



Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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
School name	St Oswald's Catholic Primary School
Number of pupils in school	209
Proportion (%) of pupil premium eligible pupils	6.7% (14 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2023/2024
Date this statement was published	December 2021
Date on which it will be reviewed	July 2023
Statement authorised by	Paul Marley, Headteacher
Pupil premium lead	Paul Marley, Headteacher
Governor / Trustee lead	Gareth Pritchard, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£20,795
Recovery premium funding allocation this academic year	£2,000
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	£22,795

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	Some disadvantaged pupil's speech and language development has been adversely affected by the pandemic due to reduced exposure to new vocabulary and conversation or experiences outside of the home.
2	Basic and essential skills associated with number, reading and writing are lacking as a result of school closures and a move to remote learning. This has resulted in significant gaps in knowledge amongst disadvantaged pupils leading to them falling below age-related expectations.
3	A number of our disadvantaged pupils are also SEND.
4	Many disadvantaged pupils have access to a narrower breadth of books outside of school compared to their non-disadvantaged peers. This limited exposure to reading results in poorer fluency, comprehension and enjoyment for disadvantaged pupils.
5	Historic attendance data indicates that attendance among disadvantaged pupils has been lower and persistent absence has been higher than for their non-disadvantaged peers.
6	A significant number of our disadvantaged pupils have been identified as having social and emotional issues, some of which have been exacerbated by the pandemic. 40% of disadvantaged pupils currently require additional support with their social and emotional needs.

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.	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.
Basic and essential skills in number, reading and writing are securely embedded following intervention and targeted support.	The majority of pupils will reach at least age-related expectations by the end of each key stage and will have the appropriate knowledge and skills to prepare them for the next phase of their learning.

<p>All pupils with SEND have action plans in place which follow the Plan, Action, Do & Review model.</p> <p>The curriculum is successfully adapted and ambitious to meet their needs and develop skills, knowledge and understanding of all pupils.</p>	<p>A greater number of disadvantaged pupils with SEND reach age related expectations. Progress for all pupils with SEND is rapid and they are able to achieve, accessing the full curriculum with increasing success and independence. Where an individualised timetable is required, pupils achieve very well from their starting points.</p>
<p>Disadvantaged pupils have access to a wide variety of books which will result in full engagement across the curriculum and foster a culture of reading for pleasure that will prepare them for their next academic step.</p>	<p>Disadvantaged pupils read a wide range of texts/genres which improves their reading fluency and comprehension resulting in them achieving at least age-related expectations.</p> <p>Pupils will develop a love of reading and be able to flourish in other curricular areas as a result of their exposure to an increased breadth of knowledge and vocabulary.</p>
<p>To achieve and sustain improved attendance for all pupils, particularly the disadvantaged.</p>	<p>The overall attendance rate for all pupils is above the national average with the number of disadvantaged absences being in line with their non-disadvantaged peers.</p> <p>The percentage of all pupils who are classed as 'persistent absentees' is below the national average with the number of disadvantaged absences being in line with their non-disadvantaged peers.</p>
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing demonstrated by qualitative data from student voice, student and parent surveys and teacher observations and a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</p>

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: **£2,100**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised NFER diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>When used effectively, diagnostic assessments can indicate areas for development with individual pupils or across classes and year groups. Some methods can also help teachers isolate the specific misconceptions pupils might hold.</p> <p>EEF Diagnostic Assessment Tool</p>	1, 2
<p>Purchase 'Essential Letters and Sound' Systematic Synthetic Phonics programme to secure strong phonics teaching for all pupils.</p> <p>All staff will be trained on the delivery of the programme. We will fund teacher release time to visit schools already using the programme.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	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 Teaching for Mastery training).</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>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	2, 3
<p>Improve the quality of social and emotional (SEL) learning.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance,</p>	6

SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.	attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£16,795**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of the The Nuffield Early Language Intervention (NELI) programme for children in Reception which has been found to improve children’s language and early literacy skills.	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: Oral language interventions EEF (educationendowmentfoundation.org.uk)	1
Additional ‘Essential Letters and Sounds’ phonics sessions targeted at disadvantaged pupils who require further phonics support on a 1 to 1 or small group basis.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	2
Engage with the National Tutoring Programme to provide a blend of tuition and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	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: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	2, 3

