



This statement details our school's use of pupil premium for the 2025 to 2026 academic year 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	Osidge School
Number of pupils in school	374
Proportion (%) of pupil premium eligible pupils	20.05%
Academic year/years that our current pupil premium strategy plan covers	2025-26
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Governing Body
Pupil premium lead	Siobhan Norman
Governor / Trustee lead	Saffron Van Zwanenberg

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£131,805
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.	£131,805

Part A: Pupil premium strategy plan

Statement of intent

At Osidge, we are committed to ensuring that every child receives the very best education, allowing them to have opportunities to grow socially and emotionally so that they are confident to access learning which supports their next stages in life. Our school vision: *a rich learning environment where an energised school community works together to develop resilient and independent children who achieve their best* and our six core school values: *respect, responsibility, care, honesty, appreciation and determination* underpin everything we do. Our lessons make learning contextualised so that children can make links and relate them to real life.

When deciding how to spend the Pupil Premium Grant ('PPG') at Osidge it is important that we look at the potential barriers to learning faced by Pupil Premium pupils in the context of our school. The reasons for underachievement are many and varied and could include: less support at home; social and emotional difficulties due to complex family situations or attendance and punctuality difficulties. Each child entitled to the PPG is unique in their situation and our response to their needs must reflect this.

At Osidge we aim to build the capacity and expertise to enable us to provide a highly personalised programme of support in order to allow each child to reach their full potential.

Our key objective in using the PPG is to narrow the attainment and achievement gap between those entitled to Pupil Premium and those not.

To do this, we will ensure that:

- A high profile is given to Pupil Premium (PP) pupils
- All staff are accountable for the progress of Pupil Premium children

The progress and attainment of all pupils at Osidge is carefully tracked and analysed from a rich field of data in order to draw conclusions and develop action plans. We also make use of a wide range of educational research in order to decide how best to spend our funding to maximise the opportunities for our pupils.

Challenges

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

Challenge number	Detail of challenge
1	End of year data has highlighted that some previously low attaining PP children are struggling to achieve EXP in curriculum areas, such as reading comprehension/reading fluency and decoding, phonics, working memory, spelling, arithmetic, fine motor skills, and social skills. This has led to some children falling behind age-related expectations
2	Observations and assessments of disadvantaged children have shown that there is a need for more emotional support as children are finding it difficult to express their needs, becoming dysregulated.
3	Our assessments and observations indicate that many of our disadvantaged pupils' social and emotional well-being has been impacted. This has led to some of our disadvantaged pupils struggling to manage their emotions and behaviour meaning poorer focus on class and an impact on learning.
4	Our assessment, knowledge of families and discussion with parents has shown that those disadvantaged children, particularly with EAL, would benefit from support in access to learning and resources at home.
5	Feedback from pupils and parents, observations from staff, has shown that some of our disadvantaged pupils have had less access to cultural capital/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
Increase % pupils on track in English and Maths in YR-6	Increased % pupils on track in English and Maths. Gap narrows in EY, KS1 and KS2 as a result of a focus on key skills
Support children's social and emotional needs so they are more ready to learn	Children are able to self-regulate better and more focused on learning; attainment increases
Engage parents on the importance of and ways to support learning	Reading diaries signed; parents and pupils talk of the activities to support learning they do together at home; attainment increases
Provide enrichment opportunities for pupils	Pupils are able to talk about their experiences and make connections with their learning; attainment increases

Activity in this academic year

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £9,325

Activity	Evidence that supports this approach	Challenge number(s) addressed
Consolidate <i>Read, Write, Inc</i>	EEF - phonics: + 5months progress https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1,2,3,4
CPD for support staff	EEF - MITA principles (revisited) https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/maximising-the-impact-of-teaching-assistants	1,2,3,5
Invest and training on Widgits	https://www.researchgate.net/publication/241675523_The_role_of_symbols_in_the_mainstream_to_access_literacy https://www.oltinternational.net/blogs/blog/eef-scaffolding-fade-support-primary-secondary	1,2,4
Maths oracy training for all teaching staff	https://educationendowmentfoundation.org.uk/news/promoting-high-quality-talk-in-maths	1,2,3,4
Penpals - handwriting training and teaching resources	https://www.cambridge.org/gb/education/subject/english/literacy/penpals-handwriting-2nd-edition	1,2,3,4
Adaptive Teaching and Anxiety (BICS) for teaching staff	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel	1,2,3

