

Pupil premium strategy statement

This statement details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Ordsall Primary School
Number of pupils in school	620
Proportion (%) of pupil premium eligible pupils	33%
Academic year/years that our current pupil premium strategy plan covers	2024-2027
Date this statement was published	May 2024
Date on which it will be reviewed	July '25, '26, '27
Statement authorised by	Headteacher
Pupil premium lead	S. Miles
Governor / Trustee lead	V. Elkington

At Ordsall Primary School excellence in teaching and enjoyment of learning is at the heart of what we do. It is our intent that our curriculum provides children with rich, vibrant and memorable experiences that promote the application of skills, knowledge and understanding across the whole curriculum. Our curriculum incorporates the statutory requirements of the National Curriculum 2014 alongside the PSHE Programme of Study developed by the PSHE Association, the Religious Education agreed syllabus of Southwell Diocese and other experiences and opportunities which best meet the learning and developmental needs of the children in our school.

At Ordsall Primary School the ancient proverb I hear things, and I forget them. I see things, and I remember them. I do things, and I understand them is the central pillar of what we do. This means that we implement our curriculum through the delivery of learning opportunities, in a contextualised and creative way, across the whole curriculum through first-hand experience. It is our mission that Ordsall children will not only understand and remember what they learn but they will learn how to learn, apply their knowledge and cement their learning and the strategies they develop for the future.

Our curriculum aim is to offer our children a rich and exciting curriculum and experiences so that they can develop a deep body of knowledge which they can apply creatively in their learning. In this way we are preparing our children for the next stages of their lives. The school delivers a series of programmes to support the development of children's mental health and well-being. Metacognition is central to all of our learning with children encouraged and shown to be resilient and be unafraid of failure. This is supported through the use of Emotional Literacy Support Assistants who engage with children to support them to acquire techniques to manage their emotions.

Recent research by the Creative Industries Federation and the Department for Education indicates that from 2024 and beyond there will be an increase in creative and STEM (science, technology, engineering and mathematics) occupations and by 2030 Pearson predicts that interpersonal skills, cognitive skills and system skills will be in high demand. As a result of this research we are developing a curriculum which builds on the knowledge, understanding and skills of all children, whatever their starting points, so that they can be the best that they can be. With this in mind the impact of what we aim to do is to encourage all of our children to develop through playing, learning and growing together in an environment where they are valued, supported and cared for and somewhere where their individuality is respected and celebrated and they are well equipped for the 21st century.

Developing children's independence and motivation as learners and their sense of responsibility as future citizens is at the heart of all our teaching and learning. Children have opportunities to share their learning with each other, their parents and carers, the community and other learners through school-based performances, competitions and events involving other schools and local exhibitions.

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£271,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£271,000

Part A: Pupil premium strategy plan

Statement of intent

At Ordsall, we create a culture which improves outcomes for all children, especially disadvantaged pupils. We understand the needs of our disadvantaged pupils and have constructed a broad, ambitious and sequential curriculum that allows them to succeed and diminishes the difference between them and other pupils. We encourage play, both in the classroom and outside, to develop pupil's character and skills and foster curiosity, creativity and resilience. Barriers to accessing enrichment activities - sports, clubs, art and music – are removed and pupils are enabled to take part in residential visits to Whitby and the Peak District so that they can broaden their life experience and skills and promote the love of lifelong passions and hobbies. In our last full academic year, 271 places at after-school enrichment clubs were accessed by pupil premium children, which is over a quarter of all the places available. In addition, 19 pupil premium children attended the Y6 residential and 18 the Y5 residential.

We equip our disadvantaged children with knowledge and understanding, skills and character that fully prepares them for life beyond primary school and into their adult life. Through careful sequenced teaching and feedback, we support disadvantaged pupils, enabling them to fully access our broad curriculum and make accelerated progress by rapidly addressing any misconceptions in their learning. In the past 5 years, the number of disadvantaged pupils meeting the expected standard at the end of KS2 has almost doubled as reflected in national tests. Our RESPECT values of Resilience, Effort, Support, Passion, Enrichment, Compassion and Teamwork reflect the way we work, behave and learn. All of this combines to produce the vision of well-rounded citizens, thoroughly equipped with the values, aspirations and cultural capital to succeed throughout life.

