

Pupil premium strategy statement 2025- 26

This statement details our school's use of pupil premium funding for the 2025 to 2026 academic year 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 2025-26
School name	Osboldwick Primary Academy
Number of pupils in school	252 (including nursery)
Proportion (%) of pupil premium eligible pupils	29% (72)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-24 2024-25 2025 -26
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Matthew Brown Headteacher
Pupil premium lead	Matthew Brown Headteacher
Governor / Trustee lead	Lesley Barringer Governor for PP and Disadvantaged Pupils

Funding overview

Detail	Amount 2025-26
Pupil premium funding allocation this academic year	£113,553.07
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	£113,553.07

Part A: Pupil premium strategy plan 2024-25

Statement of intent

At Osbaldwick Primary Academy, it is our intention that all of our children, irrespective of their background or any challenges or barriers that they may face, make good or better progress in all areas of the curriculum. The main aim of our Pupil Premium Strategy is to support our Disadvantaged Pupils to achieve this goal and include those children who are already high attainers.

We have considered the challenges faced by all of our vulnerable children, for example, those who have a Social Worker or those children who are currently or have previously been in care. The activities outlined in this document also reflect their needs, whether they are funded through the Pupil Premium funding stream or not.

Using the EEF “Guide to the Pupil Premium” (Autumn 2021), we place high quality wave one teaching at the heart of our strategy and place our disadvantaged pupils at the heart of our curriculum which, evidence tells us, is proven to have the greatest impact on closing the disadvantage attainment gap as well as benefiting non-disadvantaged pupils.

To ensure our disadvantaged children learn effectively, we will endeavour to:

- adopt a whole school approach in which all staff take responsibility for disadvantaged children’s progress and attainment
- ensure that all staff have high expectations of what our children are able to achieve.
- ensure children are challenged on a daily basis in the work that they are set across the curriculum
- to adopt an ethos of early intervention when a barrier to learning is identified and recognise that some barriers may be in the short, medium or long term.

Challenges 2025-26

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

Challenge number	Detail of challenge
1	Speech, Language and Vocabulary Underdeveloped oral language skills and vocabulary gaps amongst disadvantaged children particularly on entry into Nursery and Reception.

	This is evident across all age ranges, from Reception to Y6 and more prevalent in disadvantaged children than their peers.
2	Phonics and Reading Data, assessments, observations of teaching and learning and discussions between colleagues indicate disadvantaged children are more prone to difficulties with phonics than their non-disadvantaged peers. This can lead to a negative impact on their reading, comprehension and writing development and restrict access to a broad and varied curriculum.
3	Well-Being Our Pupil Voice surveys alongside conversations with the children, their families and the WEB (Well Being) Team have identified a variety of social and emotional issues for many of our disadvantaged children. Our WEB Register shows that out of the children identified as receiving intensive emotional and well-being support, 60% are funded Pupil Premium children with the remainder having significant barriers to their learning.
4	Attendance and Punctuality Our attendance data shows us that, historically and currently, attendance for our disadvantaged children is consistently below our non-disadvantaged children. There is an ongoing concern that lack of regular attendance and poor punctuality is a significant factor in negatively impacting progress and attainment for these children.

Intended outcomes 2025/26

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
Speech, Language and Vocabulary Speech and language skills and use of vocabulary across all ranges by disadvantaged children.	By 2026 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, ongoing formative assessment and Wellcomm assessments in EY.
Phonics and Reading Improved application of phonics amongst disadvantaged children to reading and writing and increased access to the wider curriculum.	In 2025-26 86% of Year 1s achieving a pass at Phonic Screening Check including targeted PP pupils All PP children in year 2 will pass the phonics screening test.

