

Pupil Premium Strategy Statement – Oldswinford CE 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	418
Proportion (%) of pupil premium eligible pupils	8.4% (35 pupils)
For the purposes of this strategy, school has analysed a wider disadvantaged cohort including pupils who were previously funded through FSM-related criteria and pupils identified through the expanded FSM cohort	11.2% (47 pupils)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement for each academic year)	2025-2028
Date this statement was published	October 2026
Date on which it will be reviewed	September 2027
Statement authorised by	Ellie Game, Headteacher
Pupil premium lead	Jo Seker, Deputy Headteacher; Inclusion
Governor / Trustee lead	Sue Hodson, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£66,050
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£66,050

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 intention is that barriers are removed in order that disadvantaged pupils are able to participate fully in school life, access high-quality teaching and make strong progress from their individual starting points.

We recognise that disadvantage does not affect all pupils in the same way. Our approach is therefore based on identifying the specific barriers experienced by the pupils in our school rather than making assumptions about disadvantage. We use

assessment information, attendance data, SEND information, pupil and family voice and staff knowledge to understand need and to target support appropriately.

A significant feature of our current disadvantaged cohort is the overlap between disadvantage and SEND. Our strategy therefore places a strong emphasis on inclusive, adaptive classroom practice and on ensuring that pupils with additional needs can access learning successfully. High-quality teaching remains at the heart of our approach, supported by carefully targeted academic intervention where assessment identifies gaps in knowledge or skills.

Current analysis identifies writing and mathematics as key academic priorities. In writing, our focus includes both pupils who are working below the year-group curriculum and those who are accessing age-related content but are not yet demonstrating secure, independent application. In mathematics, our strategy responds to both internal assessment information and the identified need to strengthen disadvantaged pupils’ outcomes, particularly in foundational knowledge, fluency and application.

We also recognise that for some pupils, emotional wellbeing, regulation, relationships, attendance or wider family circumstances can create barriers to learning. Where these needs are identified, wider strategies will be used alongside academic provision to improve pupils’ readiness to learn, engagement, belonging and participation.

Our strategy will:

- prioritise high-quality, inclusive teaching for all pupils;
- identify barriers early and respond through appropriate adaptation and intervention;
- ensure targeted support is based on assessed need rather than disadvantage alone;

- recognise and respond to the interaction between disadvantage, SEND and other vulnerabilities;
- monitor the impact of provision through existing school assessment and review systems;
- adapt or discontinue approaches where evidence shows they are not having sufficient impact;
- promote high expectations for disadvantaged pupils while recognising progress from individual starting points.

Although Pupil Premium funding is allocated according to specific eligibility criteria, our wider analysis also considers pupils identified by school as economically disadvantaged where this helps us understand patterns of need and ensure that barriers to learning are addressed effectively.

Challenges

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

Challenge number	Detail of challenge
1	Overlap between disadvantaged and SEND: A significant proportion of pupils within the disadvantaged cohort have identified SEND, and this overlap becomes particularly marked in KS2. For some pupils, barriers to attainment arise from the interaction between disadvantage and specific learning, communication, physical, sensory, social or emotional needs. This means that high-quality adaptive teaching and targeted provision matched to individual need are central to improving outcomes.
2	Writing attainment and independent application: Summer 2026 assessment information identifies writing as the strongest academic area of need. Across Years 2–6, 19 of 39 pupils were working below the year-group curriculum in writing, with a further 10 pupils working within the curriculum but not yet demonstrating secure, independent mastery. Barriers include SEND, speech and language needs, phonics and spelling gaps, vocabulary, transcription and difficulties independently applying taught skills.
3	Mathematics attainment and foundational knowledge: Disadvantaged pupils' attainment in mathematics has been identified as an area for development through both external and internal analysis. The 2026 IDSR identifies disadvantaged mathematics outcomes at the end of KS2 as an area requiring attention, and wider school assessment shows that 18 of 39 disadvantaged pupils in Years 2–6 were working below the year-group mathematics curriculum, with a further 4 working within but not yet securely demonstrating age-related mastery. Needs include gaps in foundational number knowledge, fluency and mathematical application.
4	Emotional wellbeing, belonging and readiness to learn: A number of disadvantaged pupils experience barriers linked to emotional regulation, confidence, relationships, engagement and wider personal or family circumstances. Current provision includes nurture, social-emotional and belonging-focused interventions, indicating that for some pupils these factors affect their readiness to learn and participate successfully in school.
5	Attendance for a small but significant group: In 2025/26, attendance for disadvantaged pupils was 94.6%, compared with 96.4% for all pupils at Oldswinford. This remains above the Dudley all-pupil figure of 94.3%, indicating that attendance is not a universal barrier across the disadvantaged cohort. However, a small group of pupils have significantly lower attendance, including some below 90%, and these individual cases can have a disproportionate impact on overall outcomes. Support will therefore focus on early identification and addressing the specific barriers to attendance for individual pupils and families, with the aim of narrowing the in-school attendance gap.