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

Budgeted cost: £64,421

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality interventions are in place	EEF - MITA https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/maximising-the-impact-of-teaching-assistants	1,2,3,4
Wellbeing monitors and Osidge Ambassadors	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring	1,2,3,5
Talk Boost 4 year olds	https://ican.org.uk/training-licensing/i-can-programmes/early-talk-boost/ https://speechandlanguage.org.uk/wp-content/uploads/2024/11/Final-Full-Independent-ETB-Evaluation-Report-1.pdf	1,2,3,4,5

Consolidate <i>Read, Write, Inc</i> to the school	EEF - phonics: + 5months progress https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1,2,3,4
Maths for Life	https://www.mathsforlife.com/	1,2,3,4
Maths at home - ATOM; homework resources; parent workshops	https://educationendowmentfoundation.org.uk/news/eef-publishes-new-review-of-evidence-on-remote-learning	1,2,3,4
Fine and gross motor skills interventions	https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/the-otto-club-trial	1,2,3
Speech and language interventions	https://educationendowmentfoundation.org.uk/early-years/evidence-store/communication-and-language	1,2,3,5
Word Aware Intervention - EYFS	https://educationendowmentfoundation.org.uk/news/vocabulary-in-action-poster-a-tool-for-teachers	1,2,3,4
Upper KS2 maths and English interventions/boosters	https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/send/Selecting_interventions_tool.pdf?v=1745916676	1,3

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

Budgeted cost: £58,059

Activity	Evidence that supports this approach	Challenge number(s) addressed
Full time learning mentor support for emotional needs to continue in role	EEF - social and emotional learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	1,2,3,4,5
Mini mentors	https://www.minimentors.org.uk/ https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring	1,2,3,5
Osidge Ambassadors	EEF - Mentoring https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring	1,2,3,5
Provide free breakfast and after school club for targeted families	EEF - Children's University https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/childrens-university	1,2,3,5
Target PP pupils for lunchtime enrichment clubs	EEF - life skills: https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment EEF - Children's University https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/childrens-university	1,2,3,5

PP pupils targeted for enrichment opportunities eg sports	EEF- life skills https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment	3,5
Curriculum enrichment days	EEF- life skills: https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment EEF - Children's University https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/childrens-university Sutton Trust: creating cultural capital: https://www.suttontrust.com/news-opinion/all-new-s-opinion/creating-cultural-capital/	2,3,5
Continue to promote strategies for good punctuality and attendance	EEF - attendance https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium	1,2,3,4,5
Parent support groups	EEF - parental engagement https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	1,3,4
Parent education workshops etc	EEF - parental engagement https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	4,5
Home learning	https://educationendowmentfoundation.org.uk/news/eef-publishes-new-review-of-evidence-on-remote-learning	1,2,3,4
Outdoor learning enrichment	EEF - outdoor learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning	2,3,5
Subsidise cost of residential trips, day trips and workshops and uniform	EEF - outdoor learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning	2,3,4,5

Total budgeted cost: £ 131,805

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.

In the year 2024-25, Osidge School had 90 PP children, from Reception to Year 6. Data shows that all pupils made progress in their learning, in most year groups, particularly in reading and writing, the attainment gap is closing between PP and non-PP pupils.

In EY 50% of PP pupils achieved GLD (compared with 87.2%). 75% of PP pupils achieved Reading (compared with 100% for non PP). 50% for PP pupils achieved Maths (compared with 89.7% for non PP).

In Y1 90% of PP pupils passed the phonics screening test (compared with 94.4% for non PP).

In Y6 42.9% of PP pupils achieved EXP for Reading, Writing and Maths combined (compared with 65.8% for non PP). 71.4% of PP pupils achieved EXP for reading (compared with 86.8% for non PP). 66.7% of PP pupils achieved EXP for writing (compared with 65.8% for non PP). 61.9% of PP pupils achieved EXP for maths (compared with 86.6% for non PP).

We have focused on CPD to equip teachers with best-practice for supporting pupils with EAL. Our phonics programme (RWI) has also helped close gaps in reading for EAL and PP pupils. Targeted RWI interventions, from EYFS to Y2, and for specified groups/ individuals in Y3-Y6, has also supported PP pupils.

Part of the PP funding has been used to support those with emotional and behavioural needs with work with our school Learning Mentor. This includes 1:1 sessions, groups activities, lunchtime facility in our 'Sanctuary'. Our work with emotion coaching has been positive creating calm and constructive conversations between adults and children.

We ran a full programme of lunch-time and after school clubs in 2024-25. At lunchtimes, this included chess club, art appreciation, running club, football club, digital leaders (computing), choir, green team. After-school clubs included: football club, gymnastics, dance, art. Membership to these was subsidised for some PP children, and/ or the resources used by PP children were paid for with the PP funding. Free places offered to some PP children at Breakfast Club/ After School club, to support the families.