	In 2025-26 at least 78% Y6 achieving Expected Standard for Reading
Well-Being Increase in positive responses to pupil voice surveys with regard to social and emotional well-being. Increase in number of enrichment opportunities sustained over time.	By 2025-26 sustained high levels of wellbeing demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent • surveys and teacher observations • a significant reduction in bullying and derogatory language • high take up and participation in enrichment activities, particularly among disadvantaged pupils
Attendance and Punctuality For all disadvantaged pupils to attend school regularly and on time.	There will be a consistently sharp focus by teachers on the attendance and punctuality of disadvantaged pupils. <ul style="list-style-type: none"> • Attendance and punctuality of targeted pupils will improve to be in line with all pupils at 97%. Attendance of persistence absence will improve to: 6%

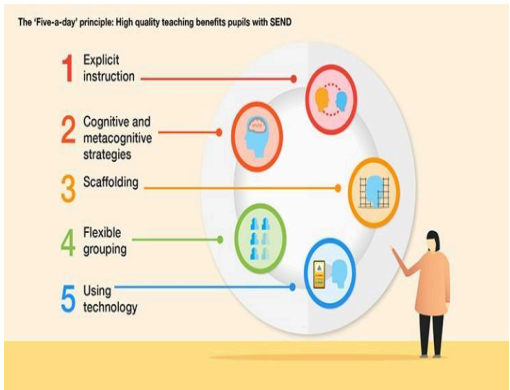
Activity in this academic year 2025-26

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

High Quality WAVE 1 Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £25,350 budgeted cost

Activity	Evidence that supports this approach	Challenge number(s) addressed
National Professional Qualifications for five teaching staff in 2025-26	NPQH x1 NPQ in Senior Leadership - Strategic leadership, instructional leadership, leading change x1 NPQ in Leading Teacher Development - Coaching and mentoring, professional learning communities, evidence-based practice x1 NPQ for SENCOs - Inclusive practice, early intervention, parental engagement	1,2,3

	NPQEYL x1	
EEF The Five a day principle:	 <p>EEF research finds that pupils will progress by 7 months on average.</p>	1,2
Embedding of validated Systematic SSP to ensure high quality phonics teaching for all EY and KS1 children and identified children in KS2.	Systematic program validated by the DFE. EEF stated that a systematic phonic program can have a positive impact (+5 months) as an important component in the development of early reading	2

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

Budgeted cost: £42,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding of Speech and Language Intervention</p> <p>Investment in TA hours to deliver to identified children across EY and Year 1.</p> <p>S&L training for EY teaching staff</p>	<p>Highly recommended WellComm Speech and Language Toolkit designed by Speech and Language Therapists.</p> <p>WellComm Speech and Language Programme</p>	1
Additional Phonics Keep Up sessions for	Little Wandle Letters and Sounds Revised	2

identified children in EY, KS1 and KS2. Fluency Reading Squads in Ks1 and LKS2		
KS2 Reading Support Targeted intervention for pupils from Y1 to Y6 using PIXL therapies.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (education endowment foundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	2

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

Budgeted cost: £45,403.07

Activity	Evidence that supports this approach	Challenge number(s) addressed
Wider variety of enrichment opportunities across a broad range of curriculum subjects.	EEF states that all children deserve a well rounded, culturally rich, education. Enrichment approaches can directly improve pupils' attainment	3
Embedding principles of consistent and regular attendance and punctuality	Embed good practice set out in DfE document Improving School Attendance – an evidence based document produced in partnership with schools where attendance has significantly been improved.	4
Subsidy for targeted pupils from deprived families to be supported with:	EEF findings show that parental engagement has a positive impact on average of 4 months' additional progress.	1,3,4

Wrap Around Care, transport, trips, school residential and uniform		
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Total budgeted cost: £113,553.07

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.

Quality of education

Phonics and Reading

Intended Outcome: To improve the application of phonics and reading amongst disadvantaged children to reading to above national average.

KS2 data

In KS2 43 pupils were in the cohort and 14/43 disadvantaged and 29/43 non disadvantaged

	all pupils	disadvantaged (national)	non disadvantaged
Reading	71%	71%	72%
Writing	74%	79%	72%
Maths	76%	57%	86%
GPS	62%	57%	66%
RWM	60%	36%	55%

The school's overall attainment for **all pupils** is broadly in line with national averages, with the **RWM combined score of 60%** just **1 percentage point (pp)** below the national average of **61%**.

