

# Otterburn Primary School

## Pupil premium strategy statement

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	46 Reception- Year 6 Data current at December 2025
Proportion (%) of pupil premium eligible pupils	17%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2025-2026, 2026-2027, 2027-2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Alison Woodcock
Pupil premium lead	Alison Woodcock
Governor / Trustee lead	Deborah Worrall (Chair of Governors) Rev. Dr. Claire Maxim (Pupil Premium Governor)

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£12,120
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
<b>Total budget for this academic year</b> <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>	£12,120

# Part A: Pupil premium strategy plan

## Statement of intent

At Otterburn Primary School, we are committed to ensuring that every child, regardless of their background or circumstances, is able to achieve their full potential. We have high expectations for all pupils and believe that disadvantage should never be a barrier to success, aspiration or opportunity.

Our ultimate objective is to ensure that disadvantaged pupils make strong academic progress, achieve well across the curriculum, attend school regularly, develop positive wellbeing and self-esteem, and are fully included in all aspects of school life. We aim to equip our pupils with the knowledge, skills and experiences they need to thrive both now and in the future.

Our Pupil Premium Strategy Plan is designed to address the specific barriers faced by our disadvantaged pupils through a combination of high-quality teaching, targeted academic support and wider strategies that promote attendance, wellbeing and engagement. School leaders and staff regularly review attainment, attendance and pastoral information to identify needs, monitor impact and ensure support is directed where it will make the greatest difference.

The key principles underpinning our strategy are:

- Ensuring all pupils receive high-quality teaching and learning experiences across the curriculum.
- Identifying and addressing barriers to learning at the earliest opportunity.
- Providing targeted support and interventions for pupils who require additional academic, social or emotional support.
- Promoting strong attendance and engagement with learning.
- Supporting pupils' wellbeing, confidence and readiness to learn.
- Ensuring financial circumstances do not prevent pupils from accessing enrichment activities, educational visits, residential experiences and wider opportunities.
- Using evidence-informed approaches and regular evaluation to maximise the impact of Pupil Premium funding.

Through these principles, we aim to narrow attainment gaps, improve outcomes and ensure that all disadvantaged pupils are able to flourish and succeed.

## Challenges

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

Challenge number	Detail of challenge
1	<p>Some disadvantaged pupils experience social, emotional and mental health challenges which can impact their confidence, resilience and readiness to learn. Attendance difficulties and wider family circumstances can also affect engagement with school and learning.</p>
2	<p>Assessment information indicates that some disadvantaged pupils attain below age-related expectations and make slower rates of progress. Gaps in prior learning and difficulties retaining and applying previously taught knowledge can hinder progress across the curriculum.</p>
3	<p>Internal assessment data highlights that a number of disadvantaged pupils require additional support in spelling, punctuation and grammar. These gaps can limit pupils' ability to write accurately, confidently and independently across a range of subjects.</p>
4	<p>Some disadvantaged pupils experience difficulties in mathematics, particularly in developing fluency with key number facts, including number bonds and multiplication tables. This can affect their confidence and ability to access more complex mathematical concepts and problem-solving activities.</p>
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	<p>Reading attainment for disadvantaged pupils remains a priority. Assessment outcomes indicate that some pupils require further support to develop reading fluency, vocabulary and comprehension skills, which can impact learning across the wider curriculum.</p>
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## 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>All disadvantaged pupils receive high-quality teaching and learning experiences which enable them to make strong progress from their individual starting points. Pupils who have fallen behind are identified quickly and receive effective support to close gaps in learning.</p>	<p>End of year data will demonstrate that the vast majority of disadvantaged pupils have made expected progress from their previous starting points, with some pupils making accelerated progress where gaps in learning have been identified. Assessment information, pupil progress meetings and work scrutiny will demonstrate that disadvantaged pupils are making good progress across the curriculum.</p>
<p>Targeted interventions are carefully planned, delivered and reviewed to ensure disadvantaged pupils receive the additional support required to achieve well. Staff have access to high-quality professional development which strengthens classroom practice and improves outcomes for disadvantaged learners.</p>	<p>Intervention records and assessment data will show that targeted support has had a positive impact on pupil attainment, progress and confidence. Staff will engage in relevant professional development opportunities and evidence-informed practice will be reflected in classroom teaching and learning.</p>
<p>To improve and sustain the emotional wellbeing, resilience and self-confidence of disadvantaged pupils so that they are ready to learn and able to engage fully in school life.</p>	<p>Appropriate pastoral support, including ELSA interventions where required, will be available to disadvantaged pupils. The school's relational approach and use of Zones of Regulation will continue to support emotional development and self-regulation. Where additional needs are identified, referrals to external agencies will be made promptly in partnership with families. Pupil voice, attendance information and wellbeing monitoring will demonstrate positive outcomes.</p>
<p>To improve attainment and progress in reading, writing and mathematics for disadvantaged pupils and reduce any identified gaps between disadvantaged pupils and their peers.</p>	<p>School assessment information will demonstrate that disadvantaged pupils make good progress in reading, writing and mathematics. Targeted support and regular monitoring will help pupils develop key knowledge, skills and fluency. Progress will be reviewed throughout the year and shared regularly with parents through reports, meetings and ongoing communication.</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: £4,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Allocation of funds towards Continuing Professional Development (CPD) for teachers and TAs across school. Impact of each CPD event to be recorded and monitored. - Allocation of funds for reading, writing and maths initiatives, subscriptions and high quality texts for EYFS, KS1 and KS2.</p>	<p>Data analysis identifies gaps in pupil attainment, prompting teachers to engage in CPD to enhance their practice in these areas, ultimately working towards improving attainment outcomes. Quality of teaching is at least good in all classes every day. Provision of interventions and targeted teaching for children identified as needing to catch-up. Please see the following report highlighting importance of this: <a href="#">The Pupil Premium - How schools are spending the funding.pdf</a></p> <p>Online subscriptions to platforms such as White Rose or Literacy Tree enhance high-quality teaching in multi-composite classes, ensuring that learning is aligned with the curriculum and that students receive appropriate support.</p>	<p>2 3 4 5</p>
<p>Subject leaders create and carry out action plans which have a positive impact on their subjects so that all children, particularly disadvantaged children, have access to a high quality curriculum in all subjects.</p>	<p>Subject leader action plans are regularly reviewed alongside the Local Authority School Improvement Partner and shared with Governors to ensure that the needs and outcomes of disadvantaged pupils remain a key priority within school improvement, teaching and learning.</p>	<p>2 3 4 5</p>