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 access, progress and independence for disadvantaged pupils who also have SEND.	By the end of 2027/28, disadvantaged pupils with SEND demonstrate strong progress from their individual starting points. ISP and EHCP reviews, assessment information, classroom monitoring and pupil voice show that pupils are increasingly able to access learning, participate successfully and work with greater independence. Targeted provision demonstrates measurable impact against identified individual outcomes.
Improved writing attainment and independent application of literacy skills among disadvantaged pupils.	By the end of 2027/28, a greater proportion of disadvantaged pupils are working securely within or at age-related expectations in writing, with fewer pupils working below the year-group curriculum. Assessment, book scrutiny and ongoing formative assessment demonstrate improved spelling, transcription, vocabulary and the independent application of taught writing skills. The proportion of pupils who can access year-group writing but are not yet securely applying their skills independently reduces from the Summer 2026 baseline.
Improved mathematics attainment among disadvantaged pupils, particularly in foundational number knowledge, fluency and application.	By the end of 2027/28, a greater proportion of disadvantaged pupils meet age-related expectations in mathematics and fewer pupils are working below the year-group curriculum. KS2 outcomes show improvement in disadvantaged pupils' mathematics attainment. Internal assessment and pupil work demonstrate increased security in number knowledge, fluency and the independent application of mathematical skills.
Improved and sustained emotional wellbeing, resilience, belonging and readiness to learn for disadvantaged pupils.	By the end of 2027/28, pupils identified with social and emotional barriers demonstrate improved engagement, self-regulation, confidence and participation in school life. This is evidenced through pupil voice, teacher observations, intervention measures and pastoral information. Pupils receiving targeted nurture or social-emotional provision demonstrate progress against clearly identified outcomes, and disadvantaged pupils are supported to participate fully in wider school experiences and enrichment.
Improved and sustained attendance for disadvantaged pupils, with targeted improvement for pupils whose absence is creating a barrier to learning.	By the end of 2027/28, attendance of disadvantaged pupils has improved from the 2025/26 baseline and the gap between disadvantaged and non-disadvantaged attendance has narrowed. Persistent absence among disadvantaged pupils reduces, with pupils identified as having particularly low attendance demonstrating measurable improvement following targeted support.

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: **£13,720**

Activity	Evidence that supports this approach	Challenge number(s) addressed
*Whole-school professional development in adaptive teaching , with a particular focus on identifying barriers, adapting explanations and tasks, scaffolding effectively, supporting independence and ensuring disadvantaged pupils with SEND can access ambitious curriculum content. Training will be supported through monitoring, coaching and review of classroom practice.	High-quality teaching is central to improving outcomes for disadvantaged pupils. The DfE menu of approaches identifies high-quality teaching, assessment, professional development and mentoring/coaching as appropriate uses of Pupil Premium. This is particularly relevant given the significant overlap between disadvantage and SEND within our cohort.	1,2,3
Implementation of Ready Steady Write across school , including purchase of the programme, staff training, leadership time and monitoring. The programme will be used to strengthen consistency in the teaching of writing, including vocabulary, sentence construction, transcription, spelling and independent application.	Summer 2026 assessment identifies writing as the strongest academic area of need within the disadvantaged cohort. A coherent, sequenced approach to writing, combined with effective professional development and implementation monitoring, will support consistency and allow gaps to be identified and addressed more systematically.	1,2
Whole-school implementation and development of Mastering Number , including KS1 and KS2 approaches, supported by NCETM/Maths Hub training, maths-lead release and targeted staff development.	Mathematics has been identified through internal assessment and the IDSR as an area requiring improvement for disadvantaged pupils. EEF guidance emphasises using assessment to identify what pupils know and do not know, then adapting teaching and targeted support accordingly. It also highlights fluency, representations and developing mathematical understanding as important features of effective maths teaching.	1,3

