

Sir John Offley CE VC Primary School

‘With God all things are possible’

PUPIL PREMIUM STATEMENT 2025

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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	Sir John Offley
Number of pupils in school	143
Proportion (%) of pupil premium eligible pupils	36%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025/2026 to 2026/2027
Date this statement was published	November 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Mrs S. Inskip-Ward Headteacher
Pupil premium lead	Mrs S. Inskip-Ward Headteacher
Governor lead	Mr O Warman

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£71470
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	£71470

Part A: Pupil premium strategy plan

Statement of intent

At Sir John Offley we believe that all pupils, irrespective of their background should have the opportunity to make good progress and achieve high attainment across all subject areas.

As a small school, we know our pupils and their families well and we understand the challenges that they face. Using this knowledge and research conducted by EEF, we are able to use the Pupil Premium funding to support our disadvantaged pupils and enable them to achieve their potential.

Common barriers to learning for our pupils, who are eligible for Pupil Premium include, lack of nurture, poor language and communication skills, lack of confidence, low aspirations, below expected attendance and punctuality issues. These are also barriers for other disadvantaged pupils, including those with SEND, pupils who have a Social Worker and those in need of help and protection. This plan is also intended to support the needs of all pupils, regardless of whether they are disadvantaged or not.

We place a great emphasis on first quality teaching and all staff take responsibility for all pupils' outcomes including disadvantaged pupils. Staff focus on areas in which disadvantaged pupils require the most support as this has the greatest impact on closing the disadvantage attainment gap and also benefits the non-disadvantaged pupils in our school.

We use diagnostic assessments to enable us to be responsive to common challenges and individual needs, not assumptions about the impact of disadvantage. 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

Our approach will be responsive to common challenges and individual needs, supported by 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

The support we provide includes, pre teaching, daily readers, small group interventions, nurture sessions, 1:1 work.

Challenges

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

Challenge number	Detail of challenge
1	Continue to monitor the attendance of disadvantaged pupils and close the gap between them and non-disadvantaged pupils.
2	Assessments show that although Writing outcomes are in line with national, they are lower than other subjects, across the school. Therefore, the new writing framework strategies to improve writing, including handwriting, need to be embedded.
3	Assessments show that disadvantaged pupils continue to not read as much at home, and that 1:1 reading in school last year, has helped to improve their reading outcomes. Therefore, 1:1 reading will continue this year for disadvantaged pupils to ensure that their attainment continues to improve and is in line with non-disadvantaged pupils.
4	Our baseline assessments show that Communication & Language, fine motor skills, Reading and the self-regulation part of PSE, for pupils in nursery and reception is not at expected.
5	51% of children are disadvantaged/vulnerable including those eligible for PP, pupils with SEND, pupils who have or have previously had support from social services or Early Help, pupils who have been witness to Domestic Abuse and pupils receiving support from GLOW, DOVE and Young Carers. The pupil's wellbeing, including social and emotional issues, of many of our disadvantaged pupils have been impacted by this.

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
Continue to improve attendance for disadvantaged pupils	Attendance of disadvantaged pupils is in line with non-disadvantaged pupils and national 94% + All pupils are in school, punctually so that they are not missing any learning
Improved writing outcomes for KS2 pupils including disadvantaged pupils	Pupils (particularly disadvantaged pupils) make good progress in writing and KS2 outcomes remain at least in line with national by July 2026.
Improved handwriting among all pupils including disadvantaged pupils	Improved handwriting across the school supports improved writing attainment overall.

Continue to improve reading outcomes for disadvantaged pupils	Disadvantaged pupils have continued to read regularly with an adult in school on a 1;1 basis which has led to continuing improved outcomes, shown by assessments.
Improved fine motor skills, self-regulation and communication.	Assessments and observations indicate significantly improved Communication & Language, fine motor skills, Reading and self-regulation, for pupils in nursery and reception. This is evident when triangulated with other sources of evidence, including engagement in lessons and pupil discussions.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing demonstrated by: <ul style="list-style-type: none"> • feedback from pupil voice, parent surveys and teacher observations • 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 (for example, CPD, recruitment and retention)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to use standardised diagnostic assessments to be in KS2.	Standardised tests provide insight into strengths and areas for development for each child to ensure they receive targeted support, if required. Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF Diagnostic assessment EEF	2,3
Continue to use nursery phonics from Little Wandle (DfE validated Systematic Synthetic Phonics programme) to secure a stronger start to phonics teaching for nursery pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	4

