



ODBST

Inclusion Strategy

Living life in all its fullness



CONTENTS

Our Commitment to Inclusion, Safeguarding and Wellbeing 3

ODBST SEND Strategic Plan 2025-2026

SEND Strategic Plan Overview 4

Strategic Leadership / Training and Support / Evaluation 5

ODBST Safeguarding Strategic Plan 2025-2026

Safeguarding Strategic Plan Overview 6

Strategic Leadership: Roles and Responsibilities 7

Compliance and Standardisation 8

Recording and Case Management 9

Processes and Systems 10

Monitoring and Reporting 11

Strategic Leadership Review 12

ODBST Pupil Premium Strategic Plan 2025-2026

Pupil Premium Overview 13

Challenges and Strategy 14

Intended Outcomes 15

Teaching Priorities 16

Targeted Academic Support 17

Wider Strategies 18

Review of Previous Academic Year 19

Further Information 20

Our Commitment to Inclusion, Safeguarding and Wellbeing

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.



ODBST SEND Strategic Plan 2025-2026



Our SEND Strategic Plan links directly to all ODBST policies with regard to equality and SEND, but with particular reference to the following policies:

- Safeguarding and Child Protection
- AI
- Anti-bullying
- Attendance
- Alternative Provision
- Behaviour
- Children Looked After
- Curriculum and assessment, including RSE
- Equalities
- E-safety (including use of social media)
- Health & Safety (including managing children with medical needs)
- Record Keeping
- SEND
- Suspensions and Exclusions
- Use of Force

Strategic Leadership: Trustee and SST

- A new Trustee SEND Lead is appointed and liaises regularly with Trustees.
- We have a clear ODBST SEND policy which is reviewed every year; monitoring implementation remains a core practice.
- SEND has specialist focus across all ODBST inclusion policies.
- Every LGB has a nominated SEND governor and regular reports are fed back to LGBs.
- We have a nominated SEND Lead within our ODBST Inclusion Team working across all schools.
- OFSTED and SIAMS continue to validate our SEND practice across the MAT.
- We have a school with an DLD ARP and should look to exploit this provision further, especially for our youngest pupils.
- We want to further strategically manage our approach to alternative provision so that when something different is needed, our SEND pupils are well supported socially and emotionally, whilst achieving the very best academic outcomes and preparation for the next steps in their education and/or employment journey.
- Financial shortfalls for SEND pupils mean that schools are supporting provision without local authority support with financial implication at MAT level. Our SEND strategic plan has to be financially viable.
- The attendance of pupils with an EHCP is improving.
- Parent complaints re SEND provision are very low across all of schools.
- SEND support and management is not yet as effective as we want it to be because our classroom based staff report low confidence in SEND and managing complex need is a key area of stress for staff in classrooms.

Strategic Leadership: School

- Headteachers are passionate in their pursuit of supporting SEND pupils and rightly prioritise SEND pupil well-being and outcomes.
- Leaders continue to work positively with all stakeholders within the school community, and with local authority professionals, to ensure that there is a single, joined up approach for families.
- Knowledge and understanding of SEND is a key part of all Headteacher recruitment.
- SENDCos either sit on the SLT of ODBST schools, or have a representative voice that does, and influence school practice.
- We have strong SENDCos in our schools and all posts are filled for September 2025.
- ODBST SENDCos engage in peer working, especially within HUBs, and are an effective support network.
- School leaders have invested in a 2025-26 Trust wide speech and language programme with speech therapists available to all schools to offer training and bespoke advice.
- We have a good SENDCo training programme in place which is well attended.
- All schools have a clear SEND Intent statement and Impact is mapped against it.
- All schools have mapped SEND across the curriculum as a teaching blue print to support staff.
- We have a school with an ARP and potential to exploit this resource further.
- We have a SEND pupil population in our Trust in line with national data.
- Our SEN K attendance is above national and good.

Training and Support

- SEND is part of our annual school improvement process.
- SEND work is included on all school SDP.
- SE focus on SEND provision and they are reported on as part of all school visits.
- SENDCO liaison meetings are well attended by SENDCOs.
- Annual SEND training for LGBs is offered.
- All SENDCOs have the opportunity to access the NPQSEN as soon as the school believes they are ready and most SENDCOs hold the NASEN Award.
- The SEN LSA Apprenticeship course has been offered to all schools and is presenting as a popular option.
- Trust wide training has been delivered for classroom based staff and more will be offered in 25-26.
- We have a clear behaviour strategy and suite of policies to support pupils who struggle with self regulation, have SEND needs that trigger unwanted behaviours and that supports pupils who struggle as a result of safeguarding behaviours witnessed and/or experienced.
- There are 11 Step On tutors in 13 ODBST primary schools with termly support and training for tutors and school staff from the PRU.
- Suspensions have reduced significantly and most schools do not suspend.
- We want to eliminate permanent exclusion in primary schools.

