

Pupil premium strategy statement

This statement details how Great Ouse Primary Academy will use pupil premium (and recovery premium for the 2024 to 2027 academic year) funding to help improve the attainment of our disadvantaged pupils. This is a 3 Year plan reviewed annually.

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	Great Ouse Primary Academy
Number of pupils in school	439
Proportion (%) of pupil premium eligible pupils	94 pupils 21.4%
Academic year/years that our current pupil premium strategy plan covers	2024-2027
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Chris Payne – Headteacher
Pupil premium lead	Esme Wyatt & Nicole Payne
Governor / Trustee lead	Academy Council

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£115,140
Recovery premium funding allocation this academic year	£0
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	£115,140

Part A: Pupil premium strategy plan

Statement of intent

At Great Ouse Primary Academy, we aim to meet the needs of every individual and we strive to ensure that they all achieve their full potential. The funding is used to support and enhance the educational experience of pupils designated as Pupil Premium. Through research into effective ways to spend this funding and looking at our pupils needs; we have developed a plan linked to our school which outlines how we have chosen to allocate this money. The provision we provide is monitored and evaluated in terms of academic progress and outcomes, well-being and their readiness for the next steps in their education.

We recognise that each child is unique and will have different needs, which may well vary throughout their time in the school. We have planned to spend our Pupil Premium funding to try to give them all the support that they need.

Overcoming barriers to learning is at the heart of our PP use. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets per pupil in receipt of PP. Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly.

Setting priorities is key to maximising the use of the PP funds. Our priorities are as follows:

- Ensuring an 'outstanding' teacher is in every class
- Closing the attainment gap between disadvantaged pupils and their peers
- Providing targeted academic and pastoral support for pupils who are not making the expected progress
- Addressing non-academic barriers to attainment such as attendance, behaviour and well being
- Ensuring that the PP funds reach the pupils who need it most

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

Challenge number	Detail of challenge
1	English is often an Additional Language at home
2	Low levels of academic proficiency and confidence in parents
3	Lack of learning materials at home e.g., books
4	Low maths skills on entry – basic number and calculation knowledge – compared to the National Average
5	Poor language and communication skills
6.	Parental/Carer (disadvantaged) engagement with school

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
<p>Improved outcomes for new pupils entering the school (Accelerated progress from baselines for all new pupils).</p>	<p>Pupils receive immediate intervention to fill any gaps in learning. Keep up tutor in collaboration with class teacher to monitor and track objectives against success criteria.</p> <p>For all our Pupil Premium children to be supported emotionally when they need it. Using regular reviews and drop ins with Family Support Worker.</p> <p>Smooth transition and clear communication ensure pupils settle and are working effectively and in line with other pupils immediately. Develop transition into EYFS following local Bedford Borough guidance.</p>
<p>Improved outcomes in core subjects. (Half Termly pupil progress meetings evidence accelerated progress and narrowing of attainment gap).</p>	<p>Pupils to make at least as much progress as all children Nationally.</p> <p>Improved tracking of disadvantage pupils using tracking database.</p> <p>4 times a year Pupil Progress meetings with disadvantaged children as a primary focus.</p> <p>Meridian Trust tracking and monitoring by Meridian Trustee.</p> <p>Working with Harpur Trust (Accelerator Program) to provide staff CPD and funding for subscription based resources supporting disadvantaged children.</p>
<p>Develop Growth Mindsets in pupils eligible for PP to improve levels of resilience, self-esteem, determination and independence.</p>	<p>The resilience, self-esteem, determination and Growth Mindsets of pupils eligible for PP in learning situations to be improved. Attainment and progress for these (and other) pupils is improved.</p> <p>No disparity between PP and non PP children with Behaviour incidents logged on Pupil Asset.</p>
<p>Support for families – school and external.</p>	<p>Stability and support for families leads to increased pupil well-being and therefore improved outcomes.</p>
<p>Greater involvement with families and school to support the social and emotional well-being of the pupils.</p>	<p>Reduce number of absences, increased confidence of pupils to participate in whole class activities and enrichment provision. Statutory Attendance Vs PP Pupils is 2.7%.</p>