Challenges

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

Challenge number	Detail of challenge
1	<p>Assessments and observations show historical lower attainment for PP children and a gap between the outcomes for PP and all children</p> <p>The gap has closed across several years at the end of KS2, and the percentage of PP children at ARE has increased, but the gap still remains. In Y1 phonics, the percentage of children at ARE at the end of 2024 was similar to the level of</p>

	non-disadvantaged pupil, however in previous years there has been a gap which affects attainment across the rest of KS1 and KS2. Previous KS2 outcomes show that the percentage of PP children achieving the expected standard in reading has been lower than writing and maths.
2	Data, observations and discussions show lower levels of attendance, higher persistent absence and less engagement in learning. From Sept '24 – July '25, the attendance of PP children was 4.9% lower than that of their non-PP peers. The level of persistent absence was 19% higher (which is a reduction from the previous academic year). Across school, the percentage of late marks was three times greater for pupil premium children compared with their peers.
3	Less life experience and lower levels of background knowledge and skills, either first-hand or through books. Observations showed that children had less experience and wider knowledge that they could draw upon and use in their learning, affecting their vocabulary, comprehension and writing skills. PP children had less opportunities outside of school.
4	Low resilience, self-confidence and perseverance to be life-long learners. The learning behaviours of PP children have improved over the years however observations still identify lower levels of perseverance and confidence in some PP children.

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
Raise attainment through providing specific, targeted academic support	Levels of engagement of the PP group in lessons will be high. The gap between PP and non-PP pupils will diminish - measured on end of KS tests but also through book looks, work scrutiny and professional discussions with staff. Good, specific feedback is identified in work scrutiny, observations and pupil voice shows that children understand how they receive feedback in different ways and the impact that it has on their learning.

	<p>Records show that PP children are being included in targeted interventions. Records of intervention and exit and entry data show accelerated progress of the children involved.</p> <p>The attainment and progress of the PP cohort is tracked and specifically reported in end of term data summaries, small case studies and reported to governors and school leadership.</p> <p>Book scrutiny and observations show increasing levels of children’s reflection on their own learning across the curriculum.</p>
<p>Give new experiences to support their learning, encourage aspirational learning and increase attendance and engagement in school life through enrichment</p>	<p>Attendance tracking shows that the attendance of PP children has increased, with lower levels of persistent absence, and support has been offered where needed.</p> <p>The attainment, progress and confidence of the PP children increase and the difference is diminished through engagement in school visits.</p> <p>Attendance of PP pupils at specific events e.g. author visits, sporting visits, artists, potters etc</p> <p>Pupil voice and records of attendance at enrichment show that children have taken part in new activities that give new skills or experiences.</p>
<p>Foster the resilience, self-confidence and perseverance to be life-long learners through emotional support</p>	<p>Phase reviews and lesson observations show children are able to access the curriculum and their learning as part of the class.</p> <p>Records indicate that the Child and Family Support Worker has located and signposted support for PP children and families.</p> <p>Records and observations show that children accessing ELSA are able to develop their emotional skills, improving their ability to access and engage in school life.</p> <p>Children demonstrate increased confidence and pupil voice show positive impact on their experiences and attitude to school.</p>

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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: £111,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Associate professionals support	<p>Increase support/ participation/ motivation of targeted pupils as well as reduce the ratios in certain cohorts for specific interventions.</p> <p>Allocation will be needs led, determined by the cohorts and groups.</p> <p>With careful deployment, Associate Professionals can provide a large positive impact on learner outcomes. Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact.</p> <p>Well-evidenced Associate Professional interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and 'catch-up' with previously higher attaining pupils</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/teaching-assistants/</p>	1, 2, 4
Staff CPD	<p>Continuing Professional Development Programme for teachers to ensure high standards of teaching and learning in areas that which will have a significant impact on PP's learning.</p> <p>Some of this will be focused on providing Read Write Inc training to staff across school.</p>	1-3
PP Champion	<p>To maintain a relentless focus on PP children ensuring that they are high priority and to hold everyone to account for the progress of our PP children</p>	1-4
Attendance Officer	<p>To maintain a focus on tracking the attendance of PP children and working with the pastoral team to identify support needed.</p>	1-2

