

Pupil Premium Strategy Statement – Ormesby Village Infant School 2026-2027

This statement details our school's use of pupil premium (and recovery 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	87
Proportion (%) of pupil premium eligible pupils	8% (7 pupils incl. 1 EYPP)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2025, 2025-2026, 2026-2027
Date this statement was published	16.09.2026
Date on which it will be reviewed	15.09.2027
Statement authorised by	Bradley Young (Head)
Pupil premium lead	Bradley Young (Head)
Governor / Trustee lead	Lauren Gardiner (Chair)

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£10,850
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years <i>(enter £0 if not applicable)</i> *Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.	£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>	£10.850 N/A

Part A: Pupil Premium Strategy Plan

Statement of Intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high-attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme (School-Led Tutoring) for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust assessment. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics,

	reading, writing and maths than their peers. This negatively impacts their development as readers.
2	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations in reading, writing and maths.
3	Our attendance data over the last three years indicates that attendance among disadvantaged pupils had been lower than for non-disadvantaged pupils. However, this is an improving picture so much so that in 2025-2026 disadvantaged attendance was higher. There were no disadvantaged pupils deemed to have been 'persistently absent' compared to their non-disadvantaged peers during the previous academic year. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
4	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS1 and in general, are more prevalent among our disadvantaged pupils than their peers.
5	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, due to a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment. Teacher referrals and requests for support have markedly increased since the pandemic for disadvantaged pupils. These children require additional support with social and emotional needs using small group interventions.

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 oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved phonics attainment among disadvantaged pupils.	Year 1 Phonics Screening Check to be in line or above national average 80%. Year 2 pupils retaking their Phonics Screening to be in line or above national average circa 80%. Systematic Synthetic Phonics

	Programme to be fully embedded and to continue to make a whole school impact.
Improved reading attainment among disadvantaged pupils at the end of KS1.	KS1 reading outcomes in 2026/27 show that more than 50% of disadvantaged pupils met the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS1.	KS1 maths outcomes in 2026/27 show that more than 50% of disadvantaged pupils met the expected standard.
Improved writing attainment for disadvantaged pupils at the end of KS1.	KS1 writing outcomes in 2026/27 show that more than 50% of disadvantaged pupils met the expected standard.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2026/27 demonstrated by: the overall absence rate for all pupils being no more than 92%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 25%. The percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being no lower than their peers.
Improved emotional well-being and increased strength of relationships between home and school.	Children displaying signs of emotional needs are reduced or have sufficient support in place to provide them with strategies to self-manage their needs more strongly. Children and families have forged stronger relationships between home and school. Improved access to pastoral support in our H.I.D.E. space.
Improved behaviour from a significant minority of pupils, including those eligible for Pupil Premium.	Further embed the behaviour policy to tackle the minority of poor behaviour. Fewer more serious incidents of poor behaviour occur and pupils begin to address their own behaviour. Specific pupils eligible for Pupil Premium with significant needs become able to work more independently and make better progress.
Improved number of pupils achieving GLD at Expected standard.	More pupils achieving Expected in Reading, Writing and Maths.

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: £500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	1, 2, 3, 4 and 5
Purchase of further resources to support and embed a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF Purchase of further Little Wandle Phonics Scheme Big Cat Collins resources and associated training for staff. Increased reading material.	1

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

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Time to Talk, speaking and listening intervention programme for Reception children. DESTY and Lego Therapy intervention.	This is a programme which benefits a range of children in Reception, including those eligible for Pupil Premium. It fosters confidence, develops speaking and listening skills in a smaller nurturing environment and also develops turn-taking, sharing and empathy. Staff trained to deliver the programme, if	4

	required. Timetabled to ensure it takes place regularly. Progress of pupils to be tracked.	
Recruitment of additional support staff.	Using the funding combined with a proportion of the recovery premium to enable staff to deliver one to one or small group tuition to the most disadvantaged pupils. Delivering interventions required, such as Time to Talk, Attention Autism, Bucket Therapy and Sensory Support.	1, 2, 3, 4 & 5
Purchase of resources to meet the specific needs of disadvantaged pupils with SEND.	Purchase resources for pupils with Down's Syndrome, Autism, ADHD and cognition and learning needs.	1-5
WellComm & DESTY Training	Support the implementation of DESTY training for staff to improve the the emotional support and nurture provision. Further resources needed. Support the implementation of Speech and Language Screener	1-5