Evaluation and Review

- 360 SEND reviews are available to all schools from SE.
- Peer review needs to be developed so that SENDCOs can experience SEND in practice in other schools and learn from each other.
- Behaviour, behaviour and SEND attainment and progress outcomes are monitored and reported on by SE to Trustees.
- HTs and SENDCOs report to LGBs.



ODBST Safeguarding Strategic Plan 2025-2026



Our Safeguarding Strategic Plan links directly to all ODBST policies, but with particular reference to the following policies:

- Safeguarding and Child Protection
- AI
- Attendance
- Alternative Provision
- Behaviour and Anti Bullying
- Children Looked After
- Equalities and Diversity
- Online safety (including use of social media)
- Health & Safety (including managing children with medical needs)
- Lettings
- Low Level Concerns
- Record Keeping
- SCR
- SEND
- Suspensions and Exclusions
- Use of Force
- Whistleblowing

We work to all recent legislation and guidance around effective safeguarding practice including:

- Keeping Children Safe in Education 2025
- Working Together to Safeguard Children 2023
- OFSTED framework for inspecting schools 2025
- OFSTED review of sexual abuse in schools and colleges 2021
- Statutory Framework for EYFS 2021, updated 2025



The strategic plan builds on our 7 areas of work:

- Strategic Management
- Ensure that compliance and standardisation processes are in place
- Ensure a clear recording and case management system is in place and that it is used consistently and proportionately
- Ensure that schools are working together with lead partners and professionals in a multi-agency network
- Assure the practice and culture, ensuring that it remains fit for purpose and fully responsive to the safeguarding needs of our communities
- Assure effective and consistent practice through rigorous monitoring
- Assure the reporting systems to leaders include a clear strategic response as well as identified operational responses

Strategic Leadership: Roles and Responsibilities

- In place are clearly delegated lines of responsibility at school level.
- Every LGB has a nominated safeguarding governor
- Schools are expected to have a DSL team with at least x2 DSLs who are also senior teachers; some schools may also nominate further members of staff to take on this role depending on the size of the school and pupil demographics
- All safeguarding leads will have a discrete job description with clearly defined time allocations for fulfilling their role:
 - Safeguarding Lead for the Trustees
 - Executive Safeguarding Lead (ESL)
 - Nominated Safeguarding Governor
 - DSLs in schools

A training programme is in place to enable all ODBST staff to fulfil their roles.

- Annual KCSIe training is delivered to each school and to all members of the SST and Trustees.
- Termly updates for school staff will continue to be given in advance of each new term.
- LGB training will be available each term around the strategic leadership of safeguarding.
- Training in line with OFSTED expectations will be delivered annually, or earlier where there is a change in the Inspection Handbook, for school leaders.
- Safer recruitment training should be accessed through SmartLog.
- Half termly DSL supervision sessions are available for each HUB.
- Termly strategic management sessions are delivered for all DSLs.
- Termly sessions for Family Liaison Officers in schools who appoint to this post.
- Schools should continue to attend local authority termly briefing sessions.
- Schools will continue to access all safeguarding training for teachers including the 3 year refresher training, need specific training such as that around Prevent/e-safety/FGM/ and all DSL compliant training.

Compliance and Standardisation

- Across all ODBST there will be some elements of safeguarding management that are standardised. This is important because we need to have clear oversight of how safeguarding works in every setting and to be clear that standards and expectations are consistent.
- There will continue to be a single safeguarding suite of policies which are used across all ODBST schools. These are written by the ESL and personalised to fit in the practices within each setting as appropriate.
- The SDP format includes a section around how the strategic management of safeguarding will be developed in each school. Each school should include this section.
- Job descriptions for DSLs are consistent across the ODBST.
- DSLs have a specific target around safeguarding as part of their performance management.
- All job descriptions should include a section on safeguarding and the extent to which this is fulfilled by individuals should be addressed through performance management.
- Our staff Code of Conduct is shared and agreed with all ODBST employees and volunteers. Where there are concerns, our appropriate policies are followed.
- Headteacher reports to LGBs should be presented in a consistent format and include a standardised safeguarding report.
- The proforma for presenting safeguarding data to the ESL and LGBs is a consistent one. This enables all schools to reflect the key issues and drivers in their setting.
- Safer recruitment practices are to remain consistent across the ODBST and are overseen by HR. Part 3 of KCSiE 25 should be referred to carefully.
- HR undertake maintenance checks of personnel files to ensure consistency.
- A single electronic SCR system is in place for all schools.
- Any internal DSL training will meet the expectations of Buckinghamshire and Milton Keynes safeguarding systems and practices.
- All schools will use CPOMS to record safeguarding concerns around children. Ongoing work to ensure consistency of recording still needs to take place.
- A single system for recording concerns around adults is in place but will need to be reviewed to ensure it is still the best system.

