Pupil premium strategy statement 2025-2026 (DRAFT)

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	Orion Scotts Park
Number of pupils in school	338
Proportion (%) of pupil premium eligible pupils	13.02 % (44 children)
Academic year/years that our current pupil premium strategy plan covers	1 Year
Date this statement was published	TBC
Date on which it will be reviewed	July 2026
Statement authorised by	Lavinia Gidei Interim Principal
Pupil premium lead	Lavinia Gidei Interim Principal
Governor	TBC

Funding overview

Detail	
Pupil premium funding allocation this academic year	£72,720
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	£72,720

Part A: Pupil premium strategy plan

Statement of intent

At Orion Scotts Park Primary, our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. 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 recognize that disadvantage takes many forms and does not solely relate to those pupils eligible for free school meals. As such, we consider the context of the school and the challenges faced by all vulnerable pupils, including those who have a social worker, young carers, and those with attendance concerns. The activity we have outlined in this statement is 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 all 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 strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. 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 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

Challenges

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

Challenge number	Success criteria
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general are more prevalent among our disadvantaged pupils than their peers.
2	Internal and external assessments indicate that attainment among disadvantaged pupils is below that of non-disadvantaged pupils in reading, writing and mathematics. On entry to Reception, the majority of our disadvantaged pupils arrive below age-related expectations when compared to other pupils. This gap remains steady/widens as pupils progress through the school.
3	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in Reading, Writing and Maths.
4	Our attendance data indicates that attendance among disadvantaged pupils has been 3.5% lower than for non-disadvantaged pupils. Overall attendance for disadvantaged pupils was 92% compared to 95.5% for non-disadvantaged pupils. 22.8% of disadvantaged pupils have been 'persistently absent' compared to 11.7% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
5	Our observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to [housing instability/family circumstances/lack of enrichment opportunities/poverty]. These challenges particularly affect disadvantaged pupils, including their attainment. During the pandemic, teacher referrals for support markedly increased.
6	Our observations and discussions with pupils and families suggest that disadvantaged pupils generally have fewer opportunities to develop cultural capital outside of school, including access to experiences, extra-curricular activities, and enrichment opportunities.

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 oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 show that 45% of disadvantaged pupils met the expected standard, compared to 63% for disadvantaged pupils nationally (-18%). There is a 35% gap between disadvantaged pupils nationally when compared to non-disadvantaged nationally (81%). By 2025/26, this will be in line with or above national figures for non-disadvantaged pupils.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that 45% of disadvantaged pupils met the expected standard, compared to 61% for disadvantaged pupils nationally (-16%). There is 35% gap between disadvantaged pupils nationally when compared to non-disadvantaged nationally (80%) By 2025/26, this will be in line with or above national figures for non-disadvantaged pupils.
Improved writing attainment for disadvantaged pupils at the end of KS2.	KS2 writing outcomes in 2024/25 show that 82% of disadvantaged pupils met the expected standard, compared to 59% for disadvantaged pupils nationally (+1%). There is a 4% positive gap between disadvantaged pupils nationally when compared to non-disadvantaged nationally (78%)
To achieve and sustain improved attendance for all pupils, particularly	Sustained high attendance demonstrated by: The overall absence rate for all pupils being no more than 4% (96% average overall), and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced so that there is no gap.

our disadvantaged pupils.	The percentage of all pupils who are persistently absent being below 10% and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced so that there is no gap.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing demonstrated by: • Qualitative data from student voice, student and parent surveys and teacher observations • A significant reduction in behaviour incidents, particularly among disadvantaged pupils • An increase in participation in enrichment activities, particularly among disadvantaged pupils.

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 (e.g. CPD, recruitment and retention).

