



## Osmotherley Primary School

### Pupil premium strategy statement 2025-26

This statement details our school's use of pupil premium for the 2024 to 2025 academic year 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	Osmotherley Primary School
Number of pupils in school	41
Proportion (%) of pupil premium eligible pupils	SUPP
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-28
Date this statement was published	31.12.25
Date on which it will be reviewed	1.9.26
Statement authorised by	Jane Bamber
Pupil premium lead	Jane Bamber
Governor lead	Sam Hutchinson & Jackie Lombard

#### Funding overview

Pupil premium funding allocation this academic year	£6060
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 If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£6060

## A: Pupil premium strategy plan

### Statement of intent

At Osmotherley Primary School, we understand that not all children who are eligible for free school meals are socially disadvantaged and also that not all pupils who are socially disadvantaged will be registered for free school meals, looked after or from service families.

We also understand that the purpose of the funding is to narrow the gap between eligible and non-eligible children, so the impact of the expenditure must reflect a narrowing gap between those groups of children, in terms of achievement.

We use the Pupil Premium funding to help all of the children at Osmotherley Primary School to succeed and to provide additional help and support to the children and families who need it.

For the previous financial year (2024/25) and current financial year (2025/26), Osmotherley Primary School is not required to publish a Pupil Premium Strategy on our website. This is to ensure that no single pupil can be identified in our data. The Department for Education (DfE) have issued the following guidance:

*"The Department for Education's policy is to suppress publication figures relating to a cohort of 5 pupils or fewer. This is intended to reduce the risk of individual pupils being identified from published data".*

(This is a direct quote from the DfE's policy for publication of small numbers.)

Pupils who qualify for Pupil Premium and other pupils, who need additional support, are identified and their areas of need recorded. Some pupils receive additional support (one to one or in a small group) and termly assessments and recalls are used to monitor the impact of the support given.

We continue to identify the needs of individual pupils throughout the year and adapt our plans accordingly. Our Pupil Premium Strategy is monitored by our Governing Body.

### Challenges

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

Our assessments and observations indicate that some of our disadvantaged pupils, who were most affected by school and pre-school closures during the Covid 19 pandemic, continue to display this negative impact in some areas of their education and wellbeing. These findings are supported by national studies. Some of these pupils missed most of their Early Years Foundation Stage years and, despite significant measures to address knowledge gaps, this continues to affect their fluency and automaticity in reading, spelling and mathematical reasoning 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
Every child becomes a fluent reader.	KS1 reading outcomes in 2026, 2027 and 2028 will show that all pupils can read with fluency and automaticity and are well prepared to access the KS2 curriculum KS2 reading outcomes in 2026, 2027 and 2028 will show that disadvantaged pupils achieve at least expected standards in statutory assessments and will be well prepared for the KS3 curriculum.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes by 2027 will show that 100% of pupils, including disadvantaged pupils meet the expected standard and are well prepared for the KS3 curriculum.
Improved writing (including spelling) attainment among disadvantaged pupils.	By 2027, writing assessments will show that 100% of pupils including disadvantaged pupils meet the expected standard and are well prepared for the KS3 curriculum.
All children, including the most disadvantaged, are equipped with the knowledge, skills and opportunities to make a positive contribution to the school and wider community	Disadvantaged pupils have access to a wide range of extra-curricular activities and enrichment opportunities to explore and grow their interests and talents.

## Activity in this academic year

This details how we intend to spend our pupil premium this academic year to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £1,225

Activity	Evidence that supports this approach
Purchase Little Wandle Letters and Sounds Revised Fluency reading books and resources (up to stage 10) to support KS2 and EAL learners to ensure that phonics knowledge is embedded and fluency,	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading particularly for disadvantaged pupils: Phonics   Education Endowment Foundation

prosody and comprehension are developed.	
Renewed subscription to Scode spelling scheme (Y3-Y6) and online resources)	Scode follows on from the school's chosen phonics SSPP – following the scheme ensures clear progression and systematic learning of spelling
Renewed subscription to Reading Plus (online resources for practising reading for meaning (comprehension) for Y5 and Y6 pupils	Reading Plus provides pupils with a wide range of texts which are matched to a pupil's ability and increase in challenge as the pupil's reading improves. Reading Plus increases fluency (words per minute) which leads to increased engagement and enjoyment of reading. <i>'Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment'</i> (Clark 2011; Clark and Douglas 2011).
Enhancement of our maths teaching and curriculum planning in line with White Rose Maths and EEF guidance. We will continue to fund release time for the maths subject leader to complete Maths Hub training in developing mastery in maths.	EYFS/KS1 and Lower KS2 teachers have adopted 'Mastering Number'. In KS2, the small steps of progression within the White Rose Maths curriculum plans will be enhanced by open ended activities so that pupils can apply their knowledge when they have developed sufficient fluency. The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3 Pupil_Premium_Guidance_iPDF.pdf (educationendowmentfoundation.org.uk)
Access to educational visits and wider curriculum opportunities, e.g. Music for Life, Diwali dance workshop, live theatre (Dick Whittington panto), Y3/4 outward bound residential (Carlton Lodge), Y5/6 Liverpool residential visit, Forest School, after-school clubs.	EEF - Provision of a range of initiatives to extend children's experiences see <a href="https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully">https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</a>

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

Budgeted cost: £3,635

Activity	Evidence that supports this approach
Teaching assistant (additional 4 hours per week) to provide support to assist the delivery of quality teaching, meeting the needs of disadvantaged	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a>

pupils (e.g. pre-teaching/ 1 to 1 additional reading practice)	
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## Wider strategies (for example, related to attendance, behaviour, well-being)

Budgeted cost: £1200

Activity	Evidence that supports this approach
Morning Mile 8.20am x 3 times week to promote improved health, better academic performance and fewer absences Make and Move after school club x 1 weekly	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a>

Total budgeted cost: £6060

## Part B: Review of outcomes in the previous academic year (2024-25)

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Data for pupils in receipt of pupil premium funding has been suppressed due to the small numbers, however, all of the pupils were at or above age-related expectations in reading, writing and maths at the end of the 2024-25 academic year (with the exception of one pupil who

- The purchase of additional Little Wandle fluency resources and whole staff refresher training has resulted in high quality, consistent phonics teaching which has ensured that pupils keep up with their peers.
- School is aware that some pupils are not supported with their reading at home. We provide daily one to one reading with a teacher or teaching assistant for all identified pupils.
- Identified pupils received booster sessions in reading and maths after school.
- Some pupils attended breakfast club and after-school clubs, therefore, accessing the wider opportunities the school provides (morning mile, multi-sports clubs, football club, art and crafts club, cookery club, P4C (philosophy) club)
- Attendance in the academic year 2024-25 for all pupils, including vulnerable and disadvantaged pupils was high (97.4% which is much higher than the national average)
- Disadvantaged pupils were able to attend a residential educational visit to Robinwood (Y5/6) and Carlton Lodge (Y3/4), including the opportunity to travel on a train (Y5/6) and to experience outward bound and team building challenges and the opportunity to stay away from home.