Recording and Case Management

- All schools have a clear system for recording low level concerns.
- All schools have an allocated person for working with families to address low level concerns and to be able to signpost families to early help resources. This may be formalised as a Family Liaison Officer role.
- All safeguarding concerns pertaining to a child should be recorded on CPOMS.
- All concerns are followed up carefully and consistently until there is a confidence that the child is no longer unsafe.
- There is a consistent clarity over behaviours which are unsafe or which indicate that a child might be unsafe.
- The decisions taken as to the level of support from the local authority for an individual child or family are made according to relevant local authority thresholds or other professional thresholds and are not an ODBST decision.
- All decisions regarding referrals and practices pertaining to support, to meetings, or future decisions, including the decision to end or increase support, rests with local authority professionals.
- All concerns pertaining to adults are recorded and stored safely on Bromcom. The ODBST ESL is informed and, where appropriate, the LADO and HR will be informed.

Processes and Systems

- Our ODBST safeguarding and child protection policy is clearly displayed on our ODBST website and on all school websites.
- All associated policies are displayed on school websites and on our ODBST website.
- In order to ensure that policies are up to date:
 - The ESL will write policies indicating where schools can personalise policies to their individual settings.
 - School leaders will receive policies through the LGB.
- Strategic training will be delivered termly for DSLs and LGB Safeguarding Leads and attendance at this training will be required.
- Training will be available for Family Liaison Officers and for those in schools responsible for liaising with families.
- All schools use the Inventory signing in system and this is done in a consistent way with consistency around how adults sign in and when they are added to the DBS list on Inventory.
- Commercial systems will be further explored to establish effectiveness against potential costs.
- The use of external trainers and training packages is a sound one and we use the services of Devon safeguarding team.

Culture and Curriculum

We celebrate the uniqueness of our individual schools and know that curriculum will work differently in each setting. We expect that there will be a consistently positive culture of safeguarding in our schools and that our key principles, alongside our vision and values, will be realised in all matters pertaining to keeping children and adults safe.

- The culture will be explored from the view point of all stakeholders including prospective parents and visitors; the extent to which the school is perceived to be a safe place from the moment it is entered.
- The culture will be one that encourages professional curiosity and which enables all adults and children to raise a concern safely without fear of redress or implication.
- School staff, including leaders and governors, will be able to articulate the school culture around safeguarding and there will be a complete consistency of message from all.
- The curriculum will have key points where safeguarding, including e-safety, is taught explicitly and the end points of knowledge and understanding will be clear. Leaders will check to ensure that children achieve these end points.
- The PSHE and RSE curriculum will be a strong one and it will be taught well because leaders have prioritised this. Leaders will check to ensure that implementation and impact achieve the intended end points.
- The whole curriculum, including the wider curriculum, will have a clear thread of safeguarding running it through it. As a result, children will know what being safe means and what to do if they are not safe.
- Curriculum learning for SEND children will be prioritised to ensure that they are able to access and understand the key learning points.
- The links between safeguarding, attendance and behaviour will be clear and children with SEND will be a particular focus. This will be undertaken at least termly.
- All surveys to parents, children and other stakeholders will include questions around safeguarding.
- School safeguarding effectiveness will be captured through visit reports from LGBs, from the whole SST and from external visitors such as OFSTED and the local authority safeguarding teams.

Monitoring

Monitoring needs to happen internally within each school, within the ODBST and externally from professionals such as OFSTED and Local Authorities.

