

# Ottershaw Christ Church Schools Pupil Premium Strategy Statement 2025 - 2028

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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	441 (237 + 204)
Proportion (%) of pupil premium eligible pupils	12% (36 + 17 children)
Academic year/years that our current pupil premium strategy plan covers	2025 - 2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Local Committee
Pupil premium lead	Jo Hastings
Local Committee lead	Hannah Fernando

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£87,075.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£87,075.00

## Part A: Pupil premium strategy plan

### Statement of intent

We are excited by Jesus' invitation to 'live life in all its fullness' (John 10:10) and wish to create a loving community where, by serving God, excellence is pursued and individual achievement is celebrated, so that all children are inspired and empowered to flourish as successful adults.

Along with all the children at our schools, we want our disadvantaged children to access to a broad, enriched curriculum offer which enables them to enjoy coming to school and make good progress and achieve well in all subject areas.

We carefully review our context, the evidence we have (both social and academic) and consider the challenges faced by our vulnerable pupils to reflect on what they need to achieve at least as well as their non-disadvantaged peers.

The activity we have outlined in this statement is also intended to support the needs of all our children, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Over the years we have honed our approach to be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel.

Our approach is holistic and is designed to build on our small steps 'mastery' pedagogy. Over time, continued, holistic support enables all children, but particularly those who are disadvantaged, to achieve well at Ottershaw. The impact of our approach is most clearly seen in the KS2 assessment results of our Year 6 children.

We are not complacent and continue to identify and overcome barriers to learning and achievement. Based on our knowledge of the community and needs of the children, our plan has a clear focus on Quality First Teaching, access to Enrichment to support building children's Cultural Capital, support for Emotional Well-Being and an on-going commitment to identify and work with individual barriers to success. We believe positive relationships with parents are key and will continue to build strong relationships with families who need support.

We adopt a whole school approach in which all staff take responsibility for the academic and social outcomes of all children, including our disadvantaged pupils' outcomes.

We want all Ottershaw children to confidently and successfully move on to the next stage of their education.

Achievement of disadvantaged pupils remains an identified area on our School Development Plan.

As in previous years, the funding we allocate to the priority areas listed in this statement exceeds our allocated budget. We are fortunate that the shared leadership arrangements across our two schools allow us to afford this increased budget share. We do this because we recognize there is an increasing number of children at our school who may not qualify for Pupil Premium funding yet still need additional support and are disadvantaged in other ways.

## Challenges

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

Challenge number	Detail of challenge
1	Inconsistent school attendance for some (just under 50%) of our pupil premium children (varied reasons for this, many also suffer from poor health whilst a few have more complex family situations which can affect attendance adversely).
2	Lack of ambition and self-belief which limits academic achievement (identified through the use of Boxall Profile assessments and pupil interviews with staff).
3	Lack of access to cultural experiences and wider enrichment beyond school (as seen through pupil voice) which limits life experiences, ambition, vocabulary and understanding of the wider world.

## 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
All children, including those who are disadvantaged, will have their attendance reviewed monthly and school will use personalised, targeted strategies to remove barriers to attending school regularly and on time.	Overall school attendance continues on an improving trajectory, with persistent absence continuing to reduce (most notably for disadvantaged children)
Disadvantaged children will have access to additional support for their self belief and academic progress so that they feel able to persevere and succeed well in their learning, even if they find it hard.	Disadvantaged children in all year groups attend school well, make strong progress from their baseline start points, and leaders can show improved attainment for all these children.
To heavily subsidise disadvantaged families so that all children can access a wide range of cultural experiences and curriculum enrichment opportunities.	All disadvantaged children are able to access the wide range of curriculum enrichment opportunities offered to them this year.

