

Pupil premium strategy statement

School overview

Detail	Data
School name	Oldswinford CE Primary
Number of pupils in school	412
Proportion (%) of pupil premium eligible pupils	10%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2028
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026 and updated annually
Statement authorised by	Mrs Ellie Game
Pupil premium lead	Mrs Ellie Game
Governor / Trustee lead	Rev'd John Flitcroft

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£45,450
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£45,450

Part A: Pupil premium strategy plan

Statement of intent



In line with our school vision and values, we aim for **all** children, including those who are disadvantaged, to *“believe, achieve and shine brighter together.”*

Our pupil premium plan aims to close the academic, social and emotional gaps between disadvantaged pupils and their peers, meeting individual needs, developing the whole child and providing opportunities which enable them to flourish. We aim to do this through prioritising mental health and well-being of children, families and staff as supported by a wealth of research over many years. A report on children’s health by the chief medical officer of England in 2012 highlighted that: *“promoting physical and mental health in schools creates a virtuous circle reinforcing children’s attainment and achievement that in turn improves their wellbeing, enabling children to thrive and achieve their full potential.”*

Drawing on a wide bank of evidence including school’s assessment of progress and attainment, monitoring, pupil and staff voice, intervention measures, data analysis, robust school evaluation and knowledge of our children and families as well as a range of recommended research evidence, we believe our plan reflects the needs of the children and will be effective in raising standards and closing gaps.

The pandemic and its effects, including full and partial school closures, has led to further disadvantage, increased vulnerability and a widespread impact. Our pupil premium strategy plan, whilst prioritising those eligible for additional funding, aims to make a positive difference to all children in our school.

Challenges

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

Challenge number	Detail of challenge
1	Resilience, self-esteem and coping strategies have been tested to the limits and reserves are low, impacting on the ability to flourish personally and academically.
2	Gaps in mathematical knowledge and lack of understanding of place value and number sense affects attainment and progress in maths, particularly in upper KS2.
3	Progress in writing for children but specifically disadvantaged children is lower than expected. With spelling being a specific difficulty.
4	Attendance has affected the attainment of some of our disadvantages children. For 24-25 it was 94.4% compared to 96.5% for non pupil premium
5	Children are entering school with increasingly poor spoken language skills.

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
A mentally healthy school environment	Staff and children's resilience and well-being impact on academic achievements
Increased attainment and progress in English and Maths	Gaps narrowed in knowledge and understanding; rates of progress increased; ambitious targets met.
Consistent quality-first teaching of spelling across whole school	Increased staff CPD resulting in consistent, successful approach to spelling and improving writing.
Early identification and effective intervention addressing language gaps	Accelerated progress in oral language and literacy skills of targeted children
Meet the needs of our most vulnerable children who are disadvantaged, combined with special educational needs and disabilities.	Increased progress of pupils with SEND;
Children will attend school more.	% of PP children will rise and the gap between PP and non PP will narrow

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: £33,250

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recruitment of additional TAs in KS1, Y4 & Y5 to carry out support and interventions in English and Maths £9750 x 3 (mornings x 5) £29,250	<i>EEF recommendation to making best use of teaching assistants: Use TAs to deliver high quality one-to-one and small group support using structured interventions; use TAs to help pupils develop independent learning skills and manage their own learning</i> https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	2,3,4,5,
CPD in Spelling £2,000	<i>EEF recommendation for effective professional development: Ensure that professional development effectively builds knowledge, motivates staff, develops teaching techniques and embeds practice;</i> https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	3,4,5
CPD and Implementation of Mastery Development and embed Mastering Number (KS1 and KS2 interventions) £2,000	<i>EEF recommendation for effective professional development: implement professional development programmes with care, taking into account the needs of the school</i> https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development <i>EEF recommendations for improving maths in KS2 & KS3: Use manipulatives and representations</i> https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3	2,

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

Budgeted cost: £12,419

Activity	Evidence that supports this approach	Challenge number(s) addressed
West Midlands Speech and Language Therapy employed to work with	<i>Speech, language and communication difficulties affect 7-10% of all children (that is roughly 3 children per class but can be much higher in areas of social deprivation and</i>	5

targeted pupils across school – release for staff training and intervention cover £7194	<i>‘Speech, language and communication difficulties are now the most common type of special education need in 4-11 year old children. (Marie Gascoigne 2012)</i>	
Additional intervention groups £4725 x 3 (3 x pm)	<i>“Evidence suggests that pupils who receive small group tuition may make, on average, 4 months additional progress and pupils who receive one-to-one tuition may make, on average, 5 months additional progress. Tutoring can also help pupils to build resilience. Research by the Education Endowment Foundation (EEF) and National Foundation for Educational Research shows that individual tuition builds pupils’ confidence and provides opportunities for staff to identify areas requiring specialist support.”</i>	2,3,4
Subsidising school trips £500	<i>Greene et al. (2014) found that the benefits of an educational visit are much larger for those from a disadvantaged background.</i>	1

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

Budgeted cost: £32,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional credits for Educational Psychologist £8550	<i>Removing and supporting barriers to learning</i> https://www.dudley.gov.uk/residents/learning-and-school/information-for-parents/dudley-educational-and-child-psychology-service/	1-5
Nurture Forest School £3200	<i>Measurable intervention specific to individual needs</i> https://www.forestresearch.gov.uk/documents/805/fr0112forestschooolsreport.pdf <i>EEF recommendations for improving social and emotional learning in primary schools: Teach SEL skills explicitly</i> https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel	1-5
Nurture sessions £3581	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning/ <i>Social and emotional learning (SEL) interventions seek to improve pupils’ decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.</i>	1-5
Insight Attendance Monitoring System £1858.50	https://educationhub.blog.gov.uk/2025/03/why-school-attendance-matters-and-what-were-doing-to-improve-it/ https://www.gov.uk/government/publications/working-together-to-improve-school-attendance	1-5

Split SENDCO role – 1 day for MHWB £390 per day x 39 weeks = £15,210	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning/ <i>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.</i>	1-5
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Total budgeted cost: £78,069

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Priority 1 Resilience, self-esteem and coping strategies have been tested to the limits and reserves are low, impacting on the ability to flourish personally and academically.

Priority 2 Gaps in mathematical knowledge and lack of understanding of place value and number sense affects attainment and progress in maths, particularly in upper KS2.

KS2 maths 82% (National 73%)

Priority 3 Progress in writing for children but specifically disadvantaged children is lower than expected

KS2 writing 87% (National 72%)

Only 2/8 children who did not achieve the expected standard were in receipt of FSM

Priority 4 Attendance has affected the provision of phonics, impacting on reading attainment across school

Attendance was above national at 95.3% (National: 92.9%)

Year 1 Phonics results were 88%

KS2 reading 85%(National: 74%)

Priority 5 Children are entering school with increasingly poor spoken language skills.

NELI programme was a success. All but 1 child made progress. To be continued with new cohort.

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
Rocket Phonics	Rising Stars
NELI	Nuffield

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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.