

## Pupil Premium Strategy Statement: Orford Church of England Primary School & Nursery - 2025-2026

### School Overview

Detail	Data
School name	Orford Church of England Primary School & Nursery
Number of pupils in school	40
Proportion (%) of pupil premium eligible pupils	14/40 35%
Academic year covered by this statement	2025-2026
Date this statement was published	October 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Matthew Head
Pupil premium lead	Matthew Head
Governor / Trustee lead	Richard Murley

### Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£23,840
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	£23,840

## Part A: Pupil Premium Strategy Plan

### Statement of Intent

At Orford Primary, we have high aspirations and ambitions for our children and we believe that all learners should be able to reach their full potential irrespective of their background or the challenges that they face. We believe that reaching your full potential should not be about where you come from, but instead, about developing the necessary skills and values required to succeed.

Our pupils, who receive the Pupil Premium Funding, face specific barriers which make it more difficult for them to reach their full potential. At Orford, we are determined to provide the support and guidance they need to help them overcome these barriers.

At the heart of our approach is the delivery of high-quality teaching. 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 approach will be responsive to common challenges and individual needs, rooted in robust diagnostic 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 where 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.

Our overriding aim is for all pupils to make at least good progress and achieve high attainment across all subject areas and to provide our children with access to a variety of exciting opportunities and a rich and varied curriculum.

### Challenges

Challenge number	Detail of challenge
1 Attendance & Punctuality	Some families find it difficult to ensure children arrive at school in time or at all.
2 Class Based Support	Some children need regular/daily in-class support to help ensure their learning is on track during lesson activities.
3 Material Deprivation	Some children lack basic needs such as nutritious food, appropriate clothing, access to computers and the internet.
4 Gaps	Some children have developed gaps in their previous learning specifically in reading, writing and maths which negatively impacts on their outcomes and ability to reach the expected standard.

<p>5 Aspirations &amp; Experiences</p>	<p>Discussions with pupils suggest disadvantaged pupils generally have limited aspirations and knowledge of the wider world with fewer opportunities for enrichment activities such as clubs, trips and experiences; or they don't know how to achieve their aspirations.</p> <p>This negatively impacts their drive and ambition to be successful. It also limits their cultural capital needed for topic work as well as ideas for writing and other academic activities..</p>
<p>6 Social, Emotional &amp; Mental Health</p>	<p>Some of our pupils and their families have social &amp; emotional difficulties, including medical and mental health issues such as anxiety.</p> <p>Some children live in unstable or difficult circumstances at home which impacts directly and indirectly on their well-being, mental health and general readiness to learn.</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
<p><u>Attendance &amp; Punctuality -1</u></p> <p>To achieve and sustain improved attendance and punctuality for all pupils, particularly disadvantaged pupils.</p>	<p>Sustained high attendance by ensuring that:</p> <ul style="list-style-type: none"> <li>• The overall attendance rate for all pupils is no less than the national average.</li> <li>• The percentage of disadvantaged pupils who are persistently absent to be below 10% and the figure among disadvantaged pupils being no more than 5% higher than their peers.</li> <li>• Pupils who are persistently absent are included on action plans to support attendance at an early stage.</li> <li>• EWO support for families identified as persistently absent.</li> </ul>
<p><u>Class Based Support - 2</u></p>	<ul style="list-style-type: none"> <li>• For all pupils to have access to appropriate support in lessons to achieve their potential.</li> <li>• Lesson observations show consistent implementation of Universal Offer.</li> <li>• Children know how to access support for learning.</li> <li>• Children are challenged.</li> <li>• Lesson observations show children make progress.</li> </ul>
<p><u>Material Deprivation - 3</u></p> <p>Pupils basic needs are being met including: having a suitable breakfast, lunch and clothing.</p>	<ul style="list-style-type: none"> <li>• Children's basic needs are being met.</li> <li>• <b>Early Help</b> is quickly offered when required and alongside other external agencies.</li> </ul>
<p><u>Gaps - 4</u></p> <p>Disadvantaged pupils demonstrate strong progress and maintain at least the standard of attainment they achieved at the end of the previous year (Reading, Writing and Maths) and previous Key Stage. Those who have 'fallen behind' make</p>	<ul style="list-style-type: none"> <li>• Children's gaps in learning will be reduced.</li> <li>• Analysis of interventions will show that interventions have had a positive impact on disadvantaged children's learning and have helped in accelerating their progress.</li> </ul>

