



# 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 effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Oare CE Primary School
Number of pupils in school	44
Proportion (%) of pupil premium eligible pupils	27%
Academic year/years that our current pupil premium strategy plan covers	2024-2027
Date this statement was published	December 2024
Date on which it will be reviewed	September 2025
Date this statement was published following the review	October 2025
Statement authorised by	Michelle Perrett
Pupil premium lead	Michelle Perrett
Governor / Trustee lead	Sian Moncrieff

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£14,700
Recovery premium funding allocation this academic year	0
School Led Tutoring	0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£14,700

# Part A: Pupil premium strategy plan

## Statement of intent

At Oare CE Primary School, our mission is to ensure that all pupils, regardless of their background or the challenges they face, thrive in a nurturing environment where they can experience the joy of success. Guided by our Christian vision, “*We Care, We Grow, We Thrive,*” we are committed to enabling every child to achieve their fullest potential. Our strategy places particular emphasis on supporting disadvantaged and vulnerable pupils, ensuring they benefit from high-quality teaching, an ambitious curriculum, and targeted support.

Through this strategy, Oare CE Primary School reaffirms its commitment to ensuring that every child—irrespective of background—flourishes academically, emotionally, and socially, living out our vision to *Care, Grow, and Thrive*.

The key principle of the 2024/2028 strategy plan is to enable pupils to achieve small steps of success which will have an impact on long-term goals.

Our strategy intends to:

1. **High-Quality Teaching**
  - Deliver high-quality teaching as the foundation for closing the attainment gap, particularly in areas where disadvantaged pupils require the most support.
  - Embed professional development to ensure teaching excellence benefits all pupils, disadvantaged and non-disadvantaged alike.
2. **Equity and Inclusion**
  - Ensure that disadvantaged pupils are consistently challenged to reach their potential.
  - Maintain high expectations for all pupils, fostering a culture of achievement.
3. **Early Intervention**
  - Use diagnostic assessments to identify needs promptly and intervene early to provide tailored support.
4. **Whole-School Responsibility**
  - Engage all staff in taking collective responsibility for the outcomes of disadvantaged pupils.
  - Promote a culture of high aspirations and shared accountability.
5. **Shared Benefits**
  - Adopt approaches that benefit all pupils, ensuring progress for disadvantaged pupils enhances outcomes for the entire school community.

## Challenges

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

Challenge number	Detail of challenge
1	Ongoing phonics assessments and observations show that disadvantaged pupils generally have greater difficulty in grasping the phonics code than their peers.
2	Assessments and observations of disadvantaged pupils reading show a reduced level of fluency which in turn impacts on comprehension. In turn, access to all areas of the curriculum is also negatively impacted.

3	Parental ability to understand the curriculum and how to support children with their learning at home.
4	Attendance data for disadvantaged children is lower than for non-disadvantaged children. Pupil progress is hindered by regular and in some cases prolonged absenteeism.
5	Learning behaviours in some disadvantaged children show a lack of resilience and independence.
6.	To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.

## 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 phonics outcomes in disadvantaged pupils.	KS1 phonics outcomes in 2024/2025: 100% of pupils, including disadvantaged, met the expected standard. Future targets: To be in line or above the national average and meet expectations from the DFE of 90% +
All pupils are supported in becoming fluent readers with improved reading attainment amongst disadvantaged pupils.	Reading outcomes in 2024/2025: 75% of pupils met the expected standard at the end of KS2, and all pupils reached their expected potential. Future targets: In line with the national average with disadvantaged gap narrowing
Parents are confident to offer appropriate support at home and understand the school's approach in the teaching of reading.	High levels of parental engagement with school-led phonics and reading workshops. Disadvantaged pupils are supported with home learning. Parental engagement with school reading initiatives to promote Reading for Pleasure within the school community.  Future targets: To identify need quickly and offer a range of parental support, including workshops to enable home support.
Attendance is improved and sustained for all pupils, including our disadvantaged children.	Sustained high attendance with individual attendance by disadvantaged pupils being at least 97%. Future targets: To be in with the national average and lower persistent absence to >3
Learning behaviours show improved resilience and behaviours less dependent upon adults.	High levels of resilience and independence shown by all disadvantaged pupils.

	<p>Future targets: Pupils develop and utilise the strategies to self-regulate.</p>
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from teacher and pupil voice, pupil and parent surveys, and teacher observations</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul> <p>Future targets: Pupil absence will be less than &lt;96%, and persistent attendance will be less than &lt;3%.</p>

## 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: £7,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
All staff trained in the synthetic phonics approach Sounds-Write.	<p>Phonics has a positive impact overall with very extensive evidence and is a vital component in the development of early reading skills, particularly for children from disadvantaged backgrounds. (+5 months EEF)</p> <p>Synthetic phonics approaches have higher impact, on average, than analytic approaches. (Phonics EEF)</p>	1, 2
<p>Training for staff in placing reading at the heart of the curriculum, including in foundation subjects.</p> <p>Foundation subject reading spine developed and resourced.</p>	<p>Comprehension strategies have been successfully used in a number of curriculum subjects where it is important to be able to read and understand text. (+6 months EEF)</p>	2

<p>CPD to support quality first teaching:</p> <ul style="list-style-type: none"> <li>Use of Walkthrus – whole school and individual</li> </ul>	<p>The best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for their pupils.</p> <p>Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them. (High-quality Teaching EEF).</p>	5
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £4400