Activity	Evidence that supports this approach	Challenge numbers addressed
Providing all staff with Read Write Inc phonics intervention training to ensure consistent, high-quality phonics teaching and targeted support for pupils who are falling behind in reading."	Read Write Inc is a DfE validated systematic synthetic phonics programme with strong evidence of effectiveness. Research shows that well-implemented phonics interventions delivered by trained staff can accelerate progress for struggling readers by 3-5 months. The EEF Toolkit shows phonics approaches have very extensive evidence of impact (+5 months), particularly for disadvantaged pupils who often have weaker foundational reading skills.	1, 2
Read Write Inc support visits throughout the year by external support providers to ensure fidelity to the scheme and to ensure all pupils, including	Implementation fidelity is crucial to the success of any intervention programme. Research shows that systematic phonics programmes are most effective when delivered with high fidelity to the programme design. External support visits provide expert monitoring, coaching and quality assurance,	1, 2

those who are disadvantaged, are in receipt of the very best phonics provision.	ensuring that teaching remains consistent and aligned with best practice. The EEF emphasises that implementation quality is key to achieving impact, and regular expert review helps maintain standards, identify areas for improvement, and ensure disadvantaged pupils benefit fully from evidence-based phonics teaching.	
Investing in professional development for teaching staff to ensure high-quality teaching and learning in every classroom, with a focus on pedagogy, curriculum and assessment, through a whole school instructional coaching approach (Steplab)	High-quality teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. The EEF's research shows that great teaching can narrow the disadvantage gap and has the highest impact on pupil outcomes (+5 months). Instructional coaching has strong evidence of effectiveness, particularly when focused on specific teaching practices. Steplab's whole-school approach provides structured, sustained professional development that embeds best practice across the school, ensuring all pupils, especially disadvantaged learners, benefit from consistently excellent teaching	1, 2, 3
Whole school CPD programme with a focus on adaptive teaching to ensure all teachers are provided with the skills necessary to ensure all children receive an adapted provision that meets the needs of all learners, inline with the Orion SEN Strategy.	Adaptive teaching is identified by the EEF as a key component of high-quality teaching. Research shows that teachers who adapt their teaching to meet the diverse needs of learners, including disadvantaged pupils, can significantly improve outcomes. The EEF's guidance on Special Educational Needs in Mainstream Schools emphasises that high-quality adaptive teaching benefits all pupils, particularly those who are disadvantaged or have SEND. By equipping all staff with adaptive teaching strategies, we ensure that every pupil receives appropriately challenging and supportive learning experiences tailored to their needs	1, 2, 3, 5
Investing in professional development for support staff through ongoing training, support and coaching to enhance their	Research from the EEF shows that Teaching Assistants can have a positive impact on learner outcomes (+4 months) when they are well-trained and deployed effectively. The EEF's guidance on 'Making Best Use of Teaching Assistants'	1, 2, 3, 5

ability to provide targeted interventions and support for disadvantaged pupils, including those with SEND	emphasises that TAs are most effective when they receive high-quality training and structured interventions. By investing in professional development for support staff, we ensure that disadvantaged pupils and those with SEND receive expert, evidence-based interventions that accelerate their progress and narrow attainment gaps.	
Appointment of a Trust lead for CPD whose role is to support all schools in the delivery and quality assurance of all CPD, ensuring consistency and excellence in professional development across the Trust.	The EEF's guidance on effective professional development emphasises the importance of sustained, expert-led training that is carefully planned and quality assured. Having a dedicated Trust CPD lead ensures strategic oversight, consistency of approach, and accountability for the quality of professional learning across all schools. This role enables the sharing of best practice, coordination of high-impact training, and rigorous monitoring of CPD effectiveness. Research shows that well-coordinated professional development systems lead to improved teaching quality, which has the greatest impact on closing the disadvantage gap.	1, 2, 3

Targeted Academic Support (e.g. Tutoring, one-to-one support etc)

Activity	Evidence that supports this approach	Challenge numbers addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	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.	1, 2
Additional booster sessions in Years 2 and 6 for Reading, Writing and Maths for disadvantaged	Small group tuition has strong evidence of effectiveness from the EEF (+4 months). Targeted support delivered in small groups allows for intensive, focused teaching that addresses specific	2, 3