<p>accelerated progress and 'catch up' or exceed prior attainment standards.</p> <p>To ensure fallen behind children receive targeted high-quality intervention.</p>	
<p><u>Aspirations and Wider Opportunities - 5</u></p> <p>Pupils have a breadth of experiences that enable them to contextualise their learning.</p> <p>The school will deliver an engaging, broad and varied curriculum.</p>	<ul style="list-style-type: none"> <li>• Pupil questionnaires/perceptions will show that children enjoy school and are enthused to learn more. A love of learning is instilled in all children.</li> <li>• Teachers and support staff will plan a wide range of visits and experiences to inspire and enhance learning.</li> <li>• Children will be exposed to a wide range of social, cultural, enrichment and sporting experiences including clubs within and outside of the school day.</li> </ul>
<p><u>Social and Emotional Wellbeing - 6</u></p> <p>Pupils and families with identified social, emotional, behavioural or health needs are well supported by school staff so that their needs are met so they can engage with their learning.</p>	<ul style="list-style-type: none"> <li>• Responses from parental surveys show that parents and their children's needs are being met and they are supported.</li> <li>• Behaviour data, pupil perceptions and observations show that behaviour within and around classrooms is improving and conducive to learning.</li> <li>• Whole school focus on developing culture and maintaining social and emotional health through Collective Worship themes, teaching the Orford's Learning Behaviours, and robust teaching in PSHE.</li> <li>• Targeted pastoral support for most vulnerable families, increase co-working with outside agencies.</li> </ul>

### 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: £8,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
1) Purchase diagnostic assessments alongside training for staff to ensure assessments are interpreted correctly and accordingly actioned.	Diagnostic assessments 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 instructions.	2 & 4
2) Whole staff training on the Tilian Universal Offer and neurodivergence.	Research shows that adaptive teaching improves quality first teaching and as a result improves pupil outcomes.	2 & 4

3) Continue to embed the Mathematics Mastery Approach by working with the Angles Maths Hub.	<p>Research has shown pupils who follow a maths mastery curriculum develop a deeper understanding of mathematics.</p> <p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics (NCETM), drawing on evidence-based approaches:</p> <p><a href="#">Maths guidance KS1 and 2.pdf</a> (<a href="http://publishing.service.gov.uk">publishing.service.gov.uk</a>)</p> <p>The EEF guidance is based on a range of the best available evidence: <a href="#">Improving Mathematics in Key Stages 2 and 3</a></p>	2 & 4
4) Curriculum lead to work with subject leaders to enhance/improve curriculum provision in every subject.	EEF - Pupil Premium Guidance Education Endowment Foundation - Education Evidence - Teaching & Learning Toolkit.	3, 4, 5
Continue to support Quality First Teaching through performance management, coaching and CPD.	<p>National studies (EEF teaching toolkit) shows the significant impact of quality first teaching on pupil progress and attainment.</p> <p>Professional development on evidence based approaches.</p>	2 & 4
Employ additional part time staff to support in class & interventions.	EEF Teaching Toolkit - Teaching assistants - good quality intervention can raise pupil progress by 4 months.	2 & 4

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

Budgeted cost: £6,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support to pass Year 1 phonics screening.	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly those from disadvantaged backgrounds.</p> <p>Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period of 12 weeks.</p> <p>Phonics - EEF Research</p>	2
Specialist speech and language trained support staff for all children who need it.	Interventions to support language development.	2
Targeted and structured interventions of gaps identified through diagnostic assessments to	Provision of Quality First Teaching, mastery curriculum and effective challenge for children identified as needing catch-up. See Gov.uk publication on spending funding successfully.	2 & 4

<p>children across the whole school.</p> <p>Interventions to be delivered by experienced teachers and Teaching Assistants within school.</p> <p>A significant proportion of pupils receiving interventions will be disadvantaged, including those who are high attainers.</p> <p>Interventions to be monitored and evaluated by Head teacher.</p>		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed Learning Culture and learning behaviours across the school.	Evidence suggests that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies. By teaching these skills, pupils are more likely to use these strategies independently, enabling them to manage their own learning and overcome challenges.	
Provide additional provision for wrap-around care through breakfast and after-school club to help improve attendance.	See Gov.uk publication on spending funding successfully which discusses meeting the needs of individual families to improve attendance.	1, 3, 5 & 6
<p>Embed principles set out in the DfE's Improving School Attendance advice including the appointment of EWO to improve the attendance of Pupil Premium pupils.</p> <p>Bi-Weekly tracking of attendance data.</p> <p>Parents to receive attendance letters termly.</p>	<p>Evidence of successful ways of improving attendance is outlined below -</p> <p><a href="https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities">https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</a></p>	1

