

Orton CE Primary School

Pupil Premium Strategy Statement



This statement details our school's use of pupil premium for the 2025 to 2026 academic year 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Orton CE Primary School
Number of pupils in school (2025-26)	44
Proportion (%) of pupil premium eligible pupils (2025-26)	13.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023 – 2026
Date this statement was published	9 th October 2023
Date this statement was reviewed	9 th September 2025
Date on which it will be reviewed	September Annually
Statement authorised by	Emma Pomfret
Pupil premium lead	Emma Pomfret
Governor / Trustee lead	Richard Petty

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£13950
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	£13950

Part A: Pupil premium strategy plan

Statement of intent

Orton CE School is an excellent place to learn, our vision is;



We work hard to ensure that **all** our children including those entitled to Pupil Premium or disadvantaged in anyway have equal opportunities to achieve this vision.

- *We want all our children to have equal opportunities and to be able to achieve equally regardless of their background.*
- *We know our children and families extremely well and have good supportive relationships with them so we are well placed to identify their needs as early as possible and provide the most appropriate support.*
- *We view the holistic picture for each child and family so our support is not limited to academic support.*
- *Our approach is flexible and proactive to meet the individual needs of all our children.*
- *In line with our school vision, we want to break down barriers for all our children to give them hope and dreams for the for the future, to achieve their dreams and enable them 'to thrive and flourish to go out into the World.'*

Challenges

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

Challenge number	Detail of challenge
1	We have identified that we have a high proportion of children who have social, emotional and mental health needs. In order for our children to learn well we need to address their well-being.
2	Following the Covid disruption to schooling, the attainment gap has become significantly wider. National data has shown that school closures have resulted in gaps in learning. Our assessments do not suggest a greater impact on disadvantaged pupils, but this is a focus school wide.
3	We are a small school and have budget/staffing pressures to deliver interventions.
4	Some of our pupils do not have access to a wide range of experiences outside school. Some of this is due to disadvantage but also our rural location. Pupils require a rich curriculum and diverse cultural experiences.
5	We have a higher than national percentage of SEND children.

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
To improve the mental health and well-being of all our pupils especially those entitled to pupil premium or considered disadvantaged in anyway.	<ul style="list-style-type: none">• CPD for staff on Decider skills & used as a school wide strategy.• Understanding of any ACEs that may be impacting a child's well-being.• Staff have good knowledge of child's past and current home circumstances.• ELSA (Emotional Literacy Support Assistant) in place and carrying out suitable interventions.• In school support / named key people for children to talk to if required.• One to one time with children who need extra nurture support.• Working closely with families to offer support.

	<ul style="list-style-type: none"> • Access to organisations such as Young Carers as required. • Prompt referrals for additional support with agencies such as Barnardo's.
To identify and close the gaps in learning caused by Covid school closures for all our pupils especially those entitled to pupil premium or considered disadvantaged in anyway.	<ul style="list-style-type: none"> • Targeted virtual and face to face tutoring / small group work for identified pupils who have fallen furthest behind or are struggling in a particular area. • The progress measure for disadvantaged pupils in our school is in line with National expectations and that of their non-disadvantaged peers in our school.
To ensure that our limited staffing is deployed effectively to ensure a high staff to pupil ratio which will benefit all children.	<ul style="list-style-type: none"> • Small class sizes with no more than two year groups per class for at least daily Maths and English lessons. • Children will receive targeted one to one or small group tuition with concepts / subjects their teachers have identified that they find difficult.
To provide disadvantaged pupils with high quality enrichment opportunities	<ul style="list-style-type: none"> • A carefully planned enrichment / educational visits calendar for all classes is developed each year to enrich the curriculum. • Disadvantaged pupils access all the same enrichment / visit opportunities as their non-disadvantaged peers. • Pupils have the opportunity to participate in regular residential visits away from home during their time in KS2. • Pupils have access to weekly musical instrument lessons provided by peripatetic teachers. • Access to Breakfast and After School Clubs as required.
To identify SEND needs as early as possible and provide early interventions	<ul style="list-style-type: none"> • Class teachers work closely with SENDCo to identify needs and appropriate interventions. • Particular focus around Yr2/ Yr 3 where needs often become more obvious. • IEP's put in place and reviewed at least termly with parents. • Support from outside agencies is requested in a timely manor. • Outside agency support is timely and impactful (out of school control due to long waiting lists).