- The school performs **above national averages** in **Writing (+2 pp)** and **Maths (+3 pp)**.
- It is slightly **below national** in **Reading (-3 pp)**.
- The biggest differential is **GPS (Grammar, Punctuation, and Spelling)**, which is **10 pp below the national average of 72%**.

The school's **disadvantaged pupils** generally show strong attainment in individual subjects compared to national disadvantaged peers (where data is available for comparison, primarily by calculating the national disadvantaged rate using the 2024 national non-disadvantaged

RWM of 67% and the overall RWM of 61%, suggesting a national disadvantaged RWM of 45%).

- School disadvantaged pupils are performing **above national disadvantaged** in **Reading, Writing, and Maths** as individual subjects. Notably, **Writing (79%)** is very **high** for this group.
- However, the **RWM Combined score (36%)** is **9 pp below the national disadvantaged average (45%)**. This suggests that while disadvantaged pupils perform well in single subjects, a **significantly smaller proportion** are achieving the expected standard in **all three subjects** simultaneously compared to the national picture for this group.

Disadvantage Gap Analysis

Subject	Gap Index (Disadvantaged vs Non-Disadvantaged)	National Gap (Approx. 2024)	Conclusion
Reading	71% vs 72% (1 pp)	Approx. 10 pp	Significantly Narrower
Writing	79% vs 72% (-7 pp)	Approx. 12 pp	Reversed (Disadvantaged outperform Non-Disadvantaged)
Maths	57% vs 86% (29 pp)	Approx. 20 pp	Significantly Wider
RWM Combined	36% vs 55% (19 pp)	22 pp (67% - 45%)	Narrower

The school demonstrates a **reversed or significantly narrow gap** in **Reading** and **Writing**, with disadvantaged pupils nearly meeting (Reading) or outperforming (Writing) their non-disadvantaged peers—a positive sign for equity. However, this is

offset by a **significantly wider disadvantage gap in Maths (29 pp)** compared to the estimated national gap of 20 pp. The overall **RWM combined gap of 19 pp is narrower** than the national gap of 22 pp.

Disadvantaged pupils - Reading, writing and mathematics expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	42	50%	46%	Close to average (non-sig)	68%	-18	Not applicable	Not applicable
2025	14	50%	47%	Close to average (non-sig)	69%	-19	Narrowing	-
2024	13	46%	46%	Close to average (non-sig)	67%	-21	Widening	Low - Stability
2023	15	53%	44%	Close to average (non-sig)	66%	-13	Not available	-

As a result of the analysed data the following changes will be implemented to SPAG

- SPAG starter as a memory lane at the start of each writing lesson
- Spelling check at the start of each literacy lesson which focuses on statutory word lists and topic words
- School now subscribes to spelling shed which provides a weekly spelling lesson and assignments set for pupils

As a result of the analysed data the following changes will be implemented to Maths:

- A review of the teaching of NCTEM by the SLT
- New maths Y6 materials used from Grammarsaurus

Y1 phonics

Out of 41 pupils 75% passed their phonics screening test in 2024/5. 13/41 were PPG pupils of which 9 pupils (69%) passed and 4 pupils (31%) did not pass.

27 pupils were not disadvantaged. 21 pupils (78%) passed the phonics screening whilst 6 pupils (22%) did not pass.

In-year admissions and pupils entering the school midyear resulted in the school not meeting its KPI of 80% and falling below national for phonics results.

Y2 phonics retake

3 out of 5 pupils Year 2 pupils in total passed their phonics retest (60%). Of those 5 pupils 2 of those were disadvantaged and 1 passed (50%).

Analysis

Phonics teaching is strong with an excellent reading lead. Support is continued from the English Hub. Phonics KPI for 2025/26 are 86%. Year 2s have been placed in two parallel classes with smaller numbers and targeted keep ups are in place for children to ensure success passing their phonics screening in Year 2.