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>LSAs are employed to lead a range of high-quality interventions with PP 1:1, small group and in the classroom including:</p> <p>Additional phonics Additional 1:1 reading including fluency and comprehension strategies. In-class support</p>	<p>Reading comprehension strategies are high impact on average (+6 months).</p> <p>Alongside phonics it is a crucial component of early reading instruction. (+6mths EEF)</p>	1, 2, 5

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

Budgeted cost: £2800

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To ensure pupils have access to a range of social/cultural/sporting experiences, visits and activities.</p> <p>Residential Trips</p>	<p>To ensure disadvantage pupils have a breadth of experiences that enable them to contextualise their learning.</p> <p><a href="http://www.gov.uk/publications/the-pupilpremium-how-schools-are-spendingthefunding-successfully">www.gov.uk/publications/the-pupilpremium-how-schools-are-spendingthefunding-successfully</a></p>	5, 6
<p>Assistance with transport to school available where punctuality/attendance is poor.</p> <p>Cuckoo Club places funded for children with poor attendance or punctuality to encourage good</p>	<p>Extending the school day through the provision of stimulating environments and activities are more likely to impact on attainment than those solely academic in focus. (+3mths EEF)</p>	4

attendance. Breakfast provided to ensure a good start to the day. A range of funded extra-curricular clubs to ensure access for all pupils.		
Tailored communication to parents to support positive dialogue about learning, including weekly newsletters and termly class letters. Bromcom attendance reports sent to all parents and carers with short reports in February and annual reports in June.	Parent engagement has a positive impact on average of 4 months additional progress. (+4 months EEF)	3
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils	Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. Introducing mental health champions will support pupil's awareness of self and positively support emotional support & empathy for others'. +4mths <a href="#">Social and emotional learning   EEF</a>	6

**Total budgeted cost: £14,700**

# 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 2023 to 2024 academic year.

### **Pupil Premium Report 2024–2025**

The Pupil Premium funding for 2024–2025 was used to deliver a range of initiatives aimed at supporting pupils in overcoming barriers and enabling them to thrive academically, socially, and emotionally. The following sections outline the provision and the evidence of impact.

#### **1. Targeted Intervention Support**

Intervention support delivered by teachers and Learning Support Assistants (LSAs) ensured that all eligible pupils made at least good progress from their starting points.

##### **Evidence of Impact:**

- A wide range of tailored reading and maths interventions were implemented, including precision teaching, fluency practice, comprehension groups, and number sense work.
- Assessment data demonstrated consistent *small-step progress* for targeted pupils, with improvements noted in reading fluency, comprehension accuracy, and number recall.
- Pupil engagement was positive, with intervention logs showing regular attendance and improved confidence in core skills.
- Review meetings indicated that the majority of pupils met or were on track to achieve their individual intervention targets.

#### **2. Access to Enrichment and Residential Experiences**

Pupil Premium funding ensured that all children could access the full range of school experiences, including the July 2025 residential trip.

##### **Evidence of Impact:**

- 100% of Pupil Premium pupils attended the residential, enabling equal access to outdoor learning and enrichment opportunities.
- Staff reports and pupil evaluations highlighted significant gains in resilience, independence, and teamwork.

- Pupils successfully participated in all planned activities such as sailing, canoeing, and windsurfing demonstrating high levels of engagement.
- Participation contributed to improved confidence, communication skills, and sense of belonging within the school community.

### **3. Training and Resources to Support Wellbeing, Safety, and Emotional Regulation**

Staff received professional development and access to resources to ensure consistent, high-quality support for children's safety, emotional development, and wellbeing.

#### **Evidence of Impact:**

- Whole-school training in self-regulation strategies, including Zones of Regulation, resulted in consistent use of visual supports, shared language, and regulation strategies across classrooms.
- Embedding of the PACE (Playfulness, Acceptance, Curiosity, Empathy) approach improved relationships and supported positive behaviour management, with a reduction in low-level disruptions noted in pastoral logs.
- Targeted SEND training, including strategies for pupils with ASC and SEMH needs, enhanced staff confidence in adapting learning and creating calm, structured learning environments.
- PSHE and safeguarding curriculum resources were implemented effectively, as evidenced through lesson observations and pupils' work demonstrating increased understanding of healthy lifestyles, emotional literacy, and online safety.

### **4. High-Quality Physical Education and Health Promotion**

Pupil Premium funding contributed to the delivery of high-quality PE, alongside wider opportunities to develop pupils' physical and mental health.

#### **Evidence of Impact:**

- Pupils had access to an expanded PE curriculum supported by specialist coaching and opportunities to participate in inter-school competitions.
- Participation rates for Pupil Premium pupils in sporting events and clubs increased, with representation across KS1 & KS2 teams.
- Whole-school involvement in the Oare Iron Kids event promoted resilience, fitness, and community engagement.
- Use of the STEM kitchen encouraged healthy eating behaviours through hands-on cooking sessions and nutrition-focused learning.
- Gardening activities in the school's rain garden enabled pupils to grow vegetables, fostering teamwork, responsibility, and understanding of sustainable living.

- Pupil voice surveys indicated improved attitudes towards physical activity and healthier lifestyle choices.

## 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

## Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Emotional literacy support given to children.
What was the impact of that spending on service pupil premium eligible pupils?	<p>Families ask for support from the school when required, as well as the school ensuring we stay informed and connected to our service families.</p> <p>Children feel supported and understood in school.</p> <p>Children supported as appropriate when experiencing separation or disruption in their home life.</p>