Maths leadership and targeted staff development , including release time for the maths lead to monitor provision, analyse disadvantaged pupils' outcomes, support planning and coach staff where required.	Effective implementation requires sustained professional development rather than one-off training. Strengthening subject leadership helps ensure that identified gaps in number knowledge, fluency and application are addressed consistently across classes.	1,3
Use of assessment and diagnostic information to identify barriers and adapt provision, including review of disadvantaged pupils' attainment, SEND needs, intervention response and independence in learning.	DfE guidance identifies effective identification of pupil need, diagnostic assessment, implementation and evaluation as central to an effective Pupil Premium strategy.	1,2,3

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

Budgeted cost: **£36,245**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted Mastering Number intervention and small-group mathematics support for pupils with identified gaps in number sense, fluency and foundational knowledge. Pupils will be selected through assessment rather than PP status alone, with progress reviewed at planned intervals.	The DfE menu specifically includes one-to-one and small-group tuition, targeted numeracy interventions and teaching-assistant interventions. EEF maths guidance recommends using assessment to identify gaps and using this information to focus targeted support.	1,3
Targeted literacy intervention for disadvantaged pupils whose assessment identifies gaps in spelling, phonics, reading, vocabulary, transcription or written application. This may include structured programmes already used in school, selected according to individual need.	The DfE menu includes targeted interventions for literacy and language development and targeted provision for disadvantaged pupils with SEND. Support will supplement rather than replace access to high-quality classroom teaching.	1,2
Strengths-based interventions for identified pupils, using pupils' interests, abilities and existing competencies as a starting point to increase engagement, confidence, independence and successful participation in learning.	This is particularly relevant for pupils whose learning barriers include SEND, low confidence, emotional regulation or repeated experiences of difficulty. Impact should be measured against clearly identified individual outcomes rather than attendance at the intervention itself.	1,4,5

*Additional adult support for pupils with multiple and complex vulnerabilities , including disadvantaged pupils with EHCPs, EAL, FSM/PP eligibility and/or safeguarding vulnerability. Support will focus on access to learning, independence, communication, regulation and identified EHCP/ISP outcomes rather than generic in-class support.	The DfE menu permits targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEND, alongside appropriately deployed teaching-assistant support	1,4,5
Targeted support for previously looked-after children (PLAC) , based on individual assessment of educational and emotional need.	DfE guidance recognises that previous care experience can create significant barriers to educational achievement and states that Pupil Premium Plus should be used alongside the main PP budget to meet identified educational needs	1,4,5

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

Budgeted cost: **£16,085**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional Educational Psychology capacity to assess and understand complex barriers to learning, advise staff, support formulation and inform provision for pupils with significant or overlapping needs.	This provides specialist assessment and consultation where school-based assessment indicates complex or persistent barriers. It is particularly relevant to the high level of overlap between disadvantage and SEND within the cohort. This provision also continues a strand included in the previous strategy.	1,2,3,4
Nurture Forest School for identified pupils requiring targeted support with confidence, regulation, relationships, resilience and engagement. Pupils will have individual or group outcomes which are reviewed for impact.	The DfE menu includes social and emotional support and outdoor/nature-based enrichment. EEF guidance recommends explicit development of social-emotional skills such as self-awareness, self-regulation, relationship skills and responsible decision-making	4
Targeted SEMH interventions , including decompression sessions, nurture work, co-regulation, relationship-based intervention and	EEF evidence supports explicit teaching and development of social and emotional skills. These approaches are intended to reduce barriers to engagement and	4

