

# Pupil premium strategy statement - St Oswald's Catholic Primary School

This statement details our school's use of pupil premium (and recovery 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	211
Proportion (%) of pupil premium eligible pupils	6.6%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	2024-25 to 2026-27
Date this statement was published	October 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Paul Marley, Headteacher
Pupil premium lead	Paul Marley, Headteacher
Governor lead	Gareth Pritchard

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£23,630
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£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>	£23,630

# Part A: Pupil premium strategy plan

## Statement of intent

Our vision at St Oswald's is to create a vibrant, caring school community in which every child can achieve their learning potential, develop their unique talents and become the very best they can be in preparation for the next stage in their lives.

St Oswald's is a learning community in which all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including maximising progress for those who are already high attainers.

We will consider the various challenges faced by vulnerable pupils and through our broad and challenging curriculum, we will strive to create an environment and culture where all children can flourish, regardless of whether they are disadvantaged or not.

Quality-first teaching is at the root of our approach, with a focus on areas in which disadvantaged pupils require the most support. Carefully planned and sequenced lessons ensure that prior learning is embedded and then built upon. 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.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through additional and/or bespoke intervention for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will 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. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged through an exciting, broad and balanced curriculum
- provide those who work directly alongside pupils with the skills to help them reach their full potential through carefully tailored CPD
- quickly identify pupils who need extra intervention and support

continue our whole school approach in which all staff take responsibility for disadvantaged and SEND pupils' outcomes and set high expectations of what they can achieve

## Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped Speech, Language and Communication skills and vocabulary gaps among many disadvantaged pupils across school.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with reading than their peers. This gap narrows from entry in Reception but remains significant to the end of KS2.
3	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with writing than their peers. This gap narrows from entry in Reception but remains significant to the end of KS2.
4	Internal and external assessments indicate that mathematics attainment among disadvantaged pupils is below that of non-disadvantaged pupils.
5	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for some pupils. These challenges particularly affect disadvantaged pupils, including their attainment.

## 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 Speech, Language and Communication skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 show that the majority of disadvantaged pupils met the expected standard.
Improved writing attainment among disadvantaged pupils.	KS2 writing outcomes in 2024/25 show that the majority of disadvantaged pupils met the expected standard.

Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that the majority of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• an increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>

## 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: £2175

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding conversational activities across the school curriculum which can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase a language screener (Wellcomm) to aid early identification of Speech, Communication and Language needs. Ongoing teacher training and release time will be funded.	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: <a href="#">Oral language interventions   Teaching and Learning Toolkit   EEF</a>	1
Enhancement of our Reading and Writing teaching and curriculum planning in line with EEF guidance.  Purchase the 'Literacy Tree' programme to support the planning and delivery of the teaching of Reading and Writing.	The EEF guidance is based on a range of the best available evidence: <a href="#">Improving Literacy in Key Stage 1   EEF (educationendowmentfoundation.org.uk)</a>  <a href="#">Improving Literacy in Key Stage 2   EEF (educationendowmentfoundation.org.uk)</a>	2 & 3

<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD including the introduction of the 'Mastering Number' Programme.</p>	<p>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:</p> <p><a href="#">Mathematics guidance: key stages 1 and 2</a></p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p><a href="#">Improving Mathematics in Key Stages 2 and 3</a></p>	4
<p>Improve the effectiveness of Teaching Assistant deployment and practice through the implementation of the Maximising the Impact of Teaching Assistants (MITA) programme.</p>	<p>Teaching assistants can provide a large positive impact on learner outcomes, however, how they are deployed is key.</p> <p>The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year.</p> <p><a href="#">Making Best Use of Teaching Assistants   EEF (educationendowmentfoundation.org.uk)</a></p> <p>There is also evidence that working with teaching assistants can lead to improvements in pupils' attitudes, and also to positive effects in terms of teacher morale, workload and reduced stress.</p>	1, 2, 3 & 4