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

Budgeted cost: £100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Timely feedback (including written and oral)	<p>Feedback addresses misconceptions early and enables the children to understand how they are progressing with their learning and how they can improve.</p> <p>Different methods of feedback delivery can be effective and feedback should not be limited exclusively to written marking. Studies of verbal feedback show slightly higher impacts overall. Lower attaining pupils tend to benefit more from explicit feedback.</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/feedback/</p>	1, 2
Small Group Interventions	<p>Targeted small group interventions in Maths, Reading and Phonics.</p> <p>One to one tuition and small group tuition are both effective interventions. However, the cost effectiveness of teaching in small groups indicates that greater use of this approach may be worthwhile.</p> <p>Some studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners' needs explains the positive impact from this approach.</p> <p>The focus will include those in the lowest 25% in the cohort and those with identified gaps in their learning. The will diminish the difference between disadvantaged pupils and their peers.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>https://educationendowmentfoundation.org.uk/public/files/Impact_of_School_Closures_KS1_-_Interim_Findings_Paper_2_-_July_2021.pdf?utm_source=site&utm_medium=search&utm_campaign=site_search&search_term=school%20closures</p>	1, 2, 4
SALT & SALT TA and Oral language interventions	<p>Improve the oral language skills of our younger children so that reading progress isn't slowed in subsequent years. There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading.</p>	1, 2

	https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/oral-language-interventions/	
Emotional Literacy Support Assistants	<p>Provide additional support and opportunities around areas of social and emotional learning and behaviour interventions.</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/behaviour-interventions/</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/</p>	1, 2, 4
Times table Rockstars	Boost recall speed of x tables in Year 4, 5 and 6 in readiness for mastering mathematical knowledge at a higher level.	1, 2,
SEND contribution	<p>Contribute to provision of one-to-one, individualised support for children as part of higher support funding.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	1
Phonics	<p>Systematic and explicit teaching to improve reading and writing skills early on in school life to improve literacy levels and outcomes in English throughout school.</p> <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils</p> <p>Using associate Professional support, these will be delivered in small group sizes to boost engagement, feedback and progress.</p> <p>Daily one-to-one interventions.</p>	1, 2, 4
Specific interventions	<p>Small group instruction to support children's learning and address gaps and misconceptions.</p> <p>Interventions will be delivered to support children working below age related expectations and enable them to close to the gap.</p>	1, 2

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

Budgeted cost: £60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Child and family support worker	Build and maintain relationships with pupils and families. Provide and locate support through meetings, mentoring and liaise with the relevant services.	2, 4
Music tuition	Subsidised music tuition will be provided so that children in receipt of Pupil Premium will be given the opportunity to learn to play an instrument and develop their talents and interest in music. https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/arts-participation/	2, 3
Residential and school visits	Support the PSHCE development of pupils and support their academic studies as well ensuring that their social skills, perseverance, independence and teamwork are developed through participation in activities to broaden what might be limited life experiences. https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/outdoor-adventure-learning/	2, 3, 4
Enrichment activities	Provide additional curriculum enhancement by bringing in subject specialists into the school. https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/arts-participation/	2, 3, 4
Additional school devices	Provide additional devices for use in school to support learning.	1, 3
After school clubs	Funding will be used to help children access a range of extra-curricular activities when restrictions allow. https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/sports-participation/	2, 3, 4
Sports participation	Provide opportunities for further sports and healthy lifestyle activities in school to support children's physical and mental health. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity	2, 3, 4

Behaviour Interventions	<p>Develop a positive school ethos and improve discipline across the whole school to also support greater engagement in learning. Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p>	1-4
RSHE Curriculum (RESPECT curriculum)	<p>Redesign the RSHE content to support the curriculum and improve pupils' self-management of emotions, interactions with others and their decision-making skills. Research suggests that improvements appear more likely with similar approaches when they are embedded into routine educational practices and supported by professional development and training for staff.</p>	1-4
Contingency	<p>Provide additional money to support needs that arise in the year, depending on how situations develop e.g. national lockdowns.</p> <p>[As advised as LA leaders' briefing]</p>	1-4

Total budgeted cost: £271,000 (including contingency)

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.