<p>The DHT and Support Assistants to be deployed to deliver high quality interventions on a 1 to 1 or small group basis.</p> <p>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.</p> <p>Full training will be sourced and provided for all Support Assistants and one Lead Teacher.</p>	<p>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:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1, 2, 3</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£3,900**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Parental curriculum workshops to increase knowledge and home involvement with children's learning.</p>	<p>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.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	<p>2</p>
<p>Embedding principles of good practice set out in the DfE's</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly</p>	<p>5</p>

<p>Improving School Attendance advice.</p>	<p>reduced levels of absence and persistent absence.</p>	
<p>Develop programmes and allow time as required to discuss emotions and feelings to help relieve any anxieties and worries (Rainbows)</p>	<p>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.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</p>	<p>6</p>
<p>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> <p>Team Adventure ‘Survival’ days to develop team-building skills and social interaction.</p>	<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. Residential experiences enable team building and promote confidence and self-esteem.</p>	
<p>An extensive range of reading resources will be purchased that are available for all pupils to access (at their level), which will improve overall reading progress and help foster a further love of reading.</p>	<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>DfE - Research evidence on Reading for Pleasure</p>	<p>2, 4</p>

Total budgeted cost: £22,795

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 2020 to 2021 academic year.

The number of disadvantaged pupils at the end of KS1 (2) and KS2 (1) in 2020/21 was very small therefore a percentage of those reaching the expected standard or above is not statistically significant.

Disadvantaged children continued to make progress despite the pandemic but the amount of progress made would not be as had been hoped back in 2018/19.

COVID-19 and the resulting lockdowns impacted learning and progress in all schools nationwide. The extent of the impact at St Oswald's was mitigated by our resolution to maintain a high quality, broad curriculum, including during periods of partial closure.

In Maths, specific content had been missed leading to gaps in learning and interrupted sequencing. Recall of basic skills suffered, particularly for some disadvantaged pupils – some children were not able to recall addition facts, times tables and had forgotten calculation strategies. Children had not had the same amount of exposure to areas of Maths such as reasoning and problem solving that they would have ordinarily had in school. However, online Maths programmes – Times Table Rockstars and Mathletics – supported children throughout.

In regard to Writing, children lost essential practise of writing skills. Grammar and Punctuation-specific knowledge suffered, leading to a lack of fluency in writing. Those who evidently didn't write much have had to work exceptionally hard on writing stamina and improving their motivation due to the lack of fluency in their ability to write. The quality of presentation and handwriting had also been adversely affected during lockdown.

Children accessed reading during lockdown more than any other subject largely due to the online Oxford Reading Buddy and Oxford Owl programmes that had already been introduced in school. Reading was more accessible for families and required less teacher input. However, when school re-opened, we found children were less fluent in their reading and some lacked reading stamina, resulting in the gap between those children that read widely and those children who didn't becoming wider.

Actions taken to minimise the impact of COVID-19 to learning:

- High quality lessons were uploaded or delivered live via Microsoft Teams for Years 1-6 and on Tapestry for Reception. Live sessions across the curriculum increased from Maths and English initially to other subjects such as RE, Science, Geography, History, Music and Drama. Live virtual lessons were extremely well attended and general participation was extremely high. Key Stage 2 French lessons were provided and uploaded by our MFL specialist teacher.
- Small guided reading group sessions were delivered virtually in Key Stage 1.
- Weekly Zoom class 'catch-up' sessions were arranged to support pupil wellbeing.
- We used the 'EEF Guide to Supporting School Planning' to help formulate our Recovery planning.
- The National Tutoring Programme was introduced for children across Key Stages 1 and 2 whereby class teachers identified targeted children and their areas of need. Class teachers liaised with NTP tutors to discuss an agreed programme of intervention.
- After-school booster sessions were delivered across Key Stage 2.

Attendance in 2020/21 was higher than the national average and persistent absence was below for both disadvantaged and non-disadvantaged pupils. In 2020/21, attendance was marginally higher for disadvantaged pupils than for non-disadvantaged but the trend over the last 4 years has consistently been below. Similarly, persistent absence has historically been higher for disadvantaged pupils. It is for this reason that attendance remains a focus of our current plan.

Behaviour in school continued to be exemplary and children adjusted remarkably well to restrictions and changes within school and to daily routines.

Pupil wellbeing and mental health were negatively impacted last year, including for disadvantaged pupils, primarily due to COVID-19-related issues. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

Externally provided programmes

Programme	Provider
The Write Stuff	Jane Considine
Oxford Reading Buddy	Oxford Reading Press
Poverty Proofing	Children North East
Life to the Full	Ten Ten Resources