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

Budgeted cost: £ 37,485

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Small group tuition</i></p> <p>HLTA in each phase of the school</p> <p>Teaching Assistant deployment.</p>	<p>EEF +4</p> <p><i>Small group tuition is defined as one teacher, trained teaching assistant or tutor working with two to five pupils together in a group. This arrangement enables the teaching to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</i></p>	1, 2, 3, 4, 5
<p><i>Teaching Assistant Interventions</i></p> <p>TA in most classes – some KS2 classes share a TA</p>	<p>EEF +4</p> <p><i>Teaching assistants (also known as TAs, classroom support assistants or teachers' aides) are adults who support teachers in the classroom. Teaching assistants' duties can vary widely, but they are generally deployed in two ways; to support the teacher in the general classroom environment, or to provide targeted interventions, which are often delivered out-of-class. The role can also include administrative support.</i></p>	1, 2, 3, 4, 5
<p><i>Oral Language interventions</i></p> <p>Lift off to language.</p> <p>Helicopter stories</p> <p>Early Words Together</p> <p>Nuffield Early Language Intervention (NELI)</p>	<p>EEF +6</p> <p><i>Oral language interventions (also known as oracy or speaking and listening interventions) refer to approaches that emphasise the importance of spoken language and verbal interaction in the classroom. They include dialogic activities.</i></p> <p><i>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</i></p>	1, 2, 3, 5

<p>CPD</p> <p>Continued implementation and development of Little Wandle Phonics and fidelity to the scheme EYFS KS1&LKS2</p>	<p><i>both, oral language interventions aim to support learners' use of vocabulary, articulation of ideas and spoken expression.</i></p> <p><i>Implementation of NELI in Pre-School December 2025.</i></p> <p><i>Oral language approaches include: targeted reading aloud and book discussion with young children; explicitly extending pupils' spoken vocabulary; the use of structured questioning to develop reading comprehension; and the use of purposeful, curriculum-focused, dialogue and interaction.</i></p>	
<p><i>Extending School time</i></p> <p><i>Homework Clubs 3 times a week (2 after school)</i></p> <p><i>Children can attend school at 8:30am to improve attendance and punctuality.</i></p>	<p>EEF +3</p> <p><i>Extending school time involves increasing learning time in schools during the school day or by changing the school calendar. This can include extending core teaching and learning time in schools as well as the use of targeted before and after school programmes (including additional small group or one to one tuition). It also includes revisions to the school calendar to extend the total number of days in the school year.</i></p>	<p>1, 2, 3, 5 & 6</p>
<p><i>Parental engagement and Social and emotional learning programmes</i></p> <p><i>Lego Therapy</i></p> <p><i>Play Therapy commissioning</i></p>	<p>EEF +4</p> <p><i>Other approaches, such as Parental engagement and Social and emotional learning programmes, are often associated with reported improvements in school ethos or discipline. These take place either 1:1 or small group with Pupil and Family Support Worker.</i></p>	<p>1, 2, 3, 5 & 6</p>
<p><i>Staff CPD</i></p> <p><i>Enigma Maths Hub</i></p> <p><i>English Hub</i></p> <p><i>Hfl - Reading</i></p> <p><i>EISG Projects</i></p>	<p><i>High quality staff CPD is essential to follow EEF principles. This is followed up during Staff meetings and INSET. All staff leading training are released to ensure effective preparation.</i></p>	<p>1, 2, 3, 4, 5</p>

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

Budgeted cost: £ 40,170

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Feedback</i></p> <p><i>Whole Class feedback books used in English & Maths lessons to identify next steps/gaps in learning</i></p>	<p>EEF +6</p> <p><i>Feedback is information given to the learner about the learner’s performance relative to learning goals or outcomes. It should aim to (and be capable of producing) improvement in students’ learning.</i></p> <p><i>Feedback redirects or refocuses the learner’s actions to achieve a goal, by aligning effort and activity with an outcome. It can be about the output or outcome of the task the process of the task the student’s management of their learning or self-regulation, or about them as individuals (which tends to be the least effective).</i></p> <p><i>This feedback can be verbal or written or can be given through tests or via digital technology. It can come from a teacher or someone taking a teaching role, or from peers</i></p>	<p>1, 2, 3, 4, 5</p>
<p><i>Homework</i></p> <p><i>Accelerator Program Harpur Trust</i></p>	<p>EEF +5</p> <p><i>Homework refers to tasks given to pupils by their teachers to be completed outside of usual lessons.</i></p> <p><i>Homework activities vary significantly, particularly between younger and older pupils, including but not limited to home reading activities, longer projects or essays and more directed and focused work such as revision for tests.</i></p> <p><i>Our definition also includes activities such as ‘homework clubs’ where pupils have the opportunity to complete homework in school but outside normal school hours, and ‘flipped learning’ models, where pupils prepare at home for classroom discussion and application tasks.</i></p>	<p>1, 2, 3, 4, 5 & 6</p>

