Pupil premium strategy statement – Ocklynge Junior 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	734
Proportion (%) of pupil premium eligible pupils	
1	Year 1 of a 3-year plan 2024-2027
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Paul Reily
Pupil premium lead	Stevie Bode
Governor / Trustee lead	John Piercy

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 322,560
Recovery premium funding allocation this academic year *Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.*	£ 0.00
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£ 2,990.00
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*	£ 325,550

Part A: Pupil premium strategy plan

Statement of intent

At Ocklynge, our mission is to provide an outstanding education for our children, enabling every child to be the very best they can be. We strive to ensure that all children, no matter their background, heritage, culture, or disadvantage, will succeed academically and be given opportunities beyond the classroom to explore the world around them.

Our strategy focuses on identifying and addressing the key challenges faced by children from socio-economic disadvantage, planning effectively to ensure these barriers do not impede their success. Through high-quality teaching, thorough assessment and targeted interventions, we aim to narrow the gaps in learning and support every child to achieve their potential.

We recognise the vital role that regular attendance plays in academic success. Our approach prioritises good attendance, ensuring that every child has access to consistent, high-quality education and can fully engage in the learning process. We work closely with families to support and promote positive attendance, understanding its impact on attainment, well-being and personal development.

We are committed to providing a rich and varied curriculum that extends beyond the classroom. Through a wide range of enrichment activities, including trips, clubs, leadership opportunities and cultural experiences, we aim to broaden our pupils' horizons, foster a love of learning and equip them with the skills and confidence to thrive in an ever-changing world. These opportunities are essential in supporting social development, building resilience and raising aspirations.

At Ocklynge, we believe in nurturing the whole child, ensuring that every pupil, regardless of their starting point, is equipped with the knowledge, skills and experiences they need to succeed now and in the future.

Challenges

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

Challenge number	Detail of challenge
1	That the gap between disadvantaged and non-disadvantaged pupils at the end of KS2 needs to be narrowed. In reading, writing and maths.
2	To address the social and emotional challenges faced by our pupils, particularly those from disadvantaged backgrounds, by improving parental engagement. This initiative aims to strengthen the home-school partnership, enhance communication, support learning, and foster a positive, inclusive school community, ultimately benefiting children's academic and emotional development.
3	Attendance of disadvantaged children is below that of their peers. PA (Persistence Absence) is also higher for Pupil Premium pupils compared to their peers.
4	Internal and external (where available) assessments indicate that reading, writing and maths attainment among disadvantaged pupils across all year groups is significantly below that of non-disadvantaged pupils.
5	Double disadvantaged children often face significant barriers in accessing essential academic skills, such as reading, vocabulary and oracy, which are crucial for their educational success.

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 reading attainment among disadvantaged pupils at the end of KS2	KS2 reading outcomes in July 2025 show that at least 74% of disadvantaged pupils met the expected standard.
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 assessment e.g. Language and Speech Link profiles.
Improved maths and writing attainment for disadvantaged pupils at the end of KS2.	KS2 maths and reading outcomes in 2025 show that at least a 10% increase on 2024 data Writing 52% Maths 64% of disadvantaged pupils met the expected standard.
To achieve and sustain improved attendance for all pupils, particularly	Sustained high attendance from 2025 demonstrated by: • the overall absence rate for all pupils has reduced to less than 5%, and the attendance gap between disadvantaged

our disadvantaged pupils.	pupils and their non-disadvantaged peers has been reduced by 1%. • the percentage of all pupils who are persistently absent is reduced to below 12% and the figure among disadvantaged pupils is reduced to a gap of no more than 1% lower than the whole school persistent absence.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2025 demonstrated by: • qualitative data from student voice, student and parent surveys and teacher observations. • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.
Recruitment – EC, Forest School lead, Music lead	DFE Recruitment and Retention strategy sets out four priorities, which we follow to support teachers staying in the job and thriving, including supporting ECTs and offering ITT. *https://assets.publishing.service.gov.uk/government/uploads /system/uploads/atachment_data/file/786856/DFE_Teacher_Retent ion_ Strategy_Report.pdf*

