



## St Oswald's RC Primary Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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	222
Proportion (%) of pupil premium eligible pupils	33%
Academic year/years that our current pupil premium strategy plan covers	2024/2025 – 2026/2027
Date this statement was published	November 2024
Date on which it will be reviewed	October 2025
Statement authorised by	Dominic Woodhouse (Headteacher)
Pupil premium lead	Dominic Woodhouse
Governor / Trustee lead	Terry Fitzpatrick (Pupil Premium Lead)

### Funding overview:

Detail	Amount
Pupil premium funding allocation this academic year	£93,240
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£99,060

## Part A: Pupil premium strategy plan

### Statement of intent:

At St Oswald's we aim to provide a Catholic Christian education based on the life and teaching of Jesus Christ, in which the values of the Gospel underpin all aspects of school life to provide an environment in which the dignity of each person as a child of God is recognised and developed. Our intention is that all pupils, irrespective of their background or the challenges they face, make at least 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 progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are 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 school. Our intended outcomes detailed below, reflect our intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy also has a sharp focus on wider school plans including strategies that improve overall attendance and personal development support.

Our approach will be responsive to common challenges and individual needs, rooted in robust assessment. The approaches we have used complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise 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 oral language skills and vocabulary gaps among many disadvantaged pupils, particularly in Year 2, 4 and Year 5. Language skills are generally underdeveloped, but this is more prevalent among our disadvantaged pupils.
2	Our disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers. Assessments and observations support this view.
3	Skills and vocabulary taught in the Early Years need to provide firm foundations for the work planned in subject areas.
4	Assessments indicate that attainment at the expected standard is lower (although improved) in reading, writing and maths at the end of Key Stage 2 for disadvantaged children compared to the whole class.
5	<p>Our observations, discussions and surveys with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their progress and attainment.</p> <p>The Mental Health Lead has attended DFE approved training as well as MH First Aid Training. The MH Lead works closely with other agencies including Healthy Minds who have led wellbeing workshops targeted at specific year groups as part of the school's annual programme.</p> <p>The school has a small group of pupils who need support when coming to school in the morning.</p> <p>Two classes in the Autumn Term have received Mental Health support from the Healthy Minds Team (Year 4 Decider Skills and Year 3 We Eat Elephants), with 4 other classes scheduled to receive whole class support during the academic year. 4 pupils have received group support in the form of a Friends Group, with a further 3 pupils referred for further support this academic year. 7 pupils have been referred for Emotional Resilience support, with 3 being discharged, one receiving support and 3 currently on the waiting list.</p>
6	Attendance remains an issue for some of our disadvantaged pupils. A small number of pupils are persistently absent.

## 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
<p>Improved oral language skills and vocabulary among disadvantaged pupils.</p> <p>Clear programmes of intervention are in place including BLAST and Sounds Write for pupils with identified speech and language needs. These are being delivered by highly skilled and trained teaching assistants.</p> <p>Timely referrals to Speech and language to be made.</p>	<p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident through the schools monitoring including engagement in lessons, work sampling and ongoing formative assessment. Monitoring is robust and effective at identifying progress and outlining next steps.</p> <p>Impact summary sheets for disadvantaged pupils with SEN will show at least good progress.</p>
<p>Where poor literacy skills impede pupil progress, every effort is made to support pupils to acquire the knowledge and skills they need to be successful. Sounds-Write is used consistently and effectively across the school.</p> <p>Reading across the curriculum ensures basic skills are constantly revised.</p>	<p>All staff involved in the delivery of Sounds-Write phonics have been trained. Monitoring demonstrates that this approach is applied consistently across key stages. Pupil progress is accelerated due to better access to the wider curriculum. Pupils talk about literacy across the curriculum, recognising associated skills as life skills.</p>
<p>Skills and vocabulary taught in the Early Years will provide firm foundations for the work planned in subject areas.</p>	<p>Pupil's knowledge of key vocabulary is well embedded and they can use, apply, and understand key vocabulary.</p> <p>Teachers will be able to articulate links with other year groups and long term planning documents will show clear links and progression across year groups.</p>
<p>Improved reading and writing attainment among disadvantaged pupils at the end of KS2</p>	<p>KS2 reading and writing outcomes in 2024/25 show that more than 75% of disadvantaged pupils met the expected standard.</p>
<p>Pupils receive or have access to mental health and wellbeing support. Pupils to have positive experiences during unstructured</p>	<ul style="list-style-type: none"><li>• Staff to support children appropriately with behavioural and emotional needs</li><li>• Children to access Healthy Minds where needed</li></ul>