pupils who are behind their peers, delivered in small groups with a focus on closing attainment gaps before end of key stage assessments	gaps in knowledge and skills. The EEF's guidance on preparing for statutory assessments emphasises the importance of identifying and addressing gaps early. Booster sessions in Years 2 and 6 provide additional teaching time for disadvantaged pupils who need it most, helping them to catch up with their peers and achieve expected standards at the end of key stages.	
Comprehensive Emotional Literacy Support intervention delivered by a trained ELSA (Emotional Literacy Support Assistant) to support pupils with social, emotional and mental health needs, with priority given to disadvantaged pupils	The EEF's guidance on Social and Emotional Learning shows that well-designed interventions can have a positive impact on academic outcomes (+4 months) as well as attitudes to learning and social relationships. ELSA is an evidence-informed programme that provides structured support for pupils experiencing emotional and social difficulties. Research shows that when pupils' emotional needs are met, they are better able to engage with learning. Trained ELSA practitioners provide targeted, one-to-one or small group support that helps disadvantaged pupils develop emotional regulation, resilience and positive relationships, removing barriers to learning	5
Mentoring support provided by trained support staff for pupils identified as needing additional pastoral and emotional support, with a focus on building relationships, developing resilience and improving engagement with learning.	The EEF's evidence on mentoring shows that structured programmes can have a positive impact on pupils' attitudes to learning, behaviour and attendance. Mentoring provides vulnerable pupils, particularly those who are disadvantaged, with a trusted adult relationship that helps them navigate challenges, develop self-confidence and stay engaged with school. Research indicates that mentoring is most effective when mentors are well-trained, relationships are sustained over time, and there is clear focus on specific outcomes. Our mentoring programme targets pupils at risk of disengagement, helping to address barriers to learning and improve outcomes.	4, 5
Investment in additional intervention to support the	Oral language interventions can have a positive impact on pupils' language skills and academic	1

development of speech and language through both external and internal staff who are trained to deliver these sessions for disadvantaged pupils with identified speech, language and communication needs.	outcomes. The EEF Toolkit shows oral language interventions have a strong evidence base (+6 months). Speech and language difficulties are more prevalent among disadvantaged pupils and can significantly impact on reading, writing and overall academic progress. Targeted intervention delivered by trained staff, including Speech and Language Therapists and trained Teaching Assistants, provides structured support to develop pupils' communication skills, vocabulary and understanding. Early identification and intervention in speech and language can prevent gaps widening and support better outcomes across the curriculum.	

Wider Strategies (e.g. attendance, behaviour, wellbeing).

Activity	Evidence that supports this approach	Challenge numbers addressed
Investment to ensure that all disadvantaged pupils have access to an after-school activity club run by external professionals as part of the wider enhanced curriculum offer, providing opportunities for sport, arts, music and other enrichment activities.	The EEF's evidence shows that arts participation and sports participation can have positive benefits for academic outcomes as well as wider outcomes such as improved wellbeing, confidence and physical health. Disadvantaged pupils often have fewer opportunities to access extra-curricular activities outside of school. By subsidising access to high-quality after-school clubs run by specialist coaches and instructors, we ensure that all disadvantaged pupils can develop new skills, talents and interests. Research shows that participation in structured extra-curricular activities can improve attendance, behaviour, social skills and aspirations, all of which support better academic outcomes.	6
Investment in a qualified Mental Health First Aider to provide early intervention and support	The importance of supporting children's mental health is well-evidenced, with links between mental health, wellbeing and academic outcomes. The Department for Education and NHS guidance	5

for pupils with mental health needs, with priority access for disadvantaged pupils experiencing emotional distress, anxiety or other mental health challenges.	emphasises the importance of early identification and support for mental health needs in schools. Mental Health First Aiders are trained to recognise signs of mental health issues, provide initial support, and signpost to appropriate services. Disadvantaged pupils are at higher risk of experiencing mental health difficulties, and early intervention can prevent issues escalating and impacting on learning. By having a trained Mental Health First Aider in school, we ensure that pupils receive timely, appropriate support that helps them to overcome barriers to learning and thrive.	
Implementation of a range of rewards and incentives to promote and celebrate good attendance, including termly attendance prizes, weekly class attendance awards, certificates for 100% attendance, and targeted support for families of disadvantaged pupils to overcome barriers to attendance.	The DfE's guidance on 'Improving School Attendance' emphasises the importance of celebrating good attendance and creating a culture where attendance is valued. Research shows that positive reinforcement and recognition can be effective in improving attendance rates. For disadvantaged pupils, poor attendance is a significant barrier to achievement - every day missed is lost learning. By implementing a system of rewards and incentives, we motivate pupils to attend regularly and engage families in understanding the importance of attendance. This approach is most effective when combined with support to address underlying barriers, particularly for disadvantaged families who may face additional challenges in ensuring regular attendance.	4
ACEs (A Champion for Every Child) mentoring programme delivered by trained support staff to support pupils and their families in overcoming barriers to learning. ACEs focuses on improving attendance, reading ages	The EEF's evidence on mentoring shows that structured programmes can have a positive impact on pupils' attitudes to learning, behaviour and attendance. The ACEs programme provides vulnerable pupils, particularly those who are disadvantaged, with a trusted adult relationship and tailored support to help them navigate challenges, develop self-confidence and stay engaged with school. Research indicates that mentoring is most	2, 4, 5