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: £ 94,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
To have a clear understanding of the gaps in children's learning through assessment (PIXL) and professional conversations (PPM)	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: https://educationendowmentfoundation.org.uk/tools/assessing-and-monitoring-pupils-progress/testing/standardised-tests/	1,2, 4, 5
Improve T&L through CPD – weekly CPD for teachers and LSAs through staff meetings, training courses and subject release time; weekly monitoring by year teams; termly appraisals/KIT and weekly year team planning meetings.	BESA (British Educational Suppliers Association) shows a list of benefits of CPD on teaching and learning. The Importance of Continued Professional Development for Teachers - BESA Teacher Development Trust shows an effect size of 0.8 (the largest within the research summary) coinciding with the Sutton Trust, whose research shows that the difference between the effect of poor teaching and that of highly effective teaching is just under half a year's extra progress for most children. Why is CPD so important? - Teacher Development Trust (tdtrust.org)	1,2,5
To continue to develop the coaching model for CPD and use STEP Lab	Instructional coaching is one of the most effective forms of continuous professional development (CPD) for teachers and school leaders. Instructional coaching serves as a highly effective form of continuous professional development (CPD) for teachers and school leaders, significantly enhancing instructional practices and ultimately improving student outcomes.	1,2,4,5

	Supporting schools to maximise the impact of instructional coaching | Ambition Institute	
All staff to be trained in early reading and phonic (RWI) CPD	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 | EEF (educationendowmentfoundation.org.uk)	1,2,4,5

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

Budgeted cost: £ 30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maths tutor A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind in small groups https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/	1,2,4,5
Daily reactive interventions – 1:1, small groups. Intervention reviewed each half term with entry and exit data. PPMs after each data drop allow teachers and SLT to identify gaps and focus children for lessons and interventions.	EEF 1:1 tuition shows moderate cost and evidence yet supports high impact (+5 months) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit EEF small group intervention shows low cost yet moderate evidence to support moderate impact (+4 months) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit	1,2,4,5

Daily catch-up interventions – SEMH – Soft start, sensory circuits, ELSA, Forest School, nurture, play therapy, animals, counselling. SEMH intervention sheets and pupil voice are completed and reviewed each half term with entry and exit data. PPMs after each data drop allow teachers and SLT to identify gaps and focus children for lessons and interventions.	EEF social and emotional learning shows a low cost based on low evidence, yet supports moderate impact (+4 months) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit EEF meta-cognition and self-regulation shows a low cost but high levels of evidence supporting high levels of impact (+7 months) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit	1,2,4,5
Tailored interventions and provisions Targeted Nurture groups – behaviour mentors supporting interventions. RWI Reading Programme – then banded books, priority reading, targeted reading interventions Year 6 SATs Interventions – secondary ready.	Evidence consistently shows the positive impact that targeted academic support can have - EEF guide to PP. Children identified as needing an intervention in a specific area will have a tailored provision put in place. This will range from academic support through to social and emotional support. It is evident in our school that children need support emotional and by having this support has a positive impact on their learning. All interventions/provisions are recorded and reviewed termly on SIMS and PPM documents for maximum impact. ''Additional support in the form of high quality, structured interventions to make progress, or to catch up with their peers. Small group and one-to-one interventions provide the opportunity to apply effective teaching strategies with a more intense focus on a smaller number of learning goals. They can be powerful tools, but must be used carefully''	1,2,4,5

Talk for number and Dynamo – Maths development Enable tables – including subject specific word banks supporting vocabulary, talking tins, concrete and visual apparatus. Resources, including books for reading & classroom computer access for PP children. PP FIRST 5 fundamentals CPD Trip and visitors to raise aspirations/cultural capital SUDs Project Additional swimming lessons Transitional work Y2/3 and Y6/7	CPD for curriculum to promote high quality teaching. To drive and raise aspirations in our children we aim to expose them to different experiences. This includes going to the theatre and trips, inviting aspirational people into school and involvement in workshops. By aspirations we mean the things children and young people hope to achieve for themselves in the future. To meet their aspirations about careers, university, and further education, pupils often require good educational outcomes. Raising aspirations is therefore often believed to incentivise improved attainment. Aspiration interventions tend to fall into three broad categories: interventions that focus on parents and families; interventions that focus on teaching practice; and out-of-school interventions or extracurricular activities. EEF – Aspirational Intervention Various trips and visits have been organised and funded for across the school to develop cultural capital.	

