

ODBST Primary Pupil Premium Strategy 2025- 28

We aspire for every pupil and adult to ‘experience life in all its fullness’ ([John 10:10](#))

This statement details our Trust strategy to support the improved attainment of our primary school disadvantaged pupils.

Funding is devolved to individual ODBST schools who will determine at local level what the priorities are for the individual school.

Trust overview

Detail	Data
Number of primary pupils in Trust	2863
Proportion (%) of primary pupil premium eligible pupils	16.6%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement for each academic year)	2025/2026
Date this statement was published	September 2025
Date on which it will be reviewed	June 2026 and annually thereafter
Statement authorised by	SEC
Pupil premium lead	Director of Education
Trustee lead	Toby Long

Part A: Pupil premium strategy plan

Statement of intent

The ODBST is committed to creating a safe, inclusive, and nurturing environment where all pupils—regardless of faith, culture, ability, or background—are accepted, supported, and empowered. We recognise that some of our pupils come from diverse home contexts, and that each pupil is on their own academic and spiritual journey. This includes those with special educational needs and disabilities (SEND), and those facing disadvantage. We ensure that every child receives the support, guidance, and challenge they need to thrive.

Safety and wellbeing are at the heart of everything we do.

We work tirelessly to ensure that all pupils feel secure, respected, and free from harm—emotionally, physically, and socially. We foster a culture of kindness, courage, and ambition, where pupils are encouraged to be the best they can be.

We embody the experience of an inclusive community:

- Where everyone contributes according to their gifts and receives according to their needs.
- Where difference is celebrated and diversity enriches us all.
- Where barriers are removed and opportunities are created for every learner to flourish.

We have considered the challenges faced by all disadvantaged pupils, including those who have a social worker and/or are young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are otherwise 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 schools. 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.

Our strategy identifies where additional support is required for pupils whose education and wellbeing were impacted by the COVID-19 pandemic and how a MAT based approach can support them.

Our approach is responsive to the common challenges across our Trust, rooted in robust assessment and dialogue with school leaders, not assumptions about the impact of disadvantage. Not all challenges are seen in all schools and the extent of the challenge may be varied; our approach has a focus on the key issues and how they might best be overcome beyond our universal offer of support to the schools.

To ensure they are effective we will:

- work strategically with school leaders to ensure that each individual school curriculum, and its implementation, is robust and has disadvantaged learners at its heart;
- monitor data strategically and act early, intervening at the point need is first identified
- adopt a whole Trust approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

ODBST Trust-wide Challenges

Challenge number	Detail of challenge
1	Scrutiny of assessments, observations and discussions with school leaders indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from entry into Reception where some disadvantaged pupils do not have the oral skills necessary for effective communication and are reliant on non-verbal communication techniques. Funding to support pupils who have delayed speech and language needs is reducing for schools and more resources need to be found internally. Oracy remains a barrier to effective learning to the end of KS2 and, in general, is more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations and discussions with school leaders suggest disadvantaged pupils generally have greater difficulties with early writing and later extended writing, than their peers. Although significant progress has been made, writing remains a core reason why some disadvantaged pupils do not achieve GLD at the end of EYFS. By the end of key stage 2, writing remains an obstacle to achieving EXS, and GDS, RWM combined for some disadvantaged pupils in particular.
3	Internal and external assessments indicate that Maths attainment among disadvantaged pupils is sometimes below that of non-disadvantaged pupils. Despite positive GLD outcomes, fewer disadvantaged pupils reach the MTC standards at the end of Year 4 than non-disadvantaged pupils. By the end of key stage 2, Maths can be an obstacle to achieving EXS RWM combined.
4	Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils is rising and is well within national attendance data for disadvantaged pupils. This is a significant positive. Persistent absenteeism remains a challenge for disadvantaged pupils in some of our schools and we want to continue to close this gap between disadvantaged and non-disadvantaged pupils.
5	SEMH challenges are sometimes more prevalent in disadvantaged ODBST families than in non-disadvantaged families. Some disadvantaged pupils show higher levels of anxiety and are at higher risk of EBSA. Some disadvantaged pupils find it harder to complete formal assessments than non-disadvantaged pupils, compromising their final assessment outcomes and transition to secondary 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
Improved oral language skills and vocabulary among disadvantaged pupils.	More disadvantaged pupils in EYFS are able to communicate their needs orally, or through the use of good non-verbal techniques such as sign language, so reducing the number of behaviour incidences. No pupil is unable to communicate effectively due to disadvantage alone. Assessments, observations and feedback from school leaders indicate more disadvantaged pupils have effective communication skills and orally use more formal academic vocabulary by the end of key stage 2.
Improved writing attainment among disadvantaged pupils.	KS2 writing outcomes in 2026/27 and beyond, for EXS and for GDS, in 2026/27 show that more disadvantaged pupils meet the expected standard and are closing the gap with all pupils nationally.
Improved maths attainment for disadvantaged pupils at the end of KS2.	MTC data shows that more disadvantaged pupils meet the expected standard and are closing the gap with all pupils nationally. KS2 maths outcomes in 2026/27 and beyond, for EXS and GDS, show that more disadvantaged pupils meet the expected standard and are closing the gap with all pupils nationally.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2026/27 demonstrated by: - the attendance gap between disadvantaged pupils and their non-disadvantaged peers continues to reduce so remaining smaller than the national gap - the percentage of disadvantaged pupils who are persistently absent reduces and is smaller than the national gap
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2026/27 demonstrated by: - qualitative data from pupil voice, pupil and parent surveys and school leader observations - reduced numbers of disadvantaged pupils who are EBSA or who are at risk of being EBSA - all disadvantaged pupils are able to access formal testing and are able to perform to their true ability - high numbers of disadvantaged pupils continue to access the positive enrichment activities offered by ODBST schools

Activity in this academic year

Pupil premium funding is devolved to individual schools. As part of our universal offer to all ODBST schools we will engage in a range of activities to support our schools.