Pupils whose attendance is concerning will be sent letters and/or attend meetings.		
Release time for SENDCO to support families and children.  Vulnerable children to be highlighted and supported including through ELSA & Lego Therapy sessions.	Education Endowment Foundation education evidence - parental engagement.  There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)	5 & 6
Early Help offered to children/families who need support.	Supporting pupils' social, emotional and behavioural needs.  Social and emotional intervention.	3 & 6
Funding for further Cultural Capital opportunities including subsidised educational trips for Pupil Premium Children as well as other opportunities to broaden the curriculum and their learning experiences.  This will be achieved through funding for each class to plan enriching experiences, activities and resources.	Provision of a range of initiatives to extend children's experiences - see See Gov.uk publication on spending funding successfully and the Education Endowment Trust Toolkit.	1, 4, 5 & 6
Financial support for uniform - 2 items per pupil.	Christian vision and belonging.	3
Develop further opportunities for outdoor learning / Forest school / Teaching Kitchen/Music tuition	Supporting pupils' social, emotional and behavioural needs.	

Total budgeted cost: Costs to implement the strategies above is always more than the amount the school receives for Pupil Premium.

Part B: Review of outcomes in the previous academic year

## Pupil premium strategy outcomes

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

Aim	Outcome
1. Priorities for ensuring high-quality teaching and learning	
<p>Writing framework training completed.</p> <p>SEND training completed including training on inclusion and PLP writing.</p> <p>Universal Offer training and implementation used as the basis for lesson observations.</p>	<p>Improved use of concrete and visual resources by teaching staff. Greater confidence in the delivery of HQFT by teachers and TAs.</p> <p>Observations and drop-ins, combined with high quality planning and data, have shown that the on-going training and support given to staff is improving QFT. Further training needs have been identified and will be included in the training for 2025-2026.</p>
2. Targeted academic support for the current academic year	
<p>To provide targeted support for identified gaps in knowledge and understanding in literacy and numeracy - focusing on language development, phonics catch up and fluency in numeracy.</p>	<p>Writing and Maths results are improving but still below national scores at the end of KS2.</p> <p>Data is not able to be published due to the small cohort.</p> <p>Internal data reflects the progress made by all groups of children. The intense intervention programme has been successful, although we have discovered further gaps in knowledge. SENCo and Head are compiling a new list of children who are being 'monitored' and are considered on the cusp of SEN in order to specify targeted 'in-class' intervention as a preventative measure.</p>
3 Wider Strategies for the current academic year	
<p>To further develop opportunities increase cultural capital.</p>	<p>Xtratime Sports Club, Castle Coaching Football Club and 'The Hub' after school activities offered free of charge.</p> <p>Christmas Pantomime attended by all pupils.</p> <p>Increase participation in trips, visitors and experiences i.e. Ducking along the Deben, Sutton Hoo, Colchester Zoo.</p>

### Additional Information

Teaching kitchen: The teaching kitchen provides opportunities for children to experience techniques required to cook a nutritious meal, discuss nutritional value, taste new foods and eat together at the end of the experience. This helps children to foster healthy lifestyle habits and understand what constitutes a healthy meal. This provision also supports their understanding of where food comes from, especially when produce has been used from the school garden as well as teaching life skills. The teaching kitchen is used by all pupils.

Forest school: All children have access to forest school provision. This provision gives children the opportunity to engage meaningfully with their environment, learn to work together and develop practical skills. In this supported environment, the children learn to take risks, be resilient and creative. Forest school activities provide opportunities for children to connect with their environment and is beneficial for social and emotional wellbeing.

Attendance: 2024/2025 pupil premium attendance was 91% whereas non-pupil premium was 98.2%.

Phonics outcomes: All children in Year 1 passed the phonics screening. Staffing in place to provide catch up sessions was pivotal to achieving this.

ELSA - 15 children benefited from access to Elsa provision, including 11 PP children.

GLD - 50% of pupil premium children achieved GLD.

End of KS2 data: All pupil premium pupils were given additional support with spelling, reading and maths. TAs supported these children in additional interventions, which led to the children feeling prepared and confident to face the SATs.

#### 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
PiRA & PUMA Diagnostic Assessments	Hodder Education
White Rose Premium	White Rose
Literacy Shed Plus	Literacy Shed
SumDog Maths	SumDog
ELSA	ELSA
Speech & Language Link	Speech & Language Link
Classroom Secrets	Classroom Secrets

#### Further information (optional)

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