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

Budgeted cost: £ 201,050

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continuation of OPAL play to support PP children	The Education Endowment Foundation's teacher toolkit recognizes that participating in programmes of adventurous activity can improve a pupil's progress by an average of 3 months compared to not participating in the activities. Continuation of OPAL play will benefit our Pupil Premium (PP) children by providing inclusive, engaging, and physically active play experiences. OPAL play promotes social interaction, teamwork, and communication skills, while also reducing barriers to play and fostering confidence and resilience. This approach ensures that all children, including those from disadvantaged backgrounds, have equal access to enriching play opportunities that contribute to their overall well-being and development.	2,5
Attendance meetings including use of EWO services.	This tracks the disadvantage children's attendance and interventions put in place if required. PP cases are discussed bi-weekly with our EWO and attendance team. The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	2,3
To improve attendance - 2 x minibus, weekly and termly attendance awards, weekly attendance meetings, soft starts for those who need it, reduced timetable for PA, offer after school clubs	DFE key findings show a link between absence and attainment at key stage 2: the higher the level of absences, the lower the attainment. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/509679/The-link-between-absence-and-attainment-at-KS2-and-KS4-2013-to-2014-academic-year.pdf	2,3

(one funded per week)		
Pastoral support - Parent Liaison Officer.	EEF parental engagement shows low cost but high evidence shows it supports moderate impact (+4 months). https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit John Hattie's research shows the importance of parental engagement.	2
Behaviour - Therapeutic Thinking, Behaviour mentors, reflection time, CPD for all staff.	EEF behaviour interventions show low cost and evidence, however support moderate impact (+4 months) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit	2
Parent workshops - maths, online safety, reading/phonics, SEN, OPAL and any workshops that parents feel would benefit them in supporting their child at home	Parents will be invited into school to attend workshops to help support their child at home as well as the school; building good relationships. We have considered and used parent voice to tailor workshops for parents to support their children learning. Such events are specifically designed to encourage an open forum so parents can receive support from each other. It has been instrumental in breaking down the barriers between school and home, and support the parents.	1,2,5

Termly Parent Open Curriculum Events	Termly parent open curriculum events open the classroom doors to parents so that they can engage in classroom practice and understand how their children learning specific subjects. Feedback from session held previously has been positive and parents have a better understanding of the curriculum expectations in their child's year group. By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage, supporting parents to assist their children's learning or their self-regulation, as well as specific skills, such as reading to help their children. Parental engagement refers to teachers and schools involving parents in supporting their children's academic learning. It includes: - approaches and programmes which aim to develop parental skills such as literacy or IT skills; - general approaches which encourage parents to support their children with, for example reading or homework; - the involvement of parents in their children's learning activities; and - more intensive programmes for families in crisis. EEF – Parental engagement	2

Total budgeted cost: £ 325,550

Pupil premium - GOV.UK (www.gov.uk)

The EEF Guide to the Pupil Premium | EEF (educationendowmentfoundation.org.uk)

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

<table>
<tr><th>Aim</th><th>Outcome</th></tr>
<tr><td>A higher proportion of disadvantaged children are expected to achieve the expected standard in SATs – especially Maths and Reading.</td><td>In maths we have used targeted intervention with teachers and maths leads to support and reduce gaps in learning. We have seen a decrease in the gaps between PP and Non PP in maths.

