

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery 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	Orton Wistow Primary School
Number of pupils in school	379
Proportion (%) of pupil premium eligible pupils	42 pupils (FS-Y6) + 3 SPP (2 pupils in FS)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	Sept 2025- July 2026 Sept 2026- July 2027 Sept 2027- July 2028
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Colin Marks (Headteacher)
Pupil premium lead	Rachel Tansley (Assistant Headteacher)
Governor / Trustee lead	Kirsty Cleworth

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£57383.33
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	£57383.33

Part A: Pupil premium strategy plan

Statement of intent

At Orton Wistow Primary School, we believe in the need to develop the whole child within and beyond the curriculum. This is incorporated within our purpose statement where we strive to motivate our learners and encourage their creativity and curiosity. Everybody deserves the opportunities they need to succeed.

Our intention is that at Orton Wistow Primary School, we work as one to believe, achieve and succeed. Treating everyone equally and with respect, which in-turn helps us to find and nurture what makes each person an individual learner.

Our Pupil Premium strategy is based on our above statement, with the intent that all children, including non-disadvantaged, will benefit from the strategies outlined in this document.

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 the 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.

Challenges

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

Challenge number	Detail of challenge
1	Enrichment opportunities for pupils from disadvantaged backgrounds, so as to receive similar cultural capital as peer, including extra-curricular opportunity.
2	Pupil gaps in knowledge to be plugged effectively and efficiently, so as to make expected progress, in line with peers – specific focus on writing, grammar and basic sentence structure.
3	Pupil emotional resilience and wellbeing – due to the ever-changing cohorts and needs of pupils joining our 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
Pupil gaps in knowledge to be plugged effectively and efficiently, so as to make expected progress, in line with peers.	- Use of PiXL QLA Analysis effectively. - Staff CPD through staff meetings, PiXL specialist surgeries. - Tracking through Pupil Progress Meetings. - RSL intervention and liaison - Use of Walk Thrus to aid retrieval practise and Staff CPD linked to this. - % of funding to support use of other agencies.
To improve the provision available for pupils from disadvantaged backgrounds and in receipt of Pupil Premium funding, so they have access to opportunities that mirror their peers.	- Analysis of residential uptake for KS2 Pupil Premium recipients. Offers of % of residential fees to be available if required and agreed in line with budget allocations. - Liaison with the Sports Premium/PE Lead to analyse club uptake. - Analysis of Pupil Premium profile children to support with transport/wrap-around care to improve attendance. - Investigate additional provisions that could support pupils from disadvantaged backgrounds eg:team building activities and OPAL.
To improve the wellbeing for all pupils in our school, particularly our disadvantaged pupils.	In order to generate high levels of pupil wellbeing we will: - Implement and review Pastoral Team set up in our school setting to support pupils in our school, inclusive of those in receipt of Service Pupil Premium. - Enhance qualifications of Pastoral Staff to support pupils more effectively and in line with other Meridian Trust Schools. - Analyse qualitative data from student voice, student participation, staff surveys and teacher observations - Monitor our pupil participation in extra-curricular activities (inclusive of

	after school clubs), particularly among disadvantaged pupils. - Ensure a variety of school clubs are on offer, which attract all groups of children. - Embed the OPAL provision within our school to enhance opportunities for enrichment through play. - Use of our Pastoral Mentor for targeted pupil support. - Implementation of 'The Treehouse' and 'The Den' – safe spaces for our pupils to use in receipt of Pastoral support.
Improved writing attainment among disadvantaged pupils	- In order to achieve improved writing attainment among our pupils we will: - Revisit the way writing is taught at OWPS – incorporate opportunities for 'Short Burst' Writing. - Analyse the use of oracy and opportunity to embed this further across the curriculum, so as to enable pupils to orally rehearse more frequently before writing. - Timetable Staff CPD to support the structure of writing, spelling and grammar – inclusive of Support Staff. - Provide opportunities for pupils to carry out extended writing regularly across the curriculum. - Writing Moderations (internally and across the TRUST) - Insight Data Tracker and Writing TAF documents. - Use of PiXL Therapies and staff to seek support from 'writing surgeries' to help plug gaps. - Booster sessions provided for those KM and 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)

Budgeted cost: £8,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Annual Safeguarding Training	https://heyzone.com/flip-book/6fc44ef1d2.html	1, 3
Release Time for RSL	https://portal.pixl.org.uk/	2
National Pupil Premium Conference	https://pupilpremiumconference.com/live/en/page/home	1, 2, 3
National PiXL Conference	https://portal.pixl.org.uk/	1, 2, 3,

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

Budgeted cost: £27,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral Support	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	3

Pastoral Mentor Training – ELSA/DDSL	https://heyzine.com/flip-book/6fc44ef1d2.html	3
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 21,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Learning Mentor Support for Pupil Wellbeing	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	3
Resources/Programmes to support providing extra-curricular activities for pupils.	https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	1,3
OPAL & Resourcing	https://outdoorplayandlearning.org.uk/	1,2,3
Funding for support from external agencies.	https://www.littlemiraclescharity.org.uk/ https://futuresinmind.org/	1, 2, 3,
Services from Behaviour Specialists to support implementation of Positive Behaviour Policy – school wide.	https://www.linkedin.com/pulse/beyond-stickers-sanctions-real-key-lasting-behaviour-change-parsons-ozdze	1,2, 3

Total budgeted cost: £57,383.33

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 2025 to 2026 academic year.