## Activity in this academic year

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

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £3,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Sustaining high standards of Quality First Teaching for all children across both schools: On-going, weekly focused CPD, mentoring and monitoring to ensure standards are high and all children receive solid, good teaching every day. A particular focus for 2025/2026 is linked to our SDP focus on improving writing outcomes.	Education Endowment Foundation Research: The impact that high quality teaching has on the academic achievement on progress of all children.	2
ELSA Training and Supervision	Education Endowment Foundation Research: The impact that non-academic challenges can have on attainment.	2
Whole School Nurture Training and NPQSEN	Education Endowment Foundation Research: The impact that non-academic challenges can have on attainment.	2

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

Budgeted cost: £60,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
In class group support	Education Endowment Foundation Research: The impact that high quality teaching has on the academic achievement on progress of all children.	2
Pupil Premium Champion (TLR + Cover for Class for 1.5 days a week) to deliver 'learning mentor' 1:1 sessions with UKS2 pupils and weekly nurture and self esteem groups for KS1 and LKS2 pupils	Education Endowment Foundation Research: The impact that personalised learning and additional tuition has on pupil progress and attainment.	2
Additional small group support in Maths and English for vulnerable pupils in UKS2	Education Endowment Foundation Research: The impact that personalised learning and additional tuition has on pupil progress and attainment.	2

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

Budgeted cost: £35,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Play Therapy, Educational Psychotherapy and ELSA support for children with the highest need (identified through Boxall Profile results)	Education Endowment Foundation Research: The impact that non-academic challenges can have on attainment.	2
Structured Conversations between parents and class teachers to build stronger relationships between school and the parents of more vulnerable pupils	Education Endowment Foundation Research: The impact that non-academic challenges can have on attainment.	1 & 2
Attendance reviews with SLT and Parents for children whose attendance is not yet good: Understand family situations and barriers to good attendance and support (with monitoring) to improve	Education Endowment Foundation Research: The impact that non-academic challenges can have on attainment.	1
Regular, termly opportunities for children to perform and share learning with parents (data shows strong attendance, particularly for disadvantaged children on these days with parent attendance also high).	Education Endowment Foundation Research: The impact that non-academic challenges can have on attainment.	1
Access to Curriculum Enrichment: Year Group partnerships with Delight; trips and visits, residential journeys and work with 'experts' (eg Dance Companies, Artists)	Education Endowment Foundation Research: The impact that non-academic challenges can have on attainment.	3

**Total budgeted cost: £98,000.00**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Over time, continued, holistic support enables all children, but particularly those who are disadvantaged, to achieve well at Ottershaw. The impact of our approach is most clearly seen in the KS2 assessment results of our Year 6 children. Over time, we continue to close the gap between outcomes and this will remain a priority for us over the coming years.

The data below shows the end of KS2 outcomes for all our Year 6 children in 2023/2024 as well as the outcomes for the 6 children who were eligible for Pupil Premium funding last year:

<b>KS2 Outcomes 2023/2024 (% children at Expected Standard or above)</b>		
Subject	All Ottershaw children	Ottershaw children eligible for Pupil Premium Funding
Combined Reading, Writing & Mathematics	66%	66%
Reading	86%	100%
Writing	75%	66%
Grammar, Punctuation and Spelling	76.8%	83.33%
Mathematics	82%	66%

<b>KS2 Outcomes 2024/2025 (% children at Expected Standard or above)</b>		
Subject	All Ottershaw children	Ottershaw children eligible for Pupil Premium Funding
Combined Reading, Writing & Mathematics	69%	58%
Reading	83%	66%
Writing	73%	75%
Grammar, Punctuation and Spelling	74%	66%
Mathematics	81%	66%

For the last 3 years we had specifically targeted parental engagement and improved attendance of disadvantaged children within our plans.

Both these have shown success. We are not complacent about our progress, continue to work closely with parents and monitor attendance but are pleased with the progress we are making.

Last year, to enable us to review our holistic approach and really try to target and fine-tune our approach for individual disadvantaged children (particularly at the Infant School where the number of children eligible for Pupil Premium funding is low) we began to use the Boxall Profile to build our strategic overview of needs and effectively evaluate the impact targeted emotional support had on pupil social development and self-esteem.

As ever, we wish to deliver a holistic approach for all children who attend the Ottershaw Schools (but particularly our disadvantaged children).

We want our children to show care and compassion for one another, have high self-esteem and personal ambition and make good academic progress.

This year, because we now have full access to the Boxall Profile to assess emotional needs as well as academic performance, we want to continue to develop the whole school Nurture Approach to support emotional well-being for all our children and offer targeted support for those in need of additional emotional development alongside targeted support for academic ambition and achievement.

We intend to run the above plan whilst continuing our support for attendance and access to culturally enriched curriculum experiences.