- Within schools there should be weekly safeguarding meetings where all DSLs meet to identify key concerns and trends. Strategic decisions should be made as to how these concerns will be met and how trends will be addressed.
- The LGB Safeguarding Lead should have a clear monitoring cycle where records such as the SCR are checked, where checks are undertaken to ensure staff are consistent in their understanding of safeguarding and checks to ensure that children are feeling safe.
- The ODBST ESL will set up a monitoring cycle for strategic checks and this will follow core themes which will be determined following analysis of termly returns. Examples of the themes might be identified categories of concern, record keeping, safer recruitment and so on. Attendance will be monitored on a termly basis as part of the attendance strategy.
- School leaders, including the LGB Safeguarding Lead and Trustees, will need to align to these identified themes so that there is a single approach and to avoid DSLs becoming overloaded with monitoring exercises.
- Occasionally whole school reviews will be carried out by the ESL and/or CEO to give a greater insight into the practices and culture of a school. These will prioritise schools where there might be some concerns already around L&M, schools who are TAS schools and schools where a concern is raised from a stakeholder.
- There is a role for external monitoring of schools to give a wider view of individual settings and to give external validation to internal ESL judgements. To date OFSTED inspection feedback has been very positive.

Reporting

Clear and accurate reporting is crucial to the success of the strategy so that all stakeholders know and understand where we are as a Trust and to ensure that next steps are identified accurately and proportionately.

- Consistency of CPOMS settings means that we have introduced consistent mechanisms for reporting that reduce DSL workload.
- The ESL and LGBs must receive the termly reports. We use the ODBST termly reporting template.
- The data must be understood, analysed and acted upon at school level so that where there are concerns, the risks are reduced for children. For example, if there are high numbers of playground incidents at lunchtime, then the school must put in place factors to reduce the risks and therefore the number of incidents.
- The ESL will report to the SEC and CEO at least termly with regards to the management of safeguarding in schools, including information around the termly focus and data pertaining to attendance and behaviour.
- The ESL will meet with the Trustee Safeguarding Lead at least termly.
- The ESL will report to all Trustees on a termly basis at the TBM to identify effectiveness of the strategy, areas of improvement and areas for further development.

Strategic Leadership

Leaders at all levels will review the effectiveness of the plan at the end of each academic year and ensure that any necessary changes are put in place as the result of internal or external feedback, judgements or as a result of any external changes in legislation or guidance. Feedback will be taken from stakeholders at least annually.





ODBST Pupil Premium Strategic Plan 2025-2026



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	Details of Challenge
1	<p>Scrutiny of assessments, observations and discussions with school leaders indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils.</p> <p>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.</p> <p>Funding to support pupils who have delayed speech and language needs is reducing for schools and more resources need to be found internally.</p> <p>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.</p>
2	<p>Assessments, observations and discussions with school leaders suggest disadvantaged pupils generally have greater difficulties with early writing and later extended writing, than their peers.</p> <p>Although significant progress has been made, writing remains a core reason why some disadvantaged pupils do not achieve GLD at the end of EYFS.</p> <p>By the end of key stage 2, writing remains an obstacle to achieving EXS, and GDS, RWM combined for some disadvantaged pupils in particular.</p>
3	<p>Internal and external assessments indicate that Maths attainment among disadvantaged pupils is sometimes below that of non-disadvantaged pupils.</p> <p>Despite positive GLD outcomes, fewer disadvantaged pupils reach the MTC standards at the end of Year 4 than non-disadvantaged pupils.</p> <p>By the end of key stage 2, Maths can be an obstacle to achieving EXS RWM combined.</p>
4	<p>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.</p> <p>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.</p>
5	<p>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.</p>

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.	<p>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.</p> <p>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.</p>
Improved writing attainment among disadvantaged pupils.	<p>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.</p>
Improved maths attainment for disadvantaged pupils at the end of KS2.	<p>MTC data shows that more disadvantaged pupils meet the expected standard and are closing the gap with all pupils nationally.</p> <p>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.</p>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance by 2026/27 demonstrated by:</p> <ul style="list-style-type: none"> • 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.	<p>Sustained high levels of wellbeing by 2026/27 demonstrated by:</p> <ul style="list-style-type: none"> • 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 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/686e7890fe1a249e937cbeeb/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) SEP work in school around early Maths amongst disadvantaged pupils	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: 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	3,4,5

Targeted support for schools where disadvantaged pupils are underperforming

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Enhanced support from the ODBST School Effectiveness Partner with identified strategies and training for staff Disadvantaged review by the Director of Education</p>	<p>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.</p>	<p>1, 2, 3, 4, 5</p>

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>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. Monitoring of behaviour, including online behaviours, by ODBST leaders</p>	<p>Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions Teaching and Learning Toolkit EEF</p>	<p>4, 5</p>
<p>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</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>4</p>

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 55% of ODBST disadvantaged pupils achieved 2025 EXS outcomes in RWM combined at the end of Key Stage 2, 10% higher than national EXS outcomes for disadvantaged learners. The data also shows that 51% 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 funding

How our service pupil premium allocation was spent last 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 report

s, 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.