<table>
<tr><th></th><th>2022-23</th><th>2023-24</th><th></th></tr>
<tr><td>PP</td><td>Exp 14%</td><td>Exp 21%</td><td>+7%</td></tr>
<tr><td></td><td>Above 6%</td><td>Above 9%</td><td>+3%</td></tr>
<tr><td>Non-PP</td><td>Exp 45%</td><td>Exp 46%</td><td>+1%</td></tr>
<tr><td></td><td>Above 22%</td><td>Above 26 %</td><td>+4%</td></tr>
<tr><td>PP Gap</td><td>Exp -31%</td><td>Exp-25%</td><td>+6%</td></tr>
<tr><td></td><td>Above -16%</td><td>Above -17%</td><td>-1%</td></tr>
</table>

In reading we have introduced daily reader for our priority readers. The gap has widened. PP story times with our librarian were offered to immerse children in a love of reading.

<table>
<tr><th></th><th>2022-23</th><th>2023-24</th><th></th></tr>
<tr><td>PP</td><td>Exp 44%</td><td>Exp 32%</td><td>-12%</td></tr>
<tr><td></td><td>Above 19%</td><td>Above 14%</td><td>-5%</td></tr>
<tr><td>Non-PP</td><td>Exp 69%</td><td>Exp 71%</td><td>+2%</td></tr>
<tr><td></td><td>Above 40%</td><td>Above 47 %</td><td>+7%</td></tr>
<tr><td>PP Gap</td><td>Exp -25%</td><td>Exp-39%</td><td>-14%</td></tr>
<tr><td></td><td>Above -21%</td><td>Above -33%</td><td>-12%</td></tr>
</table>
</td></tr>
<tr><td>Improved engagement with hard-to-reach, disadvantaged families – 80% of families are engaged with the school.</td><td>Due to a change in leadership the school has been changed to a forward and open-faced school. As a result, all families are welcomed to attend events on a termly basis where they join in activities with their children.
Workshops have been run for reading and maths.</td></tr>
</table>

	Coffee morning and support with SEMH/SEND mornings have also been help throughout the year. Parents evening March – 76% PP parents attended parents evening 88% Non PP
To give children a range of experiences beyond the classroom	Children will have access to a range of clubs, sports events and outdoor learning and play Pupil Premium children were offered one free after school club a week. The up take on this has improved each term with 28% PP children accessing this 49pp/177non pp uptake of the offer. The offer of a free homework club was also offered. Approximately 12/14 PP children accessed this. OPAL (Outdoor Play and Learning) was also introduced and accessible to all. This has reduced behaviour incidents (by half) from term 1 data
A higher proportion of disadvantaged and double disadvantaged children are expected to achieve attendance levels consistent with national norms	Attendance of pupils in receipt of Pupil Premium was 92.54% (+0.6% above national) at the end of Term 6 2023/24, compared to 95% overall (+1% above national) Persistent Absence for 2023/24 61% PP children 38% Non PP Overall 12% (4% better than national) 16% national

By the end of Year 3, disadvantaged children will demonstrate significant progress in addressing and overcoming prior attainment gaps, achieving academic milestones aligned with their peers.	Read Write Inc (RWI) data shows that 93% of children in RWI have made progress and moved up a group from T5 to T6. 64 children were in RWI at the start of term 1, compared to 8 children at the end of the year.
Improved engagement (SEMH) to develop readiness to learn (evident in quality of teaching, attendance and outcomes).	OPAL has now been successfully introduced to the school play times. All children have access to the playtimes. 99% of all pupil voices suggest that this has had a positive impact on the children. Behaviour points have reduced significantly 396 (T1) 229 (T5) Medical incidents have also reduced 260 (T1) 208 (T5) Total behaviour points 22/23 - 1874 23/24 - 1701 The parent stay and play event was very well attended by parents and families. PP FIRST 5 was also introduced to staff to ensure that children in receipt of Pupil Premium are a priority.
For double disadvantaged children, parents/carers have a higher percentage attendance at parent evenings and curriculum events.	As leadership changed at the school, more events for parents were introduced to encourage greater parent attendance. Parents evening March – 76% PP parents attended parents evening 88% Non PP

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Read Write Inc	Ruth Miskins literacy
PIXL	PIXL
Step Lab	Steb Lab
Counselling	YMCA
Natasha Goldreich	Play therapy

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.