structured emotional-literacy work where identified through assessment.	readiness to learn, rather than operate as stand-alone wellbeing activities.	
Wellbeing key adult support for pupils who need a consistent relational anchor in school, including pupils experiencing separation anxiety, difficulties with morning transition, lateness, complex family circumstances, safeguarding vulnerability or significant emotional needs.	Consistent adult relationships can support regulation, communication and participation. Provision will be targeted according to identified need and reviewed using pupil voice, engagement and individual outcomes.	4,5
Soft-start provision and targeted morning support for pupils experiencing lateness, separation anxiety, dysregulation or difficulty transitioning into school. This may include personalised arrival arrangements and, where appropriate, additional family support to help pupils attend consistently and settle successfully into learning.	The DfE menu includes attendance and social-emotional approaches. Attendance support should address the specific barriers experienced by individual pupils and families rather than relying solely on sanctions or generic messaging.	4,5
*Attendance monitoring and targeted family support , including use of school attendance systems to identify emerging concerns early, analyse patterns and coordinate graduated support for pupils whose absence is affecting educational outcomes.	Current statutory attendance guidance places emphasis on early identification, understanding barriers and working with families and other agencies to improve attendance	5
Subsidising educational visits and enrichment where financial circumstances would otherwise prevent participation. Participation of disadvantaged pupils will be monitored to ensure equitable access.	The DfE menu explicitly includes extracurricular and co-curricular enrichment, outdoor activities, arts, sport and wider life skills as appropriate wider strategies where linked to identified barriers and educational outcomes	4
Support with school uniform and essential equipment where financial or sensory barriers affect access to education. Support will be targeted to identified individual barriers rather than provided as universal uniform assistance.	The DfE allows expenditure outside the standard menu in exceptional circumstances where required to overcome specific barriers to attainment or readiness to learn.	1, 5
*Targeted communication and support for parents/carers , particularly where pupils have overlapping SEND, safeguarding, attendance or emotional needs, to	Supporting and communicating with parents is explicitly included within the DfE wider-strategies menu.	1,4,5

support consistency between home and school and remove barriers to participation.		
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Total budgeted cost: £66,050

Additional complementary provision is funded through the school's core budget and is identified with an asterisk above.

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

The data demonstrated that combined data for RWM for the whole cohort was 75% however for disadvantaged children it was 38% which is lower than national (49%) 13% achieved the higher standard compared to 4% nationally.

The cohort consisted of 8 children 2 with EHCPs and 2 further pupils on the SEN register.

- Reading: 75% achieved expected standard compared to 63% of DC nationally
- 25% achieved the higher standard compared to 19% of DC nationally
- Writing: 63% achieved expected standard compared to 60% of DC nationally
- 13% achieved the higher standard compared to 7% of DC nationally
- Maths: 50% achieved the expected standard compared to 62% of DC nationally
- 25% achieved the higher standard compared to 15% of DC nationally
- GPS: 63% achieved the expected standard compared to 61% of DC nationally
- 25% achieved the higher standard compared to 19% of DC nationally

The attainment data demonstrates a mixed picture for the cohort. Overall outcomes are strong in reading, writing and GPS, with attainment at or above national figures in both the expected and higher standards in these areas. Reading is a particular strength, with 75% achieving the expected standard and 25% achieving the higher standard, both above national outcomes.

However, the combined RWM outcome for disadvantaged pupils remains an area for development. 38% of disadvantaged pupils achieved the expected standard in RWM, compared with 49% nationally for disadvantaged pupils. There is also a significant gap between the overall cohort outcome of 75% and the disadvantaged outcome of 38%. Mathematics appears to be the main subject-level barrier, with 50% achieving the expected standard compared with 62% nationally, despite 25% achieving the higher standard.

The data should be interpreted within the context of a very small cohort of eight pupils, four of whom have identified additional needs (two with EHCPs and two further pupils on the SEN register). Consequently, individual pupil outcomes have a considerable impact on the overall percentages. The overlap between disadvantage and SEND should also be considered when evaluating the effectiveness of Pupil Premium provision and identifying barriers to attainment.

The review indicates that provision has supported positive outcomes in reading, writing and GPS, but that further targeted support is required to secure greater consistency in mathematics and to improve the proportion of disadvantaged pupils achieving the expected standard across reading, writing and mathematics combined. Future provision should remain closely linked to individual barriers, with a particular focus on securing expected standards for pupils who are currently just below the threshold and ensuring that disadvantaged pupils make sustained progress from their individual starting points.

At the end of year 2: 50% were at the expected standard in maths which is the same as the end of year 6. This shows expected progress.