The percentage of children achieving a Good Level of Development (GLD) at the end of FS2 was 57.6%. This is above the figures for Bassetlaw (48.3%), Nottinghamshire (47%), and the national average (51.5%). Over the past three years, attainment for pupils eligible for Pupil Premium (PP) rose significantly in 2024 and, although slightly lower in 2025, remains above 2023 levels. The relative attainment of PP pupils compared to the local authority (LA) has also improved, demonstrating a clear three-year trend of a narrowing gap between PP and non-PP pupils.

The Phonics Screening Check outcome was 68.6%, which is 4% above the Nottinghamshire average. The Year 2 re-check result was 83.9%, exceeding the county figure by 3.6%. In Year 1, there is only a very small gap between PP and non-PP pupils (equivalent to one child), and in Year 2, PP pupils outperformed their non-PP peers. Over the last three years, attainment for PP pupils has continued to rise, with the school performing above the LA average for the past two years. This improvement aligns with the increased focus on phonics across the school and has resulted in a reduced attainment gap.

At the end of Key Stage 1, PP pupils achieved the following percentages at Age-Related Expectations (ARE): Reading 79%, Writing 59%, Maths 68%, Combined 59%. Attainment in reading and maths is close to that of non-PP pupils (7% and 4% below respectively). However, there remains a 13% gap in writing, which also impacts the combined outcome. This will be a focus as pupils transition into Year 3.

At the end of Key Stage 2, PP attainment was 47% (Reading), 53% (Writing), 50% (Maths), and 38% (Combined). These outcomes represent a notable improvement from the previous year, particularly in reading and the combined measure. Attainment was between 4% and 14% below the LA average. PP pupils comprised 44% of the cohort, with a higher than usual proportion of pupils with multiple factors affecting learning. One third of PP pupils were also identified as SEND, including nine pupils with complex needs working significantly below Year 6 expectations. When these multifactor pupils are removed from the data, attainment rises to 68% (Reading), 86% (Writing), 73% (Maths), and 59% (Combined).

The increasing proportion of PP pupils across the school, alongside rising numbers of multifactor pupils in some cohorts, will be reflected in guidance and strategy shared with teaching staff in the autumn term.

Staff CPD during the year included a focus on teaching principles and lesson design, introducing Rosenshine's Principles of Instruction. This supported teachers in delivering clear, structured teaching that promotes strong understanding, retention, and independence. The approach em-

phases breaking learning into small, manageable steps, reducing cognitive overload, and supporting all learners, particularly those who find learning more challenging. This framework will be further developed and embedded next year to ensure consistently high-quality teaching and appropriate adaptations where needed. Additional CPD focused on strategies to support long-term memory, ensuring consistent approaches across subjects and within lesson structures to help pupils consolidate and retain key knowledge.

Monitoring activities included book looks and pupil voice in maths and English. Maths monitoring was conducted alongside Koni Rakhit (Nottinghamshire Education Improvement Advisor). Overall, book looks demonstrated accurate marking in line with policy and clear evidence of pupils responding to feedback during lessons.

In English, evidence showed PP pupils using appropriate vocabulary and benefitting from targeted adaptations. During pupil voice, a Year 4 pupil commented that enrichment trips had significantly supported classroom learning. He spoke in detail about linked History and Geography visits, explaining that he had “learnt lots of new words and gained more information” and felt able to “write a lot more” as a result. This view was echoed by other pupils, who shared how enrichment experiences enhanced their understanding and classroom work.

In maths, book looks compared PP pupils’ work with that of peers who had achieved similar outcomes at the previous assessment point. Across multiple year groups, marking and feedback were timely and effective. Where pupils had not met objectives, there was evidence of focused adult support in subsequent lessons. However, a recurring theme identified was that PP pupils were sometimes spending longer on fluency tasks and not accessing reasoning questions, unlike their peers. This was shared with maths leaders and will be addressed through whole-staff CPD and adjustments to lesson design to ensure PP pupils access a wider range of question types.

Attendance continued to be monitored by the Attendance Officer. PP attendance increased by 1% compared to the previous year; however, a gap of over 4% remains between PP pupils and their peers. Persistent absence also remains higher for PP pupils and will continue to be a focus for targeted support.