and personal goals chosen by pupils, with termly celebrations to recognise progress. The programme involves collaborative working between teachers, pupils and parents to support personal development.	effective when mentors are well-trained, relationships are sustained over time, and there is clear focus on specific outcomes. ACEs targets multiple barriers simultaneously - attendance, reading	

Total Budgeted Cost = £

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.

Attainment Data (KS2)

Expected standard

All pupils - Reading expected standard

Year	Cohort	School	National	National distribution banding	Trend	Year group context
3-year	159	77%	74%	Close to average (non-sig)	Not applicable	Not applicable
2025	44	68%	75%	Below (non-sig)	No sig change	-
2024	55	76%	74%	Close to average (non-sig)	No sig change	-
2023	60	83%	73%	Above (non-sig)	Not available	-

Disadvantaged pupils - Reading expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	26	38%	62%	Below (sig-)	80%	-41	Not applicable	Not applicable
2025	11	45%	63%	Below (non-sig)	81%	-35	Narrowing	-
2024	9	22%	62%	Below (sig-)	80%	-57	Widening	-
2023	6	50%	60%	Close to average (non-sig)	78%	-28	Not available	-

Expected standard

All pupils - Writing expected standard

Year	Cohort	School	National	National distribution banding	Trend	Year group context
3-year	159	84%	72%	Above (sig+)	Not applicable	Not applicable
2025	44	86%	72%	Above (sig+)	No sig change	-
2024	55	82%	72%	Above (non-sig)	No sig change	-
2023	60	83%	71%	Above (sig+)	Not available	-

Disadvantaged pupils - Writing expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	26	58%	59%	Close to average (non-sig)	78%	-20	Not applicable	Not applicable
2025	11	82%	59%	Above (non-sig)	78%	4	Positive gap	-
2024	9	44%	58%	Below (non-sig)	78%	-33	Narrowing	-
2023	6	33%	58%	Below (non-sig)	77%	-44	Not available	-

Expected standard

All pupils - Mathematics expected standard

Year	Cohort	School	National	National distribution banding	Trend	Year group context
3-year	159	83%	73%	Above (sig+)	Not applicable	Not applicable
2025	44	73%	74%	Close to average (non-sig)	No sig change	-
2024	55	85%	73%	Above (sig+)	No sig change	-
2023	60	88%	73%	Above (sig+)	Not available	-

Disadvantaged pupils - Mathematics expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	26	50%	60%	Below (non-sig)	80%	-30	Not applicable	Not applicable
2025	11	45%	61%	Below (non-sig)	80%	-35	No change	-
2024	9	44%	59%	Below (non-sig)	79%	-35	Widening	-
2023	6	67%	59%	Close to average (non-sig)	79%	-13	Not available	-

Expected standard

All pupils - Reading, writing and mathematics expected standard

Year	Cohort	School	National	National distribution banding	Trend	Year group context
3-year	159	71%	61%	Above (sig+)	Not applicable	Not applicable
2025	44	61%	62%	Close to average (non-sig)	No sig change	-
2024	55	73%	61%	Above (non-sig)	No sig change	-
2023	60	77%	60%	Above (sig+)	Not available	-

Disadvantaged pupils - Reading, writing and mathematics expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	26	23%	46%	Below (sig-)	68%	-45	Not applicable	Not applicable
2025	11	27%	47%	Below (non-sig)	69%	-42	Narrowing	-
2024	9	11%	46%	Below (sig-)	67%	-56	Widening	-
2023	6	33%	44%	Close to average (non-sig)	66%	-33	Not available	-

ATTENDANCE

All pupils - Attendance

Year	Cohort	School	National	National distribution banding	Sch trend vs Nat trend	School context
2024/25	327	95.1%	94.9%	Close to average	Relative decline	-
2023/24	341	95.3%	94.5%	Above	Relative improvement	-
2022/23	343	94.8%	94.1%	Close to average	Relative improvement	-