

Pupil Premium Strategy Statement

Owston Park Primary Academy

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 the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	447
Proportion (%) of pupil premium eligible pupils	36% (160/447)
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)	2025-2028
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Sue Williams
Pupil premium lead	Nicole Fletcher
Governor / Trustee lead	Sue Williams

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£240,995
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£240, 995

Part A: Pupil premium strategy plan

Statement of intent

At Owston Park Primary Academy, our priority is that all pupils, regardless of background, receive an excellent education and achieve their full potential. Our ethos encompasses an individual approach that enables every child and their family to feel valued and to be held in positive regard. We recognise that some pupils face barriers to learning and we are committed to using our Pupil Premium funding strategically to remove these barriers and enable all children to thrive academically, socially and emotionally.

*Kindness, Curiosity,
Aspiration, Integrity,
Community*

'Curious minds, kind hearts, bright futures'

Vision:

At Owston Park, every child matters. We foster kindness, curiosity, aspiration, integrity and community so that every learner feels valued, inspired and empowered to thrive in an inclusive and supportive environment.

Aims:

- To provide an environment, in which children are listened to, can trust everyone and feel safe. #TeamOwston - no child is left behind.
- To encourage individuals to have a positive attitude, enabling them to be self-motivated and resilient.
- To support children to be courageous, take risks and try out their ideas by fostering a positive self-image and confidence.
- To provide a broad, balanced and equitable curriculum that engages and challenges children.
- To recognise and address, the diverse learning needs of all students to ensure they achieve their full potential.
- To instil a strong moral compass and promote positive values such as honesty, integrity, and respect for diversity.
- To connect with the local community and foster a sense of belonging and responsibility towards the surrounding environment.

Excellent Teaching

Our aim is to ensure every learner experiences high quality; inclusive teaching that is adaptive, responsive and grounded in evidence. By strengthening Quality First Teaching and embedding consistent adaptive practice across the curriculum, we promote excellence through our core values of Aspiration, Integrity and Curiosity.

We are committed to providing stronger starts through secure foundations in early literacy and numeracy. High-quality early instruction in reading, language and number — supported by effective assessment and early intervention — ensures that every pupil leaves the Early Years with the fluency, reasoning and curiosity to thrive.

By aligning early foundations with adaptive pedagogy and professional learning, we ensure every pupil becomes a confident reader, communicator and problem-solver, fully prepared for the next stage of education and life beyond school.

Excellent Curriculum

Our curriculum is grounded in the values of Aspiration, Integrity and Curiosity, ensuring every pupil experiences ambitious, inclusive, and evidence-informed learning from the earliest stages.

We believe that stronger starts in early literacy and numeracy are essential for lifelong success. High-quality early teaching in language, communication and number, supported by purposeful talk, structured phonics, and practical early maths — secures the foundations for reading, reasoning and problem-solving.

Curriculum Principles

- Ambitious and inclusive for all learners, including those with SEND and disadvantaged backgrounds.
- Coherently sequenced so that knowledge, vocabulary and skills build progressively over time.
- Contextually adapted to reflect the needs, culture and aspirations of our community.
- Evidence-informed, drawing on the DfE Reading and Mathematics Frameworks (2021, 2023), the EEF Early Years Toolkit, and the Great Teaching Toolkit (2020).
- Rooted in early literacy and numeracy, recognising these as the twin pillars of future learning.

By uniting strong early foundations with coherent sequencing, professional learning and evidence-based practice, our curriculum ensures every pupil becomes a confident reader, writer, speaker and mathematician, ready for the next stage of education and life beyond school

Excellent standards of behaviour, attitudes, safeguarding and attendance

Our school's culture is rooted in the values of Kindness, Integrity, Aspiration, Curiosity and Community, shaping behaviour, attendance, safeguarding and personal development. These values ensure pupils feel safe, respected and ready to learn, and that high standards of conduct and attendance are achieved through consistency, care and inclusion.

We believe that stronger starts — built through early relationships, language, and emotional regulation — form the foundation for lifelong wellbeing, attendance and behaviour. This aligns with EEF Early Years Toolkit findings that early interactions and self-regulation underpin later success.

Evidence-Informed Approach

Our strategy draws on national research and statutory frameworks:

- EEF Improving Behaviour in Schools (2019) – positive relationships, clear routines and targeted support improve engagement.
- EEF Early Years Toolkit (2020) – early attachment, communication and regulation build the foundations for later behaviour and attendance.
- Great Teaching Toolkit (2020) – supportive classroom climates and teacher consistency drive motivation and self-regulation.
- DfE Behaviour in Schools (2022) and Suspension and Exclusion Guidance (2023) – promote relational, fair and inclusive systems.
- Keeping Children Safe in Education (2024) and Working Together to Safeguard Children (2023) – inform safeguarding policy, training and oversight.
- DfE Mental Health and Wellbeing Guidance (2023) – supports our pastoral and SEMH provision.

