

Pupil premium strategy statement

Oldbury on Severn Primary School

This statement details our school's use of pupil premium (and recovery 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	81
Proportion (%) of pupil premium eligible pupils	20% (16 pupils out of 81)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2023-2026
Date this statement was published	December 2023 <i>Updated June 2026</i>
Date on which it will be reviewed	December 2026
Statement authorised by	Amanda Flanagan (Executive Headteacher)
Pupil premium lead	Laura Horner (Head of School)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£17,376
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <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>	£17,376

Part A: Pupil premium strategy plan

Statement of intent

Pupil Premium is additional funding to help ensure disadvantaged pupils achieve results in line with all pupils nationally and to close any in-school attainment gap. This funding is intended to support children to develop positive learning behaviours and equip them with the skills and qualities to become happy, confident and successful learners.

At Oldbury on Severn Church of England Primary School, we are determined to give our children every chance to be the very best they can be. Our school vision of '*Love one another*': *Love, Learn, Flourish* underpins this view that we have for ALL our pupils

We aim for all of our disadvantaged children to reach at least national expectations in all areas.

Through high quality teaching, interventions, bespoke support for children and families, pupils gain confidence to engage fully in their learning. Through the curriculum, pupils have the opportunity to learn a wide aspect of global issues, communities and facts to widen their general knowledge.

Key principles include a detailed analysis of needs and barriers to learning, regular review and refinement with a whole school approach and commitment.

Challenges

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

Challenge number	Detail of challenge
1	The link between pupil premium and SEND children – 3 out of 16 children so 19% of PP children are on the SEN register
2	50% of PP children are working below expected standards in at least one subject. Ensuring all children are receiving quality first teaching differentiated to individual need to ensure maximum progress can be made.
3	25% of pupil premium children are classed as persistent absentees. (Previously 50% in Dec 23)
4	Attendance – to ensure all pupil premium children's' attendance is at least in line with, or above that of non-pupil premium children.

	Attendance data for September 2023 - January 2024 showed PP childrens' average attendance was 91.9%, compared to a whole school average of 95%. In Feb 2026 all pupil's attendance was 94.3% compared to PP which was 88.7%. In April 2026, Oldbury was ranked 63rd out of 93 similar schools for PP attendance.
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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
Improved attendance	Attendance levels for PP and vulnerable children are in line with those of non-PP pupils
Improve outcomes for PP and vulnerable children with respect to Reading, Writing and Mathematics	PP and vulnerable children make good progress in reading, writing and mathematics (equal to or above that of non PP pupils), including phonics.
Children's culture capital is built through a range of wider opportunities	There is a planned approach to the delivery of wider opportunities through: trips, visits and visitors, extra-curricular activities, in-school opportunities
The schools processes for supporting the wellbeing, mental health and safeguarding of vulnerable pupils are highly effective.	Highly efficient systems underpin the strong processes and practices in place to support vulnerable pupils within the school as evidenced by termly SWAG meetings (Safeguarding, Attendance and Welfare Group).

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: £ 9557

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted CPD and rigorous monitoring to ensure all staff have the skills and knowledge required to meet the needs of all pupils. Regular core group meetings to ensure gaps identified and quickly addressed. Regular SEND surgeries to support teachers in planning to meet the needs of SEND pupils within their class/phase. SENCO to support Medium Term Planning days	High quality staff CPD is essential to follow EEF principles. School wide CPD focus on embedding Oldbury on Severn Pedagogical principles for quality first teaching. In-house research and past experiences have proven that children with SEND and PP that receive tailored support make more progress due to specific strategies for those children	1,2
Training for teaching and support staff to identify any barriers to learning, being able to implement SMART targets and strategies to ensure any gaps in attainment and progress are reduced.	High quality staff CPD is essential to follow EEF principles.	1,2

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

Budgeted cost: £ 2780

Activity	Evidence that supports this approach	Challenge number(s) addressed
Specialist Intervention teacher – small group interventions	DFE guidance shows that regular assessment and monitoring ensures that children remain on track and make	1,2

	progress. Small group sizes lead to better outcomes for pupils	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 5039

Activity	Evidence that supports this approach	Challenge number(s) addressed
EWO and Head of School work supporting children with low attendance.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers)	3,4
Head of School targets PP children who are regular absentees and those who are at risk of becoming regular absentees	Current data from the school shows that PP children have a higher rate of absenteeism. Research shows that engagement of senior leaders at an early stage with parents has significantly improved attendance	3
Enrichment and extracurricular activities, including forest school improves mental and physical health.	Outdoor learning experiences consistently show positive benefits on academic learning (EEF), and the impact on more vulnerable pupils is even higher.	1,2,3,4

Total budgeted cost: £ 17376

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Oldbury										
Pupil Premium Data										
		2025			2024			2023		
		School	LA Average 2023	National Average 2023	School	LA Average 2023	National Average 2023	School	LA Average 2023	National Average 2023
EYFS	GLD	NA	NA	NA	100	49.7	55.9	100%	48%	56%
Y1	Phonics	100	61.4	68	100	61.3	62.1	67%	64%	62%
KS2	Reading	25	57.1	62	100	57.4	60	100%	53%	62%
KS2	Writing	25	54.7	58	100	55.7	58	50%	52%	55%
KS2	Maths	25	52.9	59	100	53.3	59	100%	48%	56%
KS2	RWM	25	39.5	45	100	37.2	44	50%	35%	43%
	Combined									