Target 1: Enrichment opportunities for pupils from disadvantaged backgrounds, so as to receive similar cultural capital as peer, including extra-curricular opportunity.

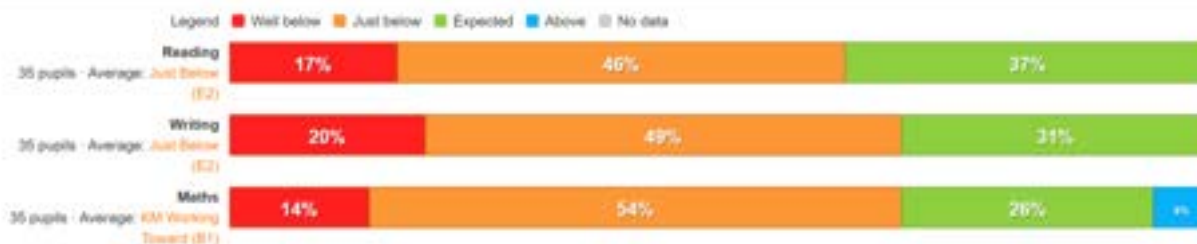
- Continued analysis of club uptake continues and is monitored alongside the PE lead. We have also looked at the variety of clubs on offer and will continue to do this into the next academic year, as solely sports are not necessarily grabbing the interests of a portion of our disadvantaged pupils. Moving forward, we will also reassess the spread of clubs and enrichment opportunities so that there is an even offer over all three terms.
- Over the past academic year, pupils from disadvantaged backgrounds and in receipt of Pupil Premium funding have been subsidised for residential visits through KS2. This has been either because of families approaching the school for support or the school offering places to those pupils and proposing a portion of funding to allow their participation to take place. The new funding categories for the next academic year may impact this moving forward.
- Funding offered for some families eligible for PP funding to support residential visits and trips is proportionate to the total cost of the visit.
- Other areas funding has supported so far this year: SEND assessment/Pastoral Support/Charity Donations for respite care and top up of school trips for certain year groups, so they can happen (non-sporting related) – this will continue where necessary.

Target 2: Pupil gaps in knowledge to be plugged effectively and efficiently, so as to make expected progress, in line with peers – specific focus on writing, grammar and basic sentence structure.

None Pupil Premium 2025-2026:



Pupil Premium – 2025-2026:



- Our Pupil Premium cohort of pupils has dropped this academic year from 42-35 pupils, due to some movement of intake throughout the academic year. This has meant that each PP pupil represents a higher % within the data.
- Our Pupil Premium cohort front this academic year (for Reading, Writing) are sitting in our 'Just Below' area of assessment in comparison to their peers, who have an average of 'Expected' across the board. Whereas within Maths, we have 8% of PP pupils working above age-related expectations, yet the overall percentages pull Maths down into the 'Working Towards' category.
- Booster groups have taken place to support the end of KS2 assessments this academic year and will continue moving forward. End of KS2 data highlights the need for a focus on Reading and GPS moving forward. School SDP action plan will outline next steps for the 2026-2027 academic year.
- Within writing specifically, there has been a transitional phase during the academic year, moving to a new curriculum in-line with the Meridian Trust. The OWPS curriculum will align with this in 2026-2027 and the consistent approach will hopefully impact writing data further. There has however been an increase in writing data since the previous academic year.

2025-2026

Autumn Writing Data: 52% Exp or Higher

Spring Writing Data: 61% Exp or Higher

Summer Writing Data: 63% Exp or Higher

Target 3: Pupil emotional resilience and wellbeing – due to the ever-changing cohorts and needs of pupils joining our school.

- Significant progress has been made towards this target through a strategic and whole-school approach to supporting pupils' emotional resilience and wellbeing. The introduction of **OPAL (Outdoor Play and Learning)** has transformed playtimes, providing pupils with greater opportunities for creativity, collaboration, risk management and problem-solving. As a result, pupils are demonstrating increased confidence, independence and resilience, with many able to manage challenges and social interactions more effectively.
 - The expansion of the **Pastoral Team** has strengthened the school's capacity to provide targeted support for pupils with emerging and complex emotional needs. Earlier intervention, increased availability of support, and stronger relationships with families have enabled pupils to access timely and personalised provision, leading to improved emotional regulation, engagement in learning and overall wellbeing.
 - Furthermore, whole-staff training in the **Coaching Model** and **Therapeutic Thinking** has enhanced staff understanding of behaviour as communication and strengthened the consistency of supportive, relational approaches across the school. Staff are increasingly skilled in helping pupils reflect on challenges, develop problem-solving strategies and build emotional resilience. This has contributed to a more inclusive and nurturing school culture where pupils feel safe, valued and supported.
- Collectively, these developments have enabled the school to respond effectively to the evolving needs of its changing cohorts, resulting in improved pupil wellbeing, stronger emotional resilience and increased readiness to engage positively in school life and learning.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was 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, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.