Ormiston Cliff Park Primary Academy 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
Number of pupils in school	476
Proportion (%) of pupil premium eligible pupils	25.2%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2025-2026 2026-2027
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Louise Watkins
Pupil premium lead	Mr P Reid & Mrs L Watkins
Governor / Trustee lead	Mr M Thorpe

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 181,986
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	£ 181,986

Part A: Pupil premium strategy plan

Statement of intent

Ormiston Cliff Park Primary Academy is committed to ensuring that pupils who experience barriers to educational achievement and therefore qualify for the pupil premium grant make as much educational progress as their peers and experience the same level of enjoyment and welfare as their counterparts.

Research has found that the disruption to schooling caused by the Covid-19 pandemic continues to have a significant impact on disadvantaged pupils and that an attainment gap remains following interruptions to schooling as a result of national lockdowns. The continuing economic impact of Covid 19 and the “cost of living crisis” has also led to higher numbers of pupils qualifying for pupil premium

The Academy’s strategy builds upon the strategy of 24/25 using a tiered approach, targeting spending across 3 main areas, i.e. investment in high quality teaching, investment in targeted academic support and investment in supporting specific non-academic issues that impact success in school, such as attendance, behaviour and social and emotional challenges

The Academy draws upon evidence of effective practice in determining how to utilise the funding, focusing on a small number of priorities each year in areas that are likely to make the biggest difference, prioritising on ensuring that implementation is effective through rigorous monitoring of impact.

Evidence indicates that high quality teaching is the most powerful way for schools to improve pupil attainment, especially for disadvantaged pupils and staff at OCPPA are committed to developing high quality teaching, assessment and a broad and balanced, knowledge-based curriculum which responds to the needs of our pupils.

We believe that targeted support can facilitate learning where it is linked closely to class teaching and learning.

At OCPPA we recognise that social and emotional skills support effective learning and are linked to positive outcomes later in life. In support of this we believe that good attendance, access to a range of extracurricular enrichment opportunities and a personal development focus equips our children well.

Challenges

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

Challenge number	Detail of challenge
1	Lower levels of speech, language and vocabulary development
2	Poor attendance rates and higher levels of Persistent absence than the rest of the Academy (PA)

3	To ensure all disadvantaged children have Foundational core knowledge and skills that they need to achieve outcomes enabling them to be equipped to access the next stages in their education
4	To improve children's independence in learning demonstrating deeper thinking
5	Raise levels of stakeholder engagement with the Academy and with learning across the curriculum

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
By the end of the strategy the Academy wants to demonstrate a profile of closure of gaps in attainment, achievement, attendance and engagement in the wider curriculum, between children deemed to be disadvantaged and that of less disadvantaged peers	July 2026 – PA for Disadvantaged pupils will be less than 15%. Attendance 95%
	July 2026**-** EYFS 60% of Disadvantaged pupils will achieve GLD
	July 2026 -Year 1 Phonics – 70% of Disadvantaged pupils will achieve a pass in Phonic screening test
	July 2026 - End of KS2 – 65 % of Disadvantaged pupils will achieve age expected outcomes in Reading; 70% of Disadvantaged pupils will achieve expected outcomes in Maths and 60% in Writing. 10% of this group will achieve Reading and Maths at Greater Depth, and 5% Writing.

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: £154,688

Activity	Evidence that supports this approach	Challenge number(s) addressed
Further development of teachers and TAs in effective teaching and learning strategies to embed opportunities for children to share ideas, think deeper and apply learned skills across a variety of contexts	EEF Teaching and Learning Toolkit - Feedback, Peer tutoring, Reading Comp, Mastery learning, Language Intervention, Collaborative learning approaches, Oral Language interventions, Metacognition and self-regulation, and Within class attainment grouping	1,3,4,5
Further development and training on effective development vocabulary and oracy skills to improve reading and acquisition of knowledge	EEF Teaching and Learning Toolkit – as above	1,3,4,5
Further whole staff training on securing attention and driving thought	EEF Teaching and Learning Toolkit - as above	1,3,4,5
Training and monitoring of delivery of targeted intervention programmes	EEF Teaching and Learning Toolkit – Phonics, Reading comprehension strategies, Teaching Assistant Interventions	1,3,4,5
Retention of hours of Family Liaison Officer to support attendance and wellbeing	EEF Teaching and Learning Toolkit – Parental engagement	1,3,4,5
Develop Zones of regulation principles in support of Personal Development teaching and Learning.	EEF Teaching and Learning Toolkit – metacognition and self-regulation; social and emotional learning;	1,3,4

Effective deployment of teaching assistants to enable all children to access high quality teaching	EEF Teaching and Learning Toolkit- collaborative learning approaches; metacognition and self-regulation;	1,3,4,5

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

Budgeted cost: £ 20,018

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted intervention programmes delivered by TAs	EEF Teaching and Learning Toolkit -Phonics, Individualized instruction; Metacognition and self-regulation Teaching Assistant Interventions	1,3,4,5
Development and targeting of children for opportunities to develop leadership, citizenship skills and widened opportunites.	EEF Teaching and Learning Toolkit –Small group tuition and Feedback. Focussed conversations and use of School Council, Eco Council and range of opportunities to take part in wide range of enrichment including, sailing, Cycle training and representation at competitions.	1,2, 3,4,5
Effective deployment of teaching assistants to support scaffolding of learning and develop children's independence	EEF Teaching and Learning Toolkit -Phonics, Individualized instruction; Metacognition and self-regulation Teaching Assistant Interventions	1,3,4,5

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

Budgeted cost: £ 7,280

Activity	Evidence that supports this approach	Challenge number(s) addressed
Retention of hours of Family Liaison to work with families with a specific focus on attendance	EEF Teaching and Learning Toolkit – Parental engagement	2,3,4,5
Purchasing of rewards for attendance and achievement	EEF Teaching and Learning Toolkit - Parental engagement, behaviour interventions EEF – Attendance interventions	2

Increase in hours of Family Liaison to work with families and multi agencies to signpost for additional family/parental support	EEF - Parental support studies	2,5
Further embedding of attendance procedures using the Norfolk "Support First" principles	Tiered structure in place for support.	2,3,4,5
Breakfast club support	EEF - Teaching and learning Toolkit Providing food and social opportunities as will as supporting parents with attendance	2,3,4,5

Total budgeted cost: £ 181,986

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.

Outcomes in 2024/25

EYFS	Whole Cohort achievement July 2025	Disadvantaged Pupils achievement July 2025
% GLD	70%	58%
% Reading ELG	83.9%	81.8%

Year 1 Phonics Check	Whole Cohort 2025Target	Disadvantaged Pupils Target 2025	Whole Cohort Outcome July 2025	Disadvantaged Pupils Outcome July 2025
% pass	80%	60%	84.7%	56%

End KS2	2025 Targets		End of 2025			
	EXS Target	HS Target	Outcomes – Expected July 25	Outcomes Expected Disadvantaged July 25	Outcomes HS July 25	Outcomes Disadvantaged HS July 25
Reading	88%	37%	84.5%	63%	59.2%	37%
Writing	79%	10%	73.2%	55.6%	9.9%	3.7%
Maths	86%	23%	85.9%	66.7%	32.4%	14.8%

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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

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.