<p><i>Individualised Instruction</i></p>	<p>EEF +4</p> <p><i>Individualised instruction involves providing different tasks for each learner and support at the individual level. It is based on the idea that all learners have different needs, and that therefore an approach that is personally tailored — particularly in terms of the activities that pupils undertake and the pace at which they progress through the curriculum — will be more effective.</i></p> <p><i>Various models of individualised instruction have been researched over the years in education, particularly in subjects like mathematics where pupils can have individual sets of activities which they complete, often largely independently. More recently, digital technologies have been employed to facilitate individual activities and feedback</i></p>	<p>1, 2, 3, 4, 5</p>
<p><i>Mastery Learning in Mathematics</i></p>	<p>EEF +5</p> <p><i>“Teaching for mastery”. This term is often used to describe the approach to maths teaching found in high-performing places in East Asia, such as Shanghai and Singapore. “teaching for mastery” aims to support all pupils to achieve deep understanding and competence in the relevant topic. However, “teaching for mastery” is characterised by teacher-led, whole-class teaching; common lesson content for all pupils; and use of manipulatives and representations.</i></p>	<p>4</p>
<p><i>Metacognition and self-regulation</i></p>	<p>EEF +7</p> <p><i>Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning.</i></p> <p><i>Interventions are usually designed to give pupils a repertoire of strategies to choose from and the skills to select the most suitable strategy for a given learning task.</i></p> <p><i>Self-regulated learning can be broken into three essential components:</i> <i>cognition – the mental process involved in knowing, understanding, and learning</i></p>	<p>1, 2, 3, 4, 5</p>

	<p><i>metacognition – often defined as ‘learning to learn’; and</i></p> <p><i>motivation – willingness to engage our metacognitive and cognitive skills.</i></p>	
<p><i>Parental engagement</i></p>	<p>EEF +4</p> <p><i>Parental engagement refers to teachers and schools involving parents in supporting their children’s academic learning. It includes:</i></p> <p><i>approaches and programmes which aim to develop parental skills such as literacy or IT skills;</i></p> <p><i>general approaches which encourage parents to support their children with, for example reading or homework;</i></p> <p><i>the involvement of parents in their children’s learning activities; and</i></p> <p><i>more intensive programmes for families in crisis.</i></p>	<p>1, 2, 3, 5 & 6</p>
<p><i>Phonics – Little Wandle</i></p> <p><i>Group sessions in the mornings before school</i></p> <p><i>Daily small group interventions</i></p>	<p>EEF +5</p> <p><i>Phonics is an approach to teaching some aspects of literacy, by developing pupils’ knowledge and understanding of the relationship between written symbols and sounds. This involves the skills of hearing, identifying and using the patterns of sounds or phonemes to read written language. The aim is to systematically teach pupils the relationship between these sounds and the written spelling patterns, or graphemes, which represent them. Phonics emphasises the skills of decoding new words by sounding them out and combining or ‘blending’ the sound-spelling patterns.</i></p>	<p>1, 2, 3, 5</p>
<p><i>Reading comprehension strategies</i></p> <p><i>Faster Read Project</i></p> <p><i>Hfl Project Yr6</i></p>	<p>EEF +6</p> <p><i>Extending school time involves increasing learning time in schools during the school day or by changing the school calendar. This can include extending core teaching and learning time in schools as well as the use of targeted before and after school programmes (including additional small group or one to one tuition). It also includes revisions to the school calendar to extend the total number of days in the school year.</i></p>	<p>1, 2, 3, 5</p>
<p><i>Teaching Assistant Interventions</i></p>	<p>EEF +4</p> <p><i>Teaching assistants (also known as TAs, classroom support assistants or teachers’ aides) are adults who support teachers in</i></p>	<p>1, 2, 3, 4, 5</p>

