

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2026 academic year) 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	Osournby Primary
Number of pupils in school	59
Proportion (%) of pupil premium eligible pupils	
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	25-28
Date this statement was published	December 26
Date on which it will be reviewed	December 26
Statement authorised by	Headteacher
Pupil premium lead	Heather Bide
Governor / Trustee lead	Paula Pedersen

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	
Recovery premium funding allocation this academic year	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	
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	£35,243

Part A: Pupil premium strategy plan

Statement of intent

Investing in Success:

Our dedicated Pupil Premium strategy tackles the specific challenges our students face. Through rigorous monitoring, meticulous planning, and targeted support, we create a springboard for academic success for all. We recognise that not all disadvantaged students qualify for free school meals, and our support extends beyond that label.

Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged pupils are disproportionately affected by external challenges which risk preventing, or limiting, access to school and broader learning, including social & emotional challenges.
2	Reading records indicate that many pupils do not read regularly with an adult at home. Some do not have access to books and have not developed a love of books. This results in pupils moving more slowly through the reading scheme than their less-disadvantaged peers.
3	Assessments indicate that some pupils have gaps in their learning, knowledge and understanding, which has been exacerbated by poor home engagement.
4	Pupils from disadvantaged families have greater difficulty in contributing voluntary funds to school trips, access to swimming lessons and residential

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 improved wellbeing for all pupils in our school, particularly our disadvantaged pupils	<ul style="list-style-type: none">• All pupils will have been screened using THRIVE• Pupils identified as needing extra support will have received it.• Targeted children show measurable improvements in wellbeing through

	entry and exit data of counselling / therapy / interventions.
Improved attainment for eligible pupils.	<ul style="list-style-type: none"> • Internal assessments indicate improved progress for eligible pupils. • Progress measures for eligible pupils show greater rates of progress in STAR tests
Improve reading attainment for eligible pupils.	<ul style="list-style-type: none"> ▪ Pupil tracking demonstrates accelerated progress. ▪ Children demonstrate enjoyment of books and increased confidence through annual reading survey. ▪ Children moving through book bands at a pace more in-keeping with their peers. • Improved reading fluency. • Immediate 'catch up' sessions for children not maintain pace in phonics.
Access to learning opportunities for all pupils	<ul style="list-style-type: none"> ▪ All pupils eligible for PP are able to attend events, activities and residential visits

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: £1,014

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD time + cost of courses for Staff for staff to complete THRIVE Training	The Thrive approach is a dynamic, development and trauma-sensitive approach to meeting the emotional and social needs of children and young people. It is proven to improve attendance, behaviour and learning outcomes. Research behind Thrive The Thrive Approach	1, 2 & 3

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

Budgeted cost: £ 28,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching Assistant Led Structured interventions.	In school intervention records indicate positive outcomes for pupils working on specific structured interventions e.g. phonics catch up. These successful interventions are to be run again this year. Phonics EEF (educationendowmentfoundation.org.uk) Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)	2 & 3
Metacognition and self-regulation	The Thrive approach is a dynamic, development and trauma-sensitive approach to meeting the emotional and social needs of	1, 2 & 3

structured intervention sessions Thrive	children and young people. It is proven to improve attendance, behaviour and learning outcomes. Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk) Research behind Thrive The Thrive Approach	
Homework resources & homework support (TT rockstars/IDL)	EEF toolkit suggests targeted homework can have impact of up to 5 months Homework EEF (educationendowmentfoundation.org.uk)	1, 3
Continue to invest in high-quality reading stock	New investment in stock has frequently been linked to spikes in reading performance and engagement in school	2

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

Budgeted cost: £5,329

Activity	Evidence that supports this approach	Challenge number(s) addressed
TA time to complete check in and wellbeing support for pupils using Thrive philosophies (PACE etc)	We have found that check in regulation support for children entering school dysregulated in the morning, enables them to learn more successfully in lessons. Research behind Thrive The Thrive Approach	1, 2 & 3
A range of therapy sessions including drawing and talking and lego therapy.	Entry and exit assessments from our previous round of Drawing and Talking therapy sessions indicate children were happier and less worried following therapy. CORC-Report-Drawing-and-Talking .pdf (hubspotusercontent-eu1.net)	1, 3

Support for uniform, visits, residential trips, clubs, music tuition, forest school etc.	Disadvantaged pupils would not otherwise have access to the broad range of opportunities available to other pupils	1, 4
STAPS specialist assessments / Educational psychologist assessments	To provide tailored advice for how best to support needs of particular individuals e.g. PLAC	1
Contingency fund for acute issues	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £ 35,243

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 2023 to 2024 academic year.

To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils:

All pupils were screened using THRIVE and whole class 'right time' intervention plans were developed and pupils in need of extra support were identified. All the 'drawing and talking' and 'Lego therapy' therapy exit assessments indicated that children had improved perceptions of their own emotional wellbeing following the programs.