Following Koni Rakhit’s visit, attendance data for disadvantaged and non-disadvantaged pupils was reviewed. Reducing absence is identified within the Pupil Premium Strategy Plan, and improvements were evident across all groups. For example, one Year 4 disadvantaged pupil improved attendance from 80% to 91.4%, no longer meeting the threshold for persistent absence. Leaders recognise that attendance, particularly for disadvantaged pupils, must remain a priority, but the additional support in place is proving effective.

Phonics interventions were a key focus, with staff from across the school deployed to create smaller teaching groups in Years 1 and 2, alongside catch-up interventions from Years 1–4. The impact of this approach is reflected in improved outcomes for PP pupils, now exceeding LA averages and showing a reduced attainment gap.

TT Rockstars continues to support times table fluency. In the Year 4 Multiplication Tables Check, the PP average score has remained broadly stable, with a slight dip in 2025 in line with the cohort. This prompted further analysis and led to changes in practice. Number fluency has been identified as a school improvement priority, with staff training focused on embedding daily number fluency sessions within maths lessons. The aim is to build secure number sense earlier, reducing pressure in Year 4 and enabling pupils to apply their knowledge confidently in the MTC and beyond.

The school reward system has also been adapted to promote TT Rockstars use at home, raising the profile of times tables across the wider community and encouraging regular practice. This supports improved fluency in an engaging and motivating way.

To enhance learning experiences and engagement, a wide range of enrichment opportunities were provided. From Years 2–6, over 65 clubs were offered, including sports (football, netball, swimming, water polo, lacrosse, cricket) and clubs in art, music, technology, and STEM. In total, 271 club places were taken up by PP pupils, with costs subsidised to ensure access.

The children commented on class-based enrichment during pupil voice questioning and shared how their experience activity had helped give them a better understanding of what they were learning in class. A Y6 child commented that their practical science session helped them to see in front of them what they'd been learning about and get to see it themselves in a topic about the heart. Other children shared learning from historical experience days that helped them gain knowledge about their work and explained how they used it in their writing.

To foster resilience and self-confidence, 19 PP pupils attended the Year 6 residential to the Peak District, alongside PP participation in the Year 5 residential to Whitby. 18 children attended the Y5 residential and the rest of the PP cohort attended the single day trip to York linking with their history learning. Pupil voice highlighted the positive impact of these experiences, including improved teamwork, resilience, and independence. Y6 pupils described the visits as “an adventure,” noting that many were experiencing activities such as weaselling and canoeing for the first time and that they were activities that they wouldn't usually be able to do with their families. These experiences had challengeclosely align with the school's RESPECT values, particularly effort, resilience, support, and teamwork. Children commented that they could have a go at things as they'd managed to do activities on the trip that they didn't think they'd be able to do.

ELSA support focused on friendships, emotional regulation, anxiety, and managing change. During 2024–2025, 20 pupils received structured ELSA support, with additional check-ins and ad-hoc support provided as needed. A Year 3 class received full-time ELSA support during the autumn term, ensuring pupils were emotionally regulated and able to access learning without disruption. Pupil voice reflected the positive impact, with children reporting improved emotional regulation, reduced anxiety, and increased readiness to learn.

During pupil voice, a Y3 child discussed how the support had helped them to manage their emotions. ‘Elsa has helped me feel calmer in different situations. Being able to chat has helped, I don't like it when it's quiet.’ The child identified that it had helped in and out of class and

that they knew that there were people that he could talk to when he needed support. Another child, in Y4, stated that ELSA sessions had helped them calm down much quicker after an incident than previously. This improved their mental health and also reduced disruption to their learning times in class. Another supported child was involved in many fewer incidents at lunchtimes which reduced the disruption to their learning, and others around them.

Externally provided programmes

Programme	Provider
TTRockstars	Maths Circle Ltd
Number Sense	Number Sense Maths Ltd
Read Write Inc	Ruth Miskin

Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	The allocation was spent to enable the children to participate in first-hand learning experiences, extra art and additional sport activities. For younger children in school, they benefited from phonics intervention and reduced group sizes.
What was the impact of that spending on service pupil premium eligible pupils?	The children took part and were able to experience new and wider activities in art and sport. The children also experienced enrichment sessions in school that enhanced their learning of classroom-based topics. A child in Y1, who benefited from the RWI activities, reached the expected level in RWI assessments and the phonics screening check.