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

Budgeted cost: £500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance to be robustly monitored and managed across the school.	For pupils to make better progress they must attend school regularly. Reasons for non-attendance are often complex, involving high emotional needs of the children. There are also challenging family circumstances to consider. Strategies to be reviewed to ensure they are effective and further advice sought from supporting agencies, such as the Attendance Team. Offer of free after-school club, free/subsidised participation at extra-curricular clubs, free school meal vouchers to aid low-income families support those pupils not at school. Consideration of support with transport costs. Attendance Reward Trip to be continued, alongside other incentives to recognise the child with the best attendance (Cycle Vouchers).	3
Manage Behavioural expectations positively and effectively.	Improved application of rewards/sanctions supporting all pupils in understanding revised behavioural expectations. Purchase of badges and	5

	certificates. Lego Therapy and DESTY trained staff to be able to support children displaying poor social interactions and emotional/behaviour challenges.	
Support the improvement of emotional resilience and well-being.	Resources required to support all pupils, especially the most disadvantaged, in the H.I.D.E the school's nurturing and pastoral space. Sensory resources/Sensory circuits.	5
Build more effective relationships between school and home.	Implement a Generations' Project for eligible Pupil Premium pupils and their families to work together on a cycle of events to generate interest in learning collaboratively and with an incentive of earning access to quality reading material. Look into Mini Duke of Edinburgh Award Scheme as an alternative to the above.	3, 5

Total Budgeted Cost: £11,000

Part B: Review of the Previous Academic Year

Outcomes for Disadvantaged Pupils

Our internal assessments during 2025/26 suggested that the performance of disadvantaged pupils remains lower than non-disadvantaged pupils in key areas of the curriculum. As a result, the outcomes we aimed to achieve in our previous strategy by the end of 2025/26 were therefore not fully realised. However, the following results show what disadvantaged pupils did achieve:

Whole School – 10 PP pupils – Maths 4/10 pupils achieved Expected. Reading 3/10 pupils achieved Expected. Writing 3/10 pupils achieved Expected.

Year 2 – Maths 3/4 pupils at Expected+ with 1/4 at Greater Depth / Writing 3/4 pupils at Expected+ with 0/4 pupils at GDS / Reading 3/4 pupils at Expected+ with 0/4 pupils at GDS – Phonics 1/1 pupils achieved threshold in Phonics Screening Check resit. 25% achieved Greater Depth in Maths, which was above National Average.

Year 1 – Maths 1/3 pupils at Expected+ with 0/3 at GDS / Writing 0/3 pupils at Expected+ with 0/3 pupils at GDS / Reading 0/3 pupils at Expected+ with 0/3 pupils at GDS – Phonics 2/3 pupils achieved threshold in Phonics Screening Check.

Reception – Number and Number Patterns 3/3 pupils at Expected. Word Reading and Comprehension 2/3 and 3/3 pupils at Expected respectively. Writing 2/3 pupils at Expected. 2/3 pupils achieved GLD

There was an identified underperformance in Writing. The overall impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of higher absence.

Overall attendance in 2025/26 remained significantly higher than the national average. At times when all pupils were expected to attend school, absence among disadvantaged pupils was higher than their non-disadvantaged peers and there was little persistent absence from the disadvantaged pupils. Attendance always remains a focus for improvement. Average attendance for all disadvantaged pupils was 94.42%.

Our assessments and observations indicated that pupil behaviour, well-being and mental health were positive last year. We used pupil premium funding to provide well-being support for all pupils and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

Externally Provided Programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Increased Music Provision	Lisa White-Joubert

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>
N/A
The impact of that spending on service pupil premium eligible pupils
N/A

Further Information (Optional)

Our pupil premium strategy will be enhanced by additional activity that is not being funded by pupil premium or recovery premium. That will include: • embedding more effective practice around feedback, as pupils identified they did not know how to make their work better if they were asked in a recent survey. EEF evidence demonstrates this has significant benefits for pupils, particularly disadvantaged pupils. Using the interim termly reports with pupils to inform them of their current attainment position and how they can improve their work. Look into reviewing the effective marking and feedback policy across the school. • utilising CPD to establish a mental health champion (Deputy Headteacher). The training we have selected will focus on the training needs identified through the guidance: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents. • offering a wider range of high-quality extra-curricular activities and enrichment to boost well-being, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate, giving them more opportunities to represent the school.
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We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.