By combining relational practice, early intervention and evidence-informed systems, we create a safe, calm and aspirational school where pupils behave well because they are known, supported and valued. Early years foundations in communication and emotional regulation ensure stronger starts; high expectations, inclusion and care sustain excellent standards for all.

Excellent Targeted support

Our vision — rooted in Aspiration, Curiosity, Integrity and Community — ensures that every child, regardless of background or need, receives timely, evidence-informed support to thrive academically, socially and emotionally. Inclusion, early identification and strong partnerships with families and professionals are central to our approach.

We believe in stronger starts: that early communication, language and numeracy underpin lifelong learning and wellbeing. Early intervention prevents disadvantage from becoming a barrier and equips every child to achieve ambitious outcomes.

Evidence-Informed Foundations

Our approach draws on national research and statutory guidance:

- EEF SEND Guidance Report (2020): high-quality teaching, early identification and structured intervention are the most effective ways to close learning gaps.
- EEF Teaching & Learning Toolkit: small group and one-to-one support can accelerate progress by +4–6 months; oral language interventions show +6 months' average impact.
- EEF Early Years Toolkit: early communication, language and numeracy approaches have high impact for very low cost.
- DfE SEND Code of Practice (2015) and EYFS (2024) emphasise early identification, quality first teaching and inclusive practice.
- DfE Reading Framework (2021): language and talk underpin literacy development.
- Great Teaching Toolkit (2020): supportive environments and adaptive teaching are key to meeting diverse needs.

By embedding early, inclusive and evidence-informed support, we ensure that every child benefits from a strong start and sustained success. Our approach — grounded in EEF, DfE and Great Teaching Toolkit research — enables pupils to become confident communicators, independent thinkers and compassionate citizens, ready for the next stage of learning and life.

Aims of our Pupil Premium Strategy

Our Pupil Premium strategy links to our Developing Excellence Plan and is focussed on the use of evidence based research to ensure as much impact is achieved as possible.

Our core priorities for our Pupil Premium pupils:

- Improving attainment across all key stages
- Improving oracy and communication skills
- Raising attendance and reducing persistent absence.
- Supporting parents to ensure children are school ready and able to engage fully in learning
- Have access to the best opportunities and experiences to develop cultural capital.

Challenges

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

Challenge number	Detail of challenge
1	<p>Inconsistent attainment in reading, writing, phonics and maths in KS1 and KS2.</p> <p>Establishing a secure foundation in key reading skills remains a priority for our disadvantaged pupils, ensuring they can fully access the breadth and depth of the curriculum. This includes a strong focus on language acquisition, secure phonics knowledge and developing reading fluency to reduce the gap in attainment between pupil premium pupils and their non-pupil premium peers.</p> <p>Although writing outcomes across the school are improving, further work is required to ensure a consistent and embedded approach. High-quality texts and stimulating writing opportunities are continually being embedded with an aim to accelerate progress and improve outcomes for our pupil premium pupils.</p>

	<p>In mathematics, the development of basic skills must be prioritised across the curriculum to ensure pupil premium pupils achieve and progress confidently, particularly in KS2.</p> <p>Although in KS1 pupil premium pupils outperformed non-pupil premium pupils nationally, we know that we must close the gap in our between our own pupils.</p>
2	<p>Lower levels of vocabulary and communication skills at the end of EYFS.</p> <p>Ensuring that our children develop strong foundations in their oracy skills and develop a wide range of vocabulary is a key priority.</p> <p>Although our pupil premium pupils achieved better than nationally at GLD, we still have a 9% gap between pupil premium and non-pupil premium children achieving GLD, which we will continue to monitor closely.</p>
3	<p>Attendance and punctuality rates that are lower than peers.</p> <p>Although above pupil premium nationally, attendance of our pupil premium pupils is below that of their peers. This therefore, remains a key focus for monitoring and support for families as this impacts significantly on access to the curriculum and better long-term academic progress.</p> <p>Data is analysed weekly and these families are invited in for an attendance support meeting with our attendance officer and advisor from the council.</p>
4	<p>Limited access to enrichment opportunities and early learning support at home.</p> <p>Some Pupil Premium pupils' have limited wider opportunities outside of school limits their cultural capital, leading to decreased confidence, wellbeing, and social, creative, and leadership skills.</p> <p>Some of our families need support and guidance to help them ensure their children are 'school ready', engage effectively with their child's education, and feel empowered to support their child's attendance and academic progress.</p>