Employ an extra teacher so that there are only two mixed age classes and classes in Year 5 and Year 6 remain as single classes.	International research evidence suggests that reducing class size can have positive impacts on pupil outcomes when implemented with socioeconomically disadvantaged pupil populations. Some studies also have also found that smaller class sizes in primary schools can have a greater positive impact on disadvantaged pupils than their peers. – EEF	2,3,4
Release time for SEAL leader to monitor progress and impact	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life – improved academic performance, attitudes, behaviour, relationships with peers Improving Social and Emotional learning in Primary Schools	5
CPD for English lead – Oracy training Writing Framework training Training for all staff Leader release time to monitor teaching of Writing and hand-writing	There is evidence to support practice supported by effective feedback is required to develop fluency and children that are motivated and engaged in the process of improving their writing. Improving Literacy - EEF	2,3
Implement drawing club in Reception. Leader release time to attend training	A focus on developing oral language skills is important for the development of reading and writing skills at this age. Improving Literacy - EEF	2,3,4
Pre teaching before lessons by TA's and Teachers.	Teaching assistants can provide a large positive impact on learner outcomes, however, how they are deployed is key. – EEF	2,3,4

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provision of high-quality interventions to improve writing and handwriting	Group interventions involve a teacher, teaching assistant or other adult giving a small group of pupils, intensive individual support.	2

Phonics interventions for pupils in KS2 – by teacher	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: Phonics Toolkit Strand Education Endowment Foundation EEF Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support. – EEF	2,3,4
Continue to provide Speech and Language programmes and support. TA release time. Individual 1:1 support for some pupils	Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both, oral language interventions aim to support learners' use of vocabulary, articulation of ideas and spoken expression. - EEF	4
Continue to ensure that every Pupil Premium child receives 1:1 reading with an adult	Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction. - EEF	3
CBT workshop delivered by Staffordshire Staywell. Emotional well-being workshop delivered by Staffordshire Staywell.	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. – EEF	5

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to embed principles of good practice set out in the DfE's Working Together to Improve School Attendance 2024 advice.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	1
Continue to have office staff full time to monitor attendance on a daily, monthly basis in school and provide first day calling.	Parental engagement has a positive impact of 4 months, on average, additional progress - EEF	1

Encourage parents to attend open mornings to work with their pupils. Send home information regarding phonics and reading in Early Years so that parents can support their children at home. Encourage parents to attend Pupil progress meetings to support their child	Parental engagement has a positive impact of 4 months, on average, additional progress - EEF	3,4
Small groups are taken for nurture during the day. Nurture room open at lunchtimes	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. – EEF	5
All pupils to attend residentials and a broad range of visits to enhance their cultural capital.	Adventure education usually involves collaborative learning experiences with a high level of physical (and often emotional) challenge. Practical problem-solving, explicit reflection and discussion of thinking and emotion - EEF	5
Improve the quality of social and emotional learning through the PSHE curriculum and class workshops provided by Staffordshire Stay well. Promote Zones of Regulation books and promote them in assembly to enhance pupil's understanding of how to manage their emotions.	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): EEF Social & Emotional Learning.pdf(educationendowmentfoundation.org.uk)	5

Total budgeted cost: £71470

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.

1. Attendance of Disadvantaged Pupils

During 2024-25 attendance of disadvantaged pupils was 91%, which is similar to the previous year. There is still a gap between disadvantaged pupils and non-disadvantaged pupils attendance.

2. Grammar & Spelling results

Year 6 SATS results for GPS was 75% which is in line with national. 75% of disadvantaged pupils achieved expected in the Y6 GPS SATS. Results in Year 2 were 76% achieving expected in GPS.

3. Reading outcomes for disadvantaged pupils

KS2 results were 75% achieving expected in reading which is in line with national. 75% of disadvantaged pupils also achieved expected in reading. In Year 2 71% of pupils achieved expected in reading.

4. Improve communication and language skills for Reception pupils

By the end of Reception 68% of pupils achieved the GLD, which is in line with national. 67% of PP pupils achieved GLD (6/9).

88% of pupils were expected in all areas of Communication and Language.

5. Disadvantaged Pupils included in PE and visits

All disadvantaged pupils took part in PE and all visits and were fully included in all aspects of school life.

6. Domestic Abuse

We have implemented SEAL throughout the school using assemblies to introduce each theme. Staff use the SEAL activities on a weekly basis to teach in class.

Referrals have been made to New Era. GLOW workshop was carried out in Y6 based on Healthy Relationships.

We have Well-being Friday every half term.

We celebrated Mental Health days and themed days such as, RSE Day, School Diversity Week and Children's mental health week

Nurture Sessions carried out across the School for Pupil Premium Children.

Nurture room open at dinner time for Children.

Feedback from pupils and teacher observations show that pupils are managing their emotions and accessing the nurture room.

Externally provided programmes

Programme	Provider
TT Rockstars	Maths Circle
PHSE	PHSE Association
Phonics	Little Wandle
Handwriting	Letter Join
Assessments	Testbase
Grammar and Spelling	Grammasaurus