Leadership (for example, CPD, recruitment and retention)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Trust wide leadership group for promoting effective school strategies around disadvantaged learners Training for LGBs	EEF improving teaching is the single most important lever for closing the attainment gap. UCL Institute of Education: leaders who engage with professional learning focussed on equity are more effective in implementing strategies that support disadvantaged learners.	1,2,3,4
Trust wide speech and language programme to develop teacher skills and to support strategies for non-verbal pupils EYFS leader groups and focus on SEP work in schools around developing oracy amongst disadvantaged pupils	EEF Mastery Learning, Metacognition SEND Code of Practice: Individual Instruction from effective assessment and identification of individual need.	1,2,3,4,5
Bespoke English network group to focus on improving outcomes for underachieving disadvantaged pupils in writing Continued Trust wide writing programme to skill leaders, teachers and support staff SEP work in schools around early literacy amongst disadvantaged pupils	EEF Mastery Learning, Metacognition, Collaborative learning and the effectiveness of strong Feedback for pupils DfE writing framework https://assets.publishing.service.gov.uk/media/686e7890fe1a249e937cbecb/The_writing_framework.pdf DfE reading framework https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy	2,4,5
Access to bespoke ODBST Maths Hub group with resources and CPD (including Teaching for Mastery training)	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:	3,4,5

SEP work in school around early Maths amongst disadvantaged pupils	Mathematics guidance: key stages 1 and 2 The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	
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Targeted support for schools where disadvantaged pupils are underperforming

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhanced support from the ODBST School Effectiveness Partner with identified strategies and training for staff Disadvantaged review by the Director of Education	EEF improving teaching is the single most important lever for closing the attainment gap. UCL Institute of Education: leaders who engage with professional learning focussed on equity are more effective in implementing strategies that support disadvantaged learners.	1,2,3,4,5

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management and anti-bullying approaches with the aim of developing school ethos and improving behaviour across school. ODBST Step On tutors in schools as part of the ODBST Behaviour Strategy. Ongoing training to support staff understanding of online safety, including AI generative materials. Development of school curricula for continued learning around online safety, including generative AI materials.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions Teaching and Learning Toolkit EEF	4,5

Monitoring of behaviour, including online behaviours, by ODBST leaders		
Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance. Implementation of ODBST attendance policy and strategy This will involve training and release time for staff to develop and implement new procedures. Appointing attendance/support officers to improve attendance. Training for DSLs and Family Liaison Officers Monitoring of attendance by ODBST leaders	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	4

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our Trust's disadvantaged pupils during the academic year 2024-25, drawing on national assessment data and our own internal summative and formative assessments.

The data shows that 50% of ODBST disadvantaged pupils achieved 2025 EXS outcomes in RWM combined at the end of Key Stage 2, 3% higher than national EXS outcomes for disadvantaged learners.

The data also shows that 53% of disadvantaged pupils achieved GLD at the end of EYFS, in line with national outcomes and 66% passed the year 1 phonics test, again in line with national outcomes.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

The attendance of all disadvantaged primary pupils across the ODBST was 92.1% against national (for all FSM pupils) of 89.4%. The persistent absence of ODBST disadvantaged pupils is above national data but much of this is attributed to the use of alternative provision rather than pupils not attending education.

The ODBST primary suspensions rate was 1.26% for the last academic year and of those suspensions, 3.96% were for pupils from disadvantaged backgrounds. This data is significantly below national data for all pupils with no specific primary data available. There were no permanent exclusions across the ODBST.

Based on all the information above, the performance of our disadvantaged pupils was in line with our predictions, and we intend to achieve the outcomes we set out to achieve by 2026/27, as stated in the Intended Outcomes section above.

Our evaluation of the approaches delivered last academic year indicates that interventions have been positive ones and outcomes are improved from the previous academic year.

We have reviewed our strategy plan and made changes to how we intend to support our school this coming year utilising our central resources and ensuring that all direct PP monies remain at school level.

Service pupil premium funding

How our service pupil premium allocation was spent last academic year
The numbers of pupils in receipt of the service premium is statistically very low and pupils are supported at school level.
The impact of that spending on service pupil premium eligible pupils
Impact is monitored at school level and we are confident that all pupils from service families, with no other disadvantaged indicators, perform in line with their peers.

Further information

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium. That will include:

- Ensuring strong and effective links between this strategy and our strategies for safeguarding pupils and for pupils with SEND, which prioritise those pupils who are already disadvantaged.
- Embedding more effective practice around feedback. [EEF evidence on feedback](#) demonstrates significant benefits, particularly for disadvantaged pupils.
- Supporting mental health leads in schools to ensure that they have received the right training and have the right tools in order to secure effective practice and pupil outcomes.
- Offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had had the degree of impact that we had expected and how we further develop our work with our schools.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, and conversations with leaders, teachers and pupils, in order to identify the challenges faced by disadvantaged pupils.

We looked at several reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our schools. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.