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 reading outcomes for disadvantaged pupils	<p>The gap between disadvantaged and non-disadvantaged pupils narrows in reading attainment and progress.</p> <p>Reading outcomes for disadvantaged pupils improves across school</p>
Improved oracy and communication by the end of EYFS	<p>Higher proportion of pupils achieving the Communication and Language ELG.</p> <p>Data shows disadvantaged pupils make accelerated progress in all 7 areas of learning</p> <p>All pupils make good progress in oracy and vocabulary development, evidenced through assessments and observations.</p>
Increased attendance rates and reduced persistent absence of disadvantaged pupils	<p>The gap between disadvantaged pupils and non-disadvantaged pupils narrows significantly</p>
Stronger parental engagement to support the 'family' where social, emotional and health needs have been identified, along with early years readiness.	<p>Improved baseline data on entry to school and parental participation in early learning programmes.</p> <p>Families of pupil premium children are supported by referrals to early help, and stronger families.</p>

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: £ 129,594

Activity	Evidence that supports this approach	Challenge number(s) addressed
Using 'The Great Teaching Toolkit' to enhance teaching and learning across school	<p>'The Great Teaching Toolkit' with a particular reference to 'Activating Hard Thinking'</p> <p>https://evidencebased.education/great-teaching-toolkit-cpd/</p> <p>£1,180</p>	1,2
Invest in reading CPD and phonics training for all staff.	<p>EEF guidance 'Improving Literacy at KS1' highlights the need for a clear, systematic phonics approach, continuous staff training, and engaging sessions using effective pedagogy. Monitoring pupils continuously to challenge and act swiftly if some pupils require intervention or additional support.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/improvingnumeracy-and-literacy-in-key-stage-1</p> <p>£3,000</p>	1,2
Subject leaders, including EYFS and phonics leads, to spend time scrutinising their subjects and the quality of curriculum provision	<p>Continue to strength the wider curriculum, ensuring that the basic skills of English and Maths are embedded into the curriculum.</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching</p> <p>EEF Guidance-Effective Professional Development</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p> <p>£125,414</p>	1,2,3

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

Budgeted cost: £91,103

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 small group work and interventions to support reading and maths for specific pupils	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition £68,895	1
Continued investment in RWI programme, Pathways reading scheme and interventions, high quality texts and visits from consultant and additional staff for small groups	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly those from a disadvantaged background. £9,248	1,2
Access to peripatetic music lessons and choir for pupils in KS1 & KS2	‘Science has shown that musical training can change brain structure and function for the better. It can also improve long-term memory and lead to better brain development for those who start at a young age.’ https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation £12,960	3,4

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

Budgeted cost: £21,741

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employing a dedicated member of staff to support with and improve attendance	https://educationendowmentfoundation.org.uk/news/evidence-brief-on-improving-attendance-and-support-for-disadvantaged-pupils https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment £6,576	3
Employing a dedicated member of staff to support with families and their wellbeing at home	'Schools should be optimistic about the potential of working with parents: There is an established link between the home learning environment at all ages and children's performance in school. Schools and parents have a shared priority to deliver the best outcomes for children.' https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents £2,413	3,4
CPD for all staff particularly focussing on positive regard and supporting all learners in the classroom	EEF Guidance: Making Best Use of Teaching Assistants 'Research suggests that rethinking the role of the TSs is much more likely to be successful if senior leaders coordinate action, given their responsibility for managing change at school level and making decisions on staff employment and deployment.' https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants £11,412	1,2,3,4
Promote Attendance through: -Individual and class rewards -Attendance officer monitor attendance -Fortnightly family meetings with DMBC attendance lead	Embedding principles of good practice set out in the DfE's Improving School Attendance advice Toolkit For Schools: Communicating with Families To Improve Attendance: https://www.gov.uk/government/publications/working-together-to-improve-school-attendance/toolkit-for-schools-communicating-with-families-to-support-attendance	3,4

<p>-EWO meetings for low attendance support</p> <ul style="list-style-type: none"> - Teachers to monitor and email attendance officer daily if pp or persistently absent children are not present 	<p>£1,340</p>	
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Total budgeted cost: £242,438

Part B: Review of the previous academic year

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

Outcomes for disadvantaged pupils

Early Years

	% of cohort	GLD	National
All pupils (60)	100%	73%	68%
PP (24)	40%	67%	51%
Non-PP	57%	76%	72%

The gap between PP and non-PP continues to be narrower than national this year at 9% (Owston Park) compared to 21% (National). PP in our school achieved better than PP children nationally by 16%. Overall GLD has improved by 6% (67% 2024). Pupils enter our school significantly below expected outcomes and are often non-verbal. This is a school priority to improve communication and oracy skills along with specific family support to address early intervention.