	<p><i>the classroom. Teaching assistants' duties can vary widely, but they are generally deployed in two ways; to support the teacher in the general classroom environment, or to provide targeted interventions, which are often delivered out-of-class. The role can also include administrative support.</i></p>	
<p><i>Oral Language interventions</i></p>	<p>EEF +6</p> <p><i>Oral language interventions (also known as oracy or speaking and listening interventions) refer to approaches that emphasise the importance of spoken language and verbal interaction in the classroom. They include dialogic activities.</i></p> <p><i>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.</i></p> <p><i>Oral language approaches include:</i></p> <ul style="list-style-type: none"> <i>targeted reading aloud and book discussion with young children;</i> <i>explicitly extending pupils' spoken vocabulary;</i> <i>the use of structured questioning to develop reading comprehension; and</i> <i>the use of purposeful, curriculum-focused, dialogue and interaction.</i> 	<p>1, 2, 3, 5</p>
<p><i>Extending School time</i></p>	<p>EEF +3</p> <p><i>Extending school time involves increasing learning time in schools during the school day or by changing the school calendar. This can include extending core teaching and learning time in schools as well as the use of targeted before and after school programmes (including additional small group or one to one tuition). It also includes revisions to the school calendar to extend the total number of days in the school year.</i></p>	<p>1, 2, 3, 4, 5</p>
<p><i>Parental engagement and Social and emotional learning programmes</i></p>	<p>EEF +4</p> <p><i>Other approaches, such as Parental engagement and Social and emotional learning programmes, are often associated with reported improvements in school ethos or discipline. These take place either 1:1 or</i></p>	<p>1, 2, 3, 4, 5 & 6</p>

	<i>small group with Pupil and Family Support Worker.</i>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 37,485

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Behaviour Interventions</i>	<p>EEF +4</p> <p><i>Approaches to developing a positive school ethos or improving discipline across the whole school which also aim to support greater engagement in learning;</i></p> <p><i>123 Magic which seeks to improve behaviour and generally take place in the classroom.</i></p> <p><i>More specialised programmes which are targeted at students with specific behavioural issues. These take place either 1:1 or small group with Pupil and Family Support Worker.</i></p>	1, 2, 3, 4, 5
<i>Parental engagement and Social and emotional learning programmes</i>	<p>EEF +4</p> <p><i>Other approaches, such as Parental engagement and Social and emotional learning programmes, are often associated with reported improvements in school ethos or discipline. These take place either 1:1 or small group with Pupil and Family Support Worker.</i></p>	1, 2, 3, 4, 5 & 6

Total budgeted cost: £ 92,685

Review of expenditure Previous Pupil Premium Strategy		
Academic Year	2024-25	
i. Quality of teaching for all		
Action	Estimated impact:	Lessons learned
Whole-school ethos of attainment for all	<p>Improvement in teaching of all pupils to enhance attainment and progress.</p> <p>Improvement in challenge and pace to drive standards and enhance attainment.</p> <p>Delivery of high quality, Quality First Teaching CPD.</p> <p>Enhanced pedagogical understanding and lesson observation techniques.</p>	<p>Continue strong emphasis on attainment for all, encourage all learners to achieve their best and ensure they all have high aspirations of themselves. Through Pupil Progress discussions.</p> <p>CPD provided to staff regarding T&L to continue in 25-26 with support from MAT and collaboration within cluster groups.</p> <p>Teaching & Learning cycle reviewed for 2025-26 to ensure that all staff are clear of expectations and delivery of transitions and routines.</p>
High Quality First Teaching for all – a focus on the classroom before bolt on strategies	<p>Providing resources to support Quality First Teaching which will impact upon the attainment and progress of all groups of children.</p> <p>Providing high-quality CPD and support from MAT expertise to impact on all pupils. High quality feedback for Pupil Premium pupils at all times.</p> <p>Metacognition and self-regulation approaches will help children think about their own learning more explicitly by teaching them specific strategies for planning, monitoring and evaluating their learning. Interventions will give pupils a repertoire of strategies to choose from and the skills to select the most suitable strategy for a given learning task.</p>	<p>Subject leadership monitoring and tracking through Monitoring Cycle with support from Senior leaders within school and trust colleagues (Curriculum Lead and Maths Lead)</p> <p>Making staff more aware of the PP children in which they teach and are able to provide support strategies to aid their learning. Through Pupil Progress discussions.</p> <p>Enigma Maths Hub collaboration for Academic Year 2025-26.</p>