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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
To maintain four small classes for at least the core teaching of Maths and English and to ensure that there are no more than 2-year groups per class. This has been a school priority for several years although last year due to pupil numbers we had 3-year groups in two classes.	EEF +4 Small group intervention The average impact of the small group tuition is four additional months' progress, on average, over the course of a year. Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners needs explains this impact.	1, 2, 3 & 5
CPD for staff in ACE's Adverse Childhood Trauma.	With training staff can help meet the needs of children who have experienced ACE's	1 & 5
SEND CPD for staff as the needs arises.	With training staff can help meet the needs of children with specific SEND difficulties	1 & 5
Enrichment activities and educational visits for every class.	Although the children at Orton are relatively privileged and many have access to local activities that will broaden their life experiences there are some children who do not have these opportunities and many have not had cultural / diversity experiences outside their local environment. Enrichment opportunities are carefully planned by the whole staff team to enhance the curriculum. e.g. city visits, Mosque & Temple visits, Young Voices, IOM, specialist visitors to school, theatre visits.	1, 2 & 4

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
TA time allocated to each class for 1:1 and small group Interventions as directed by the class teacher.	<p>EEF +4</p> <p>The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year. However, affects tend to vary widely between those studies where teaching assistants are deployed in everyday classroom environments, which typically do not show a positive benefit, and those where teaching assistants deliver targeted interventions to individual pupils or small groups, which on average show moderate positive benefits. The headline figure of four additional months' progress lies between these figures.</p> <p>In England, positive effects have been found in studies where teaching assistants deliver high-quality structured interventions which deliver short sessions, over a finite period, and link learning to classroom teaching.</p>	1, 2, 3 & 5

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue our commitment to using Decider skills as a school wide strategy to support emotional well-being and mental health	The Decider Skills use Cognitive Behaviour Therapy to teach children, young people and adults the skills to recognise their own thoughts, feelings and behaviours, enabling them to monitor and manage their own emotions and mental health. Complex psychological theory has been distilled into highly effective, evidence-based skills for individuals and	1

	organisations. Since our roll out of Decider skills we have seen real positive impact of children and adults being able to manage their own regulation and support each other including children supporting staff!	
Allocated time for a teaching assistant to dedicate to providing Emotional Literacy Support (ELSA) to targeted individuals.	The ELSA intervention was designed to build the capacity of schools to support the emotional needs of their pupils from within their own resources. This is achieved by training teaching assistants to develop and deliver individualised support programmes to meet the emotional needs of children and teenagers in their care. It recognises that children learn better and are happier in school if their emotional needs are also addressed.	1
Subsidised annual school residential visits for KS2 as required.	We provide four residential opportunities to our children throughout their time in KS2. We recognise that some of our pupils maybe unable to access residential visits due to cost. These experiences help children build resilience and self-confidence over the years. By subsidising these visits as required they are accessible to all families.	1 & 4
Subsidised visits and enrichment activities including sport, art and music where required.	One of our aims is to provide a wide range of enrichment activities for all children to enhance their cultural capital. It is our strongly held view that no child should miss out on the basis of cost therefore we are able to subsidise activities where required.	1 & 4
Free musical instrument lessons, sports club (including Razzmatazz) & art club for disadvantaged pupils.	EEF + 3 Arts Participation Improved outcomes have been identified in English, mathematics and science. Some arts activities have been linked with improvements in specific outcomes. For example, there is some evidence of the impact of drama on writing and potential link between music and spatial awareness.	1, 2, 4 & 5

	Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.	
Subsidised Breakfast and After School Clubs where required.	This is at least two fold; 1. Provides children a safe social environment, nutritious food and a range of activities available for them to access. 2. Supports families with child care whilst they are working and can help some parents into work improving the family's circumstances.	1 & 4

Total budgeted cost: £ 13950.00

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 2022 to 2023 academic year.