Phonics

Y1	% of cohort	Wa	National
All pupils (60)	100%	72%	80%
PP (16)	27%	63%	67%
Non-PP (44)	73%	75%	84%

The gap between pp and non-pp has narrowed dramatically to 12% from a previous 51% gap in 2024. This is due to the targeted RWI 1:1 interventions along with daily fidelity to the RWI programme and a strong subject lead monitoring and coaching teaching staff. Although overall we are 8% lower than national overall, PP pupils phonics results have improved by 25% overall from the previous year within our school. This is something we will continue to work on and improve this academic year.

KS1

Y2 Reading	% of cohort	EXS+	National
All pupils (45)	100%	82%	72%
PP (15)	33%	67%	59%
Non-PP (30)	67%	90%	76%

Although there is a 23% gap between PP & non-PP pupils, PP pupils in our school, outperformed PP pupils nationally by 8%. We will continue to work on narrowing the gap with 1:1 RWI phonics interventions, staff CPD in reading reading clubs and continued fidelity to the RWI Phonics scheme.

Y2 Writing	% of cohort	EXP+	National
All pupils (45)	100%	84%	64%
PP (15)	33%	67%	50%
Non-PP (30)	67%	93%	69%

PP pupils outperformed national PP pupils by 17%, although the gap in school between PP & non-PP pupils 26% compared to 19% nationally. The writing results have dramatically improved in PP children over the last 2 years previous. Writing is an area of focus through staff CPD and interventions.

Y2 Maths	% of cohort	EXP+	National
All pupils (45)	100%	98%	73%
PP (15)	33%	100%	60%
Non-PP (30)	67%	97%	77%

PP pupils outperformed non-pp pupils and both groups outperformed national figures. A comprehensive package of interventions and support has influenced PP progress. This was a very academic cohort and there was a lot of positive parental engagement.

KS2

<i>Y6 Reading</i>	<i>% of cohort</i>	<i>EXP+</i>	<i>National</i>
<i>All pupils (57)</i>	<i>100%</i>	<i>61%</i>	<i>75%</i>
<i>PP (22)</i>	<i>39%</i>	<i>50%</i>	<i>63%</i>
<i>Non-PP (35)</i>	<i>61%</i>	<i>69%</i>	<i>81%</i>

The gap between PP & Non-PP is 19% which is close to national at 18%. Reading in KS2 is an area of focus for this academic year with targeted interventions and staff CPD

<i>Y6 Writing</i>	<i>% of cohort</i>	<i>EXP+</i>	<i>National</i>
<i>All pupils (57)</i>	<i>100%</i>	<i>77%</i>	<i>72%</i>
<i>PP (22)</i>	<i>39%</i>	<i>64%</i>	<i>59%</i>
<i>Non-PP (35)</i>	<i>61%</i>	<i>86%</i>	<i>78%</i>

The gap between pp and non –pp is 22% which is close to national at 19% gap. Overall, all pupils achieved better than national by 5%. The gap between pp and non-pp must however be narrowed through quality first teaching, staff CPD and specific intervention. PP writing results are up 14% on the previous year.

<i>Y6 Maths</i>	<i>% of cohort</i>	<i>EXP+</i>	<i>National</i>
<i>All pupils (57)</i>	<i>100%</i>	<i>65%</i>	<i>74%</i>
<i>PP (22)</i>	<i>39%</i>	<i>50%</i>	<i>61%</i>
<i>Non-PP (35)</i>	<i>61%</i>	<i>74%</i>	<i>80%</i>

The gap between pp and non –pp is 24% which is close to national at 19% gap. We will work to closing the gap between pp and non-pp through quality first teaching, staff CPD and specific intervention.

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
RWI	Oxford University Press
Times Table Rock Stars	Maths Circle Ltd
Nessy	Nessy Learning Ltd
Pathways	The Literacy Company

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>
Service children make up a very small percentage of our pupil premium cohort. We identify these children to their teachers, who ensure they have access to pastoral support and academic intervention if there is a need.
The impact of that spending on service pupil premium eligible pupils
Service children perform and attend well.