Early Years Learning Goals

73% of Reception pupils achieved their GLD and 27% did not achieve their GLD.

	non disadvantaged	disadvantaged
GLD	80%	40% (2 pupils from 5)

Nationally 72% of pupils not eligible for FSM had a good level of development. For OPA 40% this gap is widening however there were only 5 disadvantaged pupils and therefore each child represents 20% and the sample size is low distorting the widening gap.

Attendance and Punctuality

Intended Outcome: For all disadvantaged pupils to attend school regularly and on time.

Impact:

Attendance and Persistent Absence Data

Attendance	Academic Year 2024/25	Academic Year 2023/24	Impact
Overall Attendance (School)	96.5%	94%	1.1% above national average
Overall Attendance (National)	95.4%	94.5%	

Non-Disadvantaged Pupils Attendance	97%	94.9%	
Disadvantaged Pupils Attendance	95.1%	91.5%	2024/25 attendance for disadvantaged pupils is a 3.6% increase from the previous year.
Attendance Gap (Non-Disadvantaged - Disadvantaged)	1.9%	3.4%	The gap between non-disadvantaged and disadvantaged pupils has reduced from 3.4% to 1.9%

Zero exclusions from September 2024 to July 2025

Wellcomm Results

"I am delighted to let you know that out of all the schools and settings who shared their data with us, Osbaldwick primary achieved the greatest improvement in children scoring 'Green' compared with the baseline. This was the case for both Reception and Nursery aged children."

Rachel Shearer

Specialist Speech and Language Therapist

Early Talk for York

Osbaldwick Primary Reception – 48% increase, with 93% of children achieving Green in Summer 2025

Osbaldwick Primary Nursery – 47% increase, with 85% achieving Green in Summer 2025

Exclusions

Well-Being and pupil voice

Improved Attitudes: Pupil surveys show higher scores relating to 'feeling safe,' 'feeling supported,' and 'enjoyment of school.'

77% of pupils strongly agree that they like coming to school in KS1 (23% agree). This is higher than the Trust average

In KS1 and KS2 100% of pupils say that they feel safe in school and strongly agree.

In KS2 96% say they enjoy coming to school (46% sometimes) above the Trust average.

Pupil Voice: Direct quotes from disadvantaged pupils indicate that the support helped them feel happier, more confident, or better able to manage anxiety.

'I like school because I have ideas, school trips and I'm looking forward to swimming and I play with my friends.' KS2 pupil

'I like the school trips.' KS2 pupil

Enrichment

Increased Access: The percentage of pupils increased in **disadvantaged pupils** participating in trips, residential visits, clubs, or extra-curricular activities compared to the previous year.

100% of disadvantaged pupils attended the residential Y6 trip and 'crucial crew event' (some with a bespoke timetable for pupils).

Equity of Access: Evidence shows from kabocca surveys that the participation gap between disadvantaged pupils and their non-disadvantaged peers has **narrowed or closed** for PP-funded activities.

Ofsted Report July 2025

- "The school extends pupils' learning beyond the classroom exceptionally well. The school maintains strong links with the local community and the wider city."
- "Memorable educational visits and participation in prestigious musical events enrich pupils' learning experiences." (This enrichment is a common use of Pupil Premium funds to boost cultural capital.)
- "Pupils benefit from a wide range of opportunities to develop their leadership skills and represent the school through competitions and festivals."
- "The school prioritises well-being and nurture support for all pupils. Pupils with special educational needs and/or disabilities (SEND) benefit especially from this offer." (SEND support is an area that overlaps with the Disadvantaged pupil definition in the report.)
- "The school's engagement with external agencies and mental health approaches strengthens the school's pastoral care."
- "The school develops pupils' character exceptionally well. Pupils have a wealth of opportunities to contribute to the life of the school, trust and wider city. They know how they can make the world a better place."
- "The school has put in place an enhanced personal, social, health and economic curriculum."
- "Pupils reflect on their learning about British values and equalities and hold meaningful conversations about how these can be improved."
- "The school provides pupils with extensive opportunities to think about future careers, healthy relationships and peer pressure."