Aim	Review																					
To ensure that disadvantaged pupil’s attendance and punctuality is high priority and the attendance gap between disadvantaged pupils and their peers closes.	<ul style="list-style-type: none">There has been a significant increase in attendance of our vulnerable groups. See below. <table><tr><td></td><td>2021-22</td><td>2022-23</td></tr><tr><td>PP</td><td>84.38%</td><td>96.93%</td></tr><tr><td>Not PP</td><td>94.79%</td><td>95.19%</td></tr><tr><td>FSM6</td><td>87.25%</td><td>89.52%</td></tr><tr><td>Not FSM6</td><td>94.77%</td><td>95.43%</td></tr><tr><td>SEND</td><td>86.96%</td><td>93.9%</td></tr><tr><td>Not SEND</td><td>94.30%</td><td>95.44%</td></tr></table> <ul style="list-style-type: none">Some of this positive change is due to small numbers affecting data and some pupil mobility.There is now very little gap in attendance between disadvantaged and their non-disadvantaged peers.The attendance of most vulnerable groups is very close to the school target of 95.6%.Parents of disadvantaged pupils engage with school processes to support them.		2021-22	2022-23	PP	84.38%	96.93%	Not PP	94.79%	95.19%	FSM6	87.25%	89.52%	Not FSM6	94.77%	95.43%	SEND	86.96%	93.9%	Not SEND	94.30%	95.44%
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To provide disadvantaged pupils with high quality enrichment opportunities	<ul style="list-style-type: none">We have carefully planned enrichment / educational visits calendar for all classes in place to enrich the curriculum.All children have experienced a diverse range of experiences including wheelchair basketball, visits to a Mosque and Buddhist temple etcDisadvantaged pupils access all the same enrichment / visit opportunities as their non-disadvantaged peers e.g. curling, free art and sports clubs, Razzamatazz.100% of KS2 pupils have taken part in residential visits away from home during 2022-23.																					

	<ul style="list-style-type: none"> Disadvantaged Pupils have access to free weekly musical instrument lessons provided by peripatetic teachers. Access to free Breakfast and After School Clubs as required.
To identify SEND needs as early as possible and provide early interventions	<ul style="list-style-type: none"> Class teachers continue to work closely with SENDCo to identify needs and appropriate interventions. Our children are taught in small classes allowing staff to get to know their individual needs very well. The staff team works closely together to identify and support children's individual needs. IEP's are in place and reviewed at least termly with parents. Support from outside agencies is requested in a timely manor unfortunately due to long waiting lists school cannot control how quickly children are seen by other professionals
To close the gap between disadvantaged pupils and non-disadvantaged pupils in combined attainment.	<ul style="list-style-type: none"> There has been effective and targeted one to one tutoring and small group work for identified pupils who had fallen furthest behind or are struggling in a particular area. We have had a particular focus on well-being and mental health for all to ensure children are in the very best place to learn. The progress measure for end of KS2 for disadvantaged pupils is not yet available but 100% of our KS2 PP children achieved at least expected at the end of KS2 in July 2023. Our attainment for disadvantaged at the end of KS2 was in in line with National expectations and that of their non-disadvantaged peers in our school.
To raise the self-esteem and of pupils entitled to pupil premium through pastoral support.	<ul style="list-style-type: none"> We know our children and families very well due to our small classes so we believe we have a good understanding of any ACEs that may be impacting a child's well-being. Staff have good knowledge of child's past and current home circumstances.

	<ul style="list-style-type: none"> • We continue to work closely with families to offer support. • Children are encouraged to share concerns/ worries with a trusted adult and if children need it they have a named key person to talk when required. • We have made several prompt referrals for additional support with agencies such as Barnardo's. Unfortunately we have found that the waiting lists are often very long. • This has led to a school wide initiative during 2023/24 on Mental health and well-being for all (children and adults).