# Pupil premium strategy statement – Offenham CE First school

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 Vision and Values:

**Our School Vision**

To build a school community where everyone is committed to the ongoing pursuit of excellence – a place where, through the joy and hope of the resurrection there is transformation, growth and progress in children's social, moral, spiritual, cultural and academic lives.

**Our Values**

**Roots** - Friendship, Perseverance, Respect, Responsibility and Truth.

**Fruits** - Love, joy, peace, patience, kindness, goodness, gentleness, faithfulness and self-control.

## School overview

| Detail | Data |
|---|---|
| Current number of pupils in school | 105 |
| Proportion (%) of pupil premium eligible pupils | 7/105 6.6% |
| Academic year/years that our current pupil premium strategy plan covers | 2024-2025<br>2026-2027 |
| Date this statement was published | 31st December 2025 |
| Date on which it will be reviewed | September 2026 |
| Statement authorised by | Jayne Nicol |
| Pupil premium lead | Jayne Nicol |
| Governor | Dr Martin Penny – chair of governors |

## Funding overview

| Detail | Amount |
|---|---|
| Pupil premium funding allocation this financial year | £ 10,360 |
| Recovery premium funding allocation this financial year | £ 0 |
| Pupil premium (and recovery premium) funding carried forward from previous years *(enter £0 if not applicable)* | £ 0 |

# 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, achieve high attainment across all subject areas and fulfil their potential as precious children of God.

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 all vulnerable pupils in our care.

The activities we have outlined in this statement are 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.

## Challenges

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

| Challenge number | Detail of challenge |
|---|---|
| 1 | SEMH needs |
| 2 | Early reading, writing and maths |

## 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 SEMH for all disadvantaged and vulnerable pupils | • Children more able to manage emotions, improvement in self-esteem and willingness to talk<br>• Evidence gathered by pastoral worker<br>• qualitative data from student voice, student and parent surveys and teacher observations |

| | |
|---|---|
| Improved reading, writing and maths attainment and progress for disadvantaged pupils at the end of the year in every year group. NTS tests and Teachers assessment to inform attainment and Epiphany scores to inform progress. | • For children to demonstrate expected or accelerated progress in reading, writing and maths |
| Increased opportunities for parental engagement in school life. | • Parent support systems in place with timely Early Help being offered and opportunities to be involved in the life of the school. |
| To ensure children access school trips, residential and after school clubs and have correct equipment | • Children are able to access out of school provision – such as school trips and residentials and have appropriate uniform. |

## Targeted academic support

Budgeted cost: £4600 (phonic resourcing and subscription, AR subscription, one to one intervention and cost of diagnostic tests)

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| Additional phonics sessions targeted at disadvantaged pupils who require further phonics support across KS1 and into KS2. These sessions will be delivered by a trained TA | Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics \| Toolkit Strand \| Education Endowment Foundation \| EEF | 2 |
| Reading scheme with children reading appropriate books and having opportunities to develop reading and | See EEF 7 top tips for reading. EEF strategies for KS1 reading | 2 |

| | | |
|---|---|---|
| comprehension skills. Subscription to AR. | | |
| Children to receive one to one/ group intervention with a teacher/TA – maths and English, where appropriate. | Support targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:<br>One to one tuition \| EEF (educationendowmentfoundation.org.uk)<br>And in small groups:<br>Small group tuition \| Toolkit Strand \| Education Endowment Foundation \| EEF | 2 |
| To identify, and respond to, pupils at risk of underachievement and to address gaps and misconceptions held by pupils. (Number stacks intervention)<br>Important focus on quality first teaching, to include individual/small group interventions which are targeted and time limited, to support disadvantaged pupils who are not at NARE. | Focus on number understanding in Early Years and Key Stage 1. EEF Improving mathematics<br>*(EEF - Making the best use of Teaching Assistants – Guidance Report)* | 2 |

## Wider strategies

Budgeted cost: **£5,600**

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| SEMH support for those identified children across school. A pastoral worker who is a trained counsellor and play therapy and loss and bereavement counsellor to work with groups and individuals as well as offer a lunchtime club open to all KS2 children. We aim to encourage greater emotional stability and | https://educationendowmentfounda-tion.org.uk/educationevidence/guidance-reports/supporting-parents | 1 |

| | | |
|---|---|---|
| positive mental health and well-being. | | |
| Fund to support families with the cost of trips, residentials and clubs as well as uniform need.<br>Contingency fund for acute issues. | Experiences outside the classroom greatly benefit children and we want all to be able to access these opportunities. | 1 |

## Review of the previous academic year - Outcomes for disadvantaged pupils