<p>times to the school day – playtimes and lunch break.</p>	<ul style="list-style-type: none"> <li>• All staff to engage in CPD to gain a greater understanding of emotional and behavioural support for disadvantaged and SEND pupils</li> <li>• Mental Health Lead to support pupils where necessary.</li> <li>• Qualitative data from student voice, student and parent surveys and teacher observations</li> </ul>
<p>Develop and sustain improved attendance through resilience and aspiration among our disadvantaged pupils.</p>	<p>Sustained high levels of attendance demonstrated by:</p> <ul style="list-style-type: none"> <li>• The overall absence rate for all pupils being less than 3%, with the attendance gap between disadvantaged pupils and their peers being minimal.</li> <li>• Families to be supported with attendance issues and incentives used to improve attendance</li> <li>• Promoting attendance through ‘special badges’ for 100% attendance</li> <li>• A significant increase in participation in enrichment activities, including breakfast and after school clubs</li> <li>• Persistent absence does not indicate a trend with disadvantaged pupils and is below the national average.</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: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD to support the use of a DfE validated Systematic Synthetic Phonics programme to ensure strong stronger phonics teaching for all pupils. (Sounds Write)</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: (Phonics EEF + 5)</p>	<p>1,2,3</p>
<p>Embedding dialogic activities across the school to improve and develop language skills across the curriculum with a focus on EY and KS1. This can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. The school will fund ongoing teacher training and release time to ensure quality Sounds Write and BLAST intervention in Early Years takes place. Storytime using a high, quality text will be carried out at the end of each day. (Early Years CDP)</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion and ‘Storytime’, are inexpensive to implement with high impacts on reading: (Oral Language Support EEF +6)</p>	<p>1,2,3</p>
<p>Use of Reading Plus to supports pupils to become curious, confident, lifelong readers. Reading Plus accelerates each child's reading achievement through personalised instruction and intervention.  Used in Upper KS2 to improve reading fluency and progress.</p>	<p>Targeted academic support can support pupil progress and can be employed to help boost language development and literacy as well as other subject areas. Reading Plus is matched to individual pupils’ specific needs, while not inhibiting their access to the wider curriculum. Collaborative learning approaches with individualised instruction have a high impact. (EEF +4)</p>	<p>3,4</p>
<p>Improve the quality of mental health and wellbeing support through Relationships and Health</p>	<p>There is extensive evidence associating childhood social and emotional wellbeing with improved outcomes at school and in later life</p>	<p>5,6</p>

<p>Education (RHE)</p> <p>Deliver Ten:Ten Plus scheme into routine educational practices and support staff through training.</p> <p>Work with external agencies to support pupils with more complex MH issues.</p>	<p>(e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>(Social and Emotional Learning EEF + 4)</p>	
<p>Additional teachers to access: NPQEYL (Early Years Leadership), NPQSL (Leadership), NPQLL (Literacy) and NPQSENDCO</p>	<p>A comprehensive package of professional development that is based on practitioners' current early years pedagogy, as well as the skills and knowledge to enhance the quality of adult-child interactions through sustained shared thinking.</p>	1,2
<p>Extending school time by 10 minutes each day has increased learning time during the school day. This has enabled the school to extend core teaching and learning time in school as well as the use of targeted support (including additional small group or one to one support).</p>	<p>The average impact of approaches involving extending school time is about an additional three months' progress over the course of a year.</p> <p>(Extending school time EEF + 3)</p>	1,2,3,4
<p>Music Lead to teach music across the school to ensure pupils are taught effectively which in turn will increase academic achievement as well as more positive attitudes to learning and increased well-being of disadvantaged pupils.</p>	<p>Arts participation is defined as involvement in artistic and creative activities, such as dance, drama, music, painting, or sculpture. Participation can lead to increased attainment in other areas of the curriculum particularly literacy and mathematics.</p> <p>(Arts Participation EEF + 3)</p>	1,2

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

Budgeted cost: £50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional 'Sounds Write' phonics sessions including disadvantaged pupils who require further phonics support. This will be delivered outside of</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have</p>	1,2

and in addition to whole class phonics sessions	been shown to be more effective when delivered as regular sessions over a period up to 12 weeks. (Phonics EEF + 5)	
Provide small group tuition for pupils whose progress is slower than expected, particularly in year 6. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers. (Focus Year groups include Y5 and Y6)	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, in small groups: (Small group tuition EEF +4)	1,2,3,4
Teaching Assistants deployed to create capacity to teach appropriate high-quality interventions, either as small groups or leading 1:1 personalised timetables.	EEF research – targeted intervention ensures all children make progress and gain the appropriate knowledge, skills and understanding to be ready for their next stage in learning	1,2,3
Purchase of Reading Plus to supports pupils to become curious, confident, lifelong readers. Reading Plus accelerates each child's reading achievement through personalised instruction and intervention.  Used in Upper KS2 to improve reading fluency and progress.	Targeted academic support can support pupil progress and can be employed to help boost language development and literacy as well as other subject areas. Reading Plus is matched to individual pupils' specific needs, while not inhibiting their access to the wider curriculum.  Collaborative learning approaches with individualised instruction have a high impact. (EEF +4)	3,4