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

Budgeted cost: £18,239

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Use the The Wellcomm screener to identify areas of individual specific need that will generate bespoke intervention programmes to help improve children's language and early literacy skills.</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p><a href="#">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	1
<p>Additional 'Essential Letters and Sounds' phonics sessions targeted at disadvantaged pupils</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds.</p>	2

who require further phonics support on a 1:1 or small group basis.	Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	
Teaching Assistants to be deployed to deliver high quality interventions on a 1:1 or small group basis.  Reading and Maths intervention programmes (Better Reading Support Partners and Success@Arithmetic) will be introduced to support pupils by reinforcing their understanding of basic concepts.  Full training will be sourced and provided for all Support Assistants and one Lead Teacher.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a>  And in small groups: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	2, 3 & 4

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

Budgeted cost: £3216

Activity	Evidence that supports this approach	Challenge number(s) addressed
Parental workshops to support parents and carers to help understand and better manage their children's mental and emotional wellbeing.	Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a>	5
Develop programmes and allow time as required to discuss emotions and feelings to help relieve any anxieties and worries (Rainbows)	SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.	5

	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</a>	
Ensure children are provided with a variety of enriching experiences, linked to Spiritual, Moral, Social & Cultural (SMSC) development and the wider curriculum, with a focus on the promotion of effective collaborative learning.	<p>Disadvantaged children should be as able to access and benefit from these experiences as their peers so residential and after-school clubs that incur a cost will be paid for. EEF toolkit acknowledges that collaborative learning which promotes interaction between learners is a highly effective way of improving outcomes.</p> <p><a href="https://educationendowmentfoundation.org.uk/collaborative-learning-approaches">Collaborative learning approaches   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Residential experiences enable team building and promote confidence and self-esteem.</p>	5
An extensive range of reading resources will continue to be purchased which will be available for all pupils to access (at their level), which will improve overall reading progress and help foster a further love of reading.	<p>There is a growing body of evidence which illustrates the importance of reading for pleasure for both educational purposes as well as personal development. Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment:</p> <p><a href="#">DfE - Research evidence on Reading for Pleasure</a></p>	2

**Total budgeted cost: £**

**23,630**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### KS2 Outcomes 2023-24

Expected Standard	School 2024 Disadvantaged	National 2024 Disadv. Pupils/All Pupils
Reading	100%	62%/74%
Writing	100%	58%/72%
Mathematics	75%	59%/73%
EGPS	75%	59%/72%
Combined R,W,M	75%	45%/61%

Higher Standard	School 2024 Disadvantaged	National 2024 Disadv. Pupils/All Pupils
Reading	25%	18%/29%
Writing	0%	6%/13%
Mathematics	25%	13%/24%
EGPS	25%	20%/32%
Combined R,W,M	0%	3%/8%

Ave Scaled Score	School 2024 Disadvantaged	National 2024 Disadv. Pupils/All Pupils
Reading	105.5	102.8/105.2
EGPS	105.5	102.4/105.3
Mathematics	104.3	101.9/104.6



To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and 'All' pupils at the national level (though these comparisons are to be considered with caution given our relatively small number of disadvantaged pupils).

- All children achieved the Expected Standard in Reading and Writing
- At the Higher Standard, Disadvantaged pupils outperformed Disadvantaged Pupils nationally in Reading, Writing and EGPS. However, disadvantaged pupils were out-performed by All Pupils nationally in all areas with the exception of Maths, where they were in line.
- The Average Scaled Scores for the Disadvantaged pupils were significantly above National Disadvantaged Pupils and in line with National All Pupils in all subjects.
- The performance of our disadvantaged pupils at the end of KS2 met our expectations, as the majority of pupils reached age-related expectations.
- Other 'Intended Outcomes' from our previous Pupil Premium Strategy were also met:
  - Disadvantaged pupils were given access to a wide range of reading texts and genres which in turn, improved their reading fluency and comprehension
  - Attendance was in line with 'All pupils' nationally and there were no disadvantaged pupils who were considered 'Persistent Absentees'.
  - The majority of disadvantaged pupils demonstrated high levels of wellbeing, with many taking part in a variety of enrichment activities.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider
Wellcomm Digital	GL Assessment
Essential Letters & Sounds Systematic Synthetic Phonics Programme	Oxford University Press
The Literacy Tree	The Literacy Tree
Life to the Full	Ten Ten Resources
White Rose Maths/Science	White Rose
Times Table Rockstars	Maths Circle Ltd
Purple Mash	2Simple
Letterjoin	Green & Tempest Ltd