ii. Targeted support		
Action	Estimated impact:	Lessons learned
Meeting individual learning needs	<p>Responsive booster and intervention to ensure academic attainment and progress.</p> <p>A diminishing difference in core subjects between pupil-premium and non-PP children.</p> <p>Targeted support to ensure the accelerated rate of progress for this group of children with basic mathematics and literacy skills.</p> <p>High-quality intervention offered by qualified teachers.</p>	<p>Awareness that not all PP children need academic interventions, increase the use of Family Support worker and enrichment opportunities for all PP children.</p> <p>Interventions to be run by class teacher (Hfl). Staff member returning from Maternity to support intervention groups 2025-26.</p>
Addressing behaviour and attendance	<p>Ensuring equal access to all areas of school life, in addition to being able to make some otherwise impossible opportunities viable.</p> <p>Increased involvement in out-of-school opportunities.</p> <p>Enhanced self-esteem, confidence</p> <p>Ensure PP children are wearing the correct uniform and self-esteem is not affected.</p>	<p>Increased sharing of Attendance Letters, early identification and regular sharing of Attendance documentation with parents. Include Attendance note on Newsletters in 2025-26.</p>
Intervention	<p>Providing resources to support Quality First Teaching which will impact upon the attainment and progress of all groups of children.</p> <p>Providing high quality small group and 1:1 sessions to target pupils to raise attainment and close the learning gap.</p>	<p>Deployment of TA is vital – work with Trust colleagues and SENDCO in deployment of support staff.</p>
iii. Other approaches		

Action	Estimated impact:	Lessons learned
Data-driven and responding to evidence	Disadvantaged children are standing agenda items for Phase and Standards, Monitoring and Improvement Meetings.	<p>Progress Meetings with focus on disadvantage.</p> <p>Meridian Trust Link Trustee looking at disadvantaged data.</p> <p>Greater emphasis on tracking the data for disadvantaged children.</p>
Deploying staff effectively – developing skills and roles	<p>Supporting Pupil Premium children who have social and emotional needs through 1-1, small group mentoring sessions.</p> <p>Targeted and evidence-based intervention programme, which supports language delayed children in Early Years, KS1 and KS2 to make progress with their language and communication skills. Intervention is followed up with whole class sessions run by the teacher.</p>	1:1 and group sessions to continue next academic year with Family Support Worker, well-being questionnaire. Ensure that disadvantaged groups are represented as part of Pupil Voice.
Clear responsive leadership	Targeted and evidence-based intervention programme, which supports language delayed children in Early Years, KS1 and KS2 to make progress with their language and communication skills. Intervention is followed up with whole class sessions run by the teacher.	Successful language interventions took place in EYFS and KS1. NELI to launch in Pre-School and EYFS.
Resourcing and subscriptions	Improved child participation, improved links between school and home. Easier access to Home Learning.	Renew Subscriptions in Timestables and PowerMaths these have proven very successful in increasing academic participation and home to school support. Accelerator Program to support Spelling Shed, MyMaths, Sumdog, SATS Companion.

Externally provided programmes

Programme	Provider
Pearson PowerMaths	Pearson
Learning with Parents	LWP
Little Wandle Phonics	Pearson
TT Rockstars & Numbots	Maths Circle
Literacy Shed	Literacy Shed
Sumdog	Sumdog
SATS Companion	SATS Companion
NELI & NELI Pre-School	Teach Neli
Mastering Number	NCETM
Lift off to Language	https://childspeechbedfordshire.nhs.uk/training/lift-off-to-language-for-3-5s/