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

Budgeted cost: £5,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Deliver targeted, evidence-informed interventions for identified pupils across the school through the effective use of Pupil Premium and other available funding. Interventions will be regularly monitored, reviewed and evaluated to ensure they have a positive impact on pupil progress and attainment.</p>	<p>An assessment calendar is established, and data is regularly reviewed. Pupil attainment data is shared with parents each term, and this information serves as the foundation for planning targeted interventions.</p> <p>See following report highlighting the effectiveness of highly-competent teaching assistants on Pupil Premium children</p> <p><a href="#">The Pupil Premium - How schools are spending the funding.pdf</a></p>	<p>1 2 3 4 5</p>
<p>Targeted emotional literacy and wellbeing support will be provided by a teaching assistant trained in ELSA (Emotional Literacy Support Assistant) to help pupils develop their emotional resilience, self-confidence and social skills.</p>	<p>ELSA: See evaluation and impact reports available at: <a href="#">Research – ELSA Network</a></p> <p>Zones of Regulation: Evidence and research reports available at: <a href="#">The Zones of Regulation: Research and Evidence Unpacked - The Zones of Regulation</a></p>	<p>1</p>

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

Budgeted cost: £2,120

Activity	Evidence that supports this approach	Challenge number(s) addressed
A range of school trips are offered throughout the year, with Pupil Premium funding used to lower the cost for eligible families, including for residential trips.	These trips provide numerous benefits for Pupil Premium children. For example, school trips offer 'real-life' learning opportunities, foster independence, and provide experiences of activities that Pupil Premium children may not otherwise have access to.	1
Music Specialist	Children have the opportunity to work with a specialist music teacher, gaining access to activities like ukulele and guitar lessons that they might not typically experience. This helps to boost their confidence and wellbeing.	1

**Total budgeted cost: £12,120**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

The school continued to use Pupil Premium funding to provide targeted academic support, pastoral interventions and wider enrichment opportunities for disadvantaged pupils throughout the 2024/2025 academic year.

Due to the small number of disadvantaged pupils within each year group, outcomes are considered alongside individual pupil progress and attainment measures rather than solely through published percentages. Internal assessment information demonstrates that disadvantaged pupils generally made expected progress from their starting points, with some pupils making accelerated progress as a result of targeted intervention programmes.

Additional support was provided through small-group and individual interventions, quality first teaching, precision teaching approaches, emotional wellbeing support and pastoral provision. The school also continued to develop its ELSA provision, enabling pupils to access timely support for social, emotional and mental health needs.

Pupil Premium funding ensured that disadvantaged pupils were able to participate fully in educational visits, enrichment activities and residential experiences. These opportunities supported pupils' personal development, confidence, resilience and engagement with learning.

Attendance remained a key priority. School leaders worked closely with families to identify and address barriers to attendance, providing support where required. Attendance procedures continued to be reviewed and strengthened to encourage regular attendance and maximise learning opportunities for disadvantaged pupils.

The school will continue to prioritise high-quality teaching, targeted intervention, attendance support and enrichment opportunities to ensure that disadvantaged pupils achieve well academically and are fully included in all aspects of school life.

### 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
N/A	N/A



## Further information (optional)

Our Pupil Premium Strategy will be complemented by a range of wider school improvement activities that are funded through other school budgets and grants. These include:

- Continuing to strengthen high-quality teaching through ongoing professional development and curriculum development, ensuring that all pupils, particularly disadvantaged pupils, benefit from consistently effective classroom practice.
- Further developing our whole-school approach to emotional health and wellbeing through the work of our trained Mental Health Lead, ELSA provision and nurture-based approaches. This will support pupils' emotional resilience, self-esteem and readiness to learn, while also strengthening partnership working with families and external agencies where appropriate.
- Providing a broad range of enrichment opportunities, including educational visits, residential experiences, sporting events, music tuition, outdoor learning and extra-curricular activities. These opportunities help to broaden pupils' experiences, develop confidence and independence, and raise aspirations. Particular attention will be given to ensuring that disadvantaged pupils are able to participate fully in all aspects of school life.
- Continuing to develop attendance, safeguarding and family support systems to ensure that barriers to learning are identified early and addressed effectively through close collaboration between school, families and external agencies.

The implementation of our strategy will be monitored throughout the year through regular pupil progress meetings, assessment analysis, intervention reviews, attendance monitoring and governor scrutiny. Subject leaders will evaluate the impact of actions within their areas of responsibility, ensuring that the needs of disadvantaged pupils remain a key focus of school improvement planning.

Governors will receive regular updates on the implementation and impact of the strategy and the plan will be reviewed annually to ensure that funding continues to be used effectively and that it delivers the best possible outcomes for disadvantaged pupils.