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

Budgeted cost: £24,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance of disadvantaged children at Breakfast Club To support and encourage disadvantaged pupils to attend 'Breakfast Club' – this will support attendance. Identify	Based on evidence from previous year, not only does attending Breakfast Club improve attendance of disadvantaged /vulnerable pupils it also helps them to settle so they are ready to learn.	5,6



priority children, subsidise breakfast club for targeted families. The school aims to have a 97% attendance rate. (EEF +2)		
<p>Healthy Minds intervention to support pupils with their social and emotional state therefore supporting them to achieve academically.</p> <p>Purchase of 'My Happy Mind' scheme to support all pupils with strategies to deal with their emotions and anxieties.</p>	EEF research - 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.	5,6
Parental curriculum workshops to increase knowledge and parental involvement in pupil's learning including SEN, Mental health phonics and Early Years cafes.	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.	5,6
Wider curriculum experiences including visits, visitors and after school provision which supports the personal development of disadvantaged pupils.	Pupil's often have limited experience of the wider world. Real-life experiences deepens pupil understanding and provides them with the knowledge and skills needed to understand particular concepts/subjects	1,2,5
Contingency fund for future needs	The school has identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

**Total budgeted cost: £99,060**

## **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 2023 to 2024 academic year.

#### **Teaching Priorities 2023/2024:**

All staff received relevant CPD to support teaching and learning in the classroom. Year 1 – 89% (2024) and 93% (2023) of children met the expected standard in phonics at the end of Year 1. 70% of children entitled to Pupil Premium met the expected standard at the end of Year 1.

Year 2 – 77% of children met the expected standard in reading at the end of Year 2. 40% of children entitled to Pupil Premium met the expected standard for reading at the end of Year 2.

Year 6 – 83% of children met the expected standard in reading at the end of Year 6. 78% of children entitled to Pupil Premium met the expected standard for reading at the end of Year 6.

Language skills have developed across the curriculum. This has supported pupils to articulate key ideas, consolidate understanding and extend vocabulary. Early years teachers are currently accessing the NPQEYL to support their early years expertise. Sounds Write and BLAST intervention continues to support disadvantaged pupils. The BLAST programme is used to help pupils requiring intervention in order to improve these outcomes. 76% of pupils achieved a Good Level of Development.

The school's Mental Health Lead works closely with the Healthy Minds Team to ensure that the personal development of pupils in school remains a priority. One: one, group and whole class sessions took place. Two members of staff have also attended Mental Health First Aid training this year.

#### **Targeted Academic Support 2023/2024:**

Targeted, daily phonics support is well embedded and phonics screening results and phonics assessments reflect good progress being made. Teaching assistants continue to deliver high quality intervention and support ensuring all pupils are ready for the next stage in their learning.

Engaging with the National Tutoring Programme provided small group tuition for pupils who were making less than expected progress. A significant proportion of the pupils who received tutoring in Year 5 and Year 6 were disadvantaged, including those who are high attainers. Reading Plus has helped to improve reading pace and fluency; reading results at the end of Key Stage 2 reflects this.

**Wider Strategies 2023/2024:**

Targeted disadvantaged pupils attended 'Breakfast Club' last year. This has helped improve attendance of vulnerable pupils and prepared them for the start of school. The school aims to have a 97% attendance rate. Attendance Team work closely together to improve attendance, liaising with families and tracking progress.

The school has a Senior Mental Health Lead who supports Mental Health provision in school. The Mental Health lead also works closely with families and external agencies to support pupil's in school.

Communicating with & supporting parents - Regular parental engagement allows leaders to involve parents in the learning process: parents cafe, covering the taught curriculum, SEN, reading, English and numeracy strategies.

**Externally provided programmes**

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

<b>Programme</b>	<b>Provider</b>
Sounds Write Phonics	Sounds Write
Reading Plus	Reading Solutions
My Happy Mind	My Happy Mind

**Service pupil premium funding (optional)**

<b>Measure</b>	<b>Details</b>
How did you spend your service pupil premium allocation last academic year?	Pupil was supported with SEL intervention. Access to Healthy Minds sessions. Pupil also engaged in external visits and visitors to school
What was the impact of that spending on service pupil premium eligible pupils?	Pupil is able to focus on his work and develop relationships with his peers.