which significantly influenced outcomes, particularly at the end of Key Stage 2.

Early Years Outcomes

- 100% of Pupil Premium children achieved a Good Level of Development (GLD) in the Early Years Foundation Stage.
- This outcome is based on a very small cohort (1 pupil) but demonstrates the positive impact of early intervention, targeted support and strong adult relationships.
- SALT (Speech and Language Therapy) targets were met for eligible pupils, and new targets were issued to ensure continued progress.

Phonics and Early Reading

- 50% of Pupil Premium pupils passed the Phonics Screening Check, across Year 1 and the Year 2 resit.
- This reflects a cohort of only two pupils (one in Year 1 and one in Year 2).
- Both pupils received targeted phonics interventions and additional reading support. Continued focus on early reading remains a priority.

Key Stage 1 and Lower Key Stage 2

- In Year 4, 100% of Pupil Premium pupils achieved the expected standard in the Multiplication Tables Check (MTC) (cohort of one pupil).
- This reflects effective targeted maths support and consistent practice.

Key Stage 2 Outcomes

- 0% of Pupil Premium pupils met the expected standard at the end of Key Stage 2 in 2025.
- This cohort consisted of only two pupils, both with SEND. One pupil had an EHCP and did not sit the reading test.
- Outcomes reflect the complexity of need within this cohort rather than a lack of support. Both pupils made progress from their starting points, supported through personalised provision and appropriate adjustments.

Attendance

- Overall school attendance: 96.1%
- Pupil Premium attendance: 92.3%
- Free School Meals attendance: 91.3% (very small cohort)

While attendance for Pupil Premium pupils remains below the whole-school figure, regular communication with families and pastoral support have helped maintain attendance levels within an acceptable range given individual circumstance.

Overall Evaluation

Despite small cohort sizes and significant additional needs within the Pupil Premium group, outcomes show:

- Strong impact in Early Years and lower school outcomes
- Positive progress against individual targets, particularly for pupils with SEND
- High overall attendance and strong engagement with families

The school will continue to prioritise:

- Early intervention in phonics and reading
- Speech and language support
- Personalised provision for pupils with SEND
- Targeted pastoral and attendance support

These priorities will inform the Pupil Premium strategy for the coming academic year.

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

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>
<p>For all service premium children, we use the additional allocated funds to provide targeted and bespoke support and interventions, through the use of TAs and an intervention teacher.</p> <ul style="list-style-type: none">• Daily ELS (Phonics interventions)• Maths intervention - a small, targeted group• ELS Phonics intervention• Spelling precision teaching• Small, targeted reading intervention group• Class split for maths and SPAG teaching, enabling much smaller teaching groups.
The impact of that spending on service pupil premium eligible children

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged children that is not dependent on pupil premium funding.