Improved attainment for eligible pupils:

Disadvantaged pupils

 Hide

Evidence shows that, overall, performance of disadvantaged pupils is lower than that of other pupils. This data indicates how well a school does at tackling this difference. Disadvantaged pupils are those who were eligible for free school meals at any time during the last 6 years and children looked after (in the care of the local authority for a day or more or who have been adopted from care).

You can compare the pupils' results with performance of non-disadvantaged pupils at state-funded schools at local authority and national level.

	School dis. pupils	Local authority (non-dis. pupils)	England (non-dis. pupils)
Number of pupils at the end of key stage 2	1	5514	444604
Percentage of pupils meeting the expected standard in reading, writing and maths	SUPP	66%	69%
Percentage of pupils achieving at a higher standard in reading, writing and maths	SUPP	8%	11%
Average score in reading	SUPP	106	107
Average score in maths	SUPP	105	106

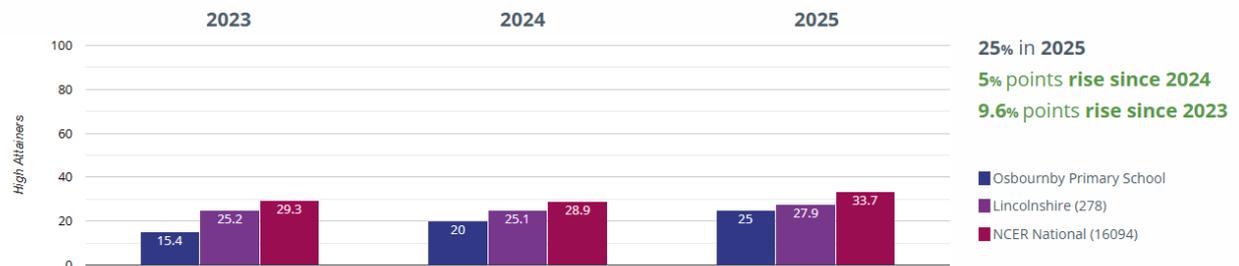
Improve reading attainment for eligible pupils:

As can be seen from the graphs below, there has been a sustained year on year improvement for all pupils in reading over the last three years. With the very small number of pupils eligible for premium children, it is statistically unreliable to isolate data for the pupil premium group.

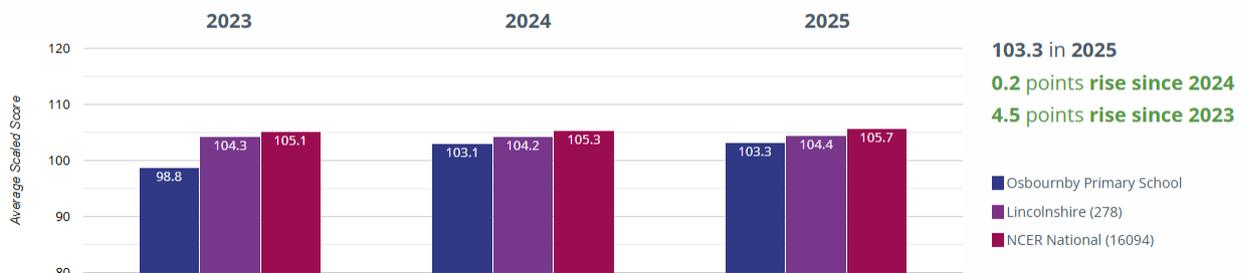
Reading - achieved standard



Reading - high attainers



Reading - average scaled score



Access to learning opportunities for all pupils:

- All pupils, including Pupil Premium pupils, took part in at least two off-site sporting events.
- All pupils, including Pupil Premium pupils, had opportunity to access after school clubs and, where required, Pupil Premium children were offered additional support to access these.
- All pupils, including Pupil Premium pupils had opportunity to take part in off-site trips (trips included a visit to a farm (EYFS Y/1) a river field trip (Y4/5/6), a residential adventure holiday *Y5/6), the mini-Olympics (Y3/4/5/6) and, where required, Pupil Premium children were offered additional support to enable them to access these.
- PE kits and additional uniform (including warm coats) were provided for a number of pupil premium children so that they are able take part in PE lessons and playtimes.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Thrive	The Thrive Approach
TT Rockstars	Maths Circle Ltd
IDL	International Dyslexia Learning Solutions Limited
Letters and Sounds Phonics	Little Wandle

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Spend was on TA's to support individual children as required eg. 1:1 support when parents were on detachment.
What was the impact of that spending on service pupil premium eligible pupils?	Individuals benefited from the 1:1 support and have been settled and secure in school allowing them to achieve well: 100% of service pupils across the school are achieving expected progress or better in writing and maths (17% are achieving greater depth) 84% of service pupils across the school are achieving expected standard or better in reading (only 1 pupils is not ARE or above)