

Pupil premium strategy statement St Oswald's CE Primary School

This statement details our school's use of pupil premium (and recovery premium) for the 2023 to 2024 academic year funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy used the Tired approach, recommended by the Education Endowment Foundation (EEF), 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	225
Proportion (%) of pupil premium eligible pupils	37.38%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023 - 2025
Date this statement was published	29/11/2024
Date on which it will be reviewed	October 2025
Statement authorised by	E Murtagh
Pupil premium lead	E Murtagh
Governor / Trustee lead	S Varga

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£115,280
Recovery premium funding allocation this academic year	£11,709
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£10,544
Total budget for this academic year	£137,533

Part A: Pupil premium strategy plan

Statement of intent

- To provide additional early reading support for disadvantaged pupils.
- To provide Speech and Language screening and intervention in EYFS.
- To ensure those pupils who are disadvantaged in EYFS achieve a good level of development.
- To continue to diminish the difference between disadvantaged pupils in phonics, Reading, Writing and Maths at KS1 and those who are not.
- For disadvantaged pupils to make at least expected progress and better in order to achieve age related expectations in English and Maths at the end of KS2.
- To ensure there are no financial barriers for disadvantaged pupils to be included in any part of school life and they have equal educational experiences as those pupils who are not disadvantaged.
- To ensure disadvantaged pupils have good attendance and punctuality at school.
- To support those who are disadvantaged and vulnerable through other social issues the best possible way in order to achieve. E.g. free breakfast in breakfast club, school uniform, PE kits etc.
- To ensure the more able disadvantaged pupils are challenged.
- The purchase of technology and other resources to support high quality teaching and learning.
- Targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEND
- Teaching assistant deployment and interventions Supporting pupils' social, emotional and behavioural needs.
- To support the recruitment and retention of staff by providing cover for staff to complete NPQs.
- To facilitate coaching for staff to improve the quality of their teaching.

Challenges

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

Challenge number	Detail of challenge
1	On entry to school in Early Years, pupils who are eligible for PP, are significantly below in communication and language than would be expected at this stage. This slows their progress in all other areas as language skills are limited.
2	On entry to school in Early Years pupils who are eligible for PP have significantly poorer social skills and struggle to work well with others. We feel there has been a notable difference since lockdown and these cohorts of children have suffered because of this.
3	Pupils eligible for PP have disproportionately lower attendance and punctuality at school than their peers.
4	A higher proportion of pupils eligible for PP have greater involvement with social care and early help, this adversely affects their mental health and well-being and often need further emotional support so that they are able to learn.

5	Most disadvantaged pupils in the school also have additional needs that need identifying, assessing and acting on professional advice to ensure we can provide the best possible provision for them.
6	Some eligible pupils are also on the Vulnerable Children's Register due to social factors, which can create difficulties for them to learn effectively. e.g. Lack of sleep, hunger, lack of stability at home, Domestic Violence, Drug or Alcohol abuse, Mental Health or other health problems which affect parenting, issues within the family, limited parenting skills and ability to support children effectively in their learning, crime and antisocial behaviour within the family, pupils at risk of financial exclusion due to family circumstances.
7	There are other social factors which have caused further home issues such as loss of work, the increased cost of living or additional stress in the home environment affecting the mental health and well-being of children and their families.
8	Parental engagement and support from home is disproportionate for eligible pupils and results in further disadvantage in the quality of support pupils receive at home with their learning.
9	There are low levels of literacy within the community which adversely affects family's abilities to support the most disadvantaged pupils.
10	Poor vocabulary and language development in the community, particularly for the most disadvantaged.
11	High levels of mobility for those pupils who are eligible compared to those who are not – lack of consistency.
12	The number of pupils with SEND in the school is now higher than those who are disadvantaged. There are an increasing number of pupils who require additional support or 1:1 support.
13	There is a disproportionate number of pupils with additional needs in some classes.
14	There is a huge demand on staff time and resources due to the level of need in each class.

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
To improve writing across the school, particularly those who are disadvantaged.	Pupils meet their writing targets and the gap between the attainment of those who are disadvantaged and those who are not is closing.
To improve maths attainment for those pupils who are disadvantaged.	Pupils meet their maths targets and the gap between the attainment of those who are disadvantaged and those who are not is closing.
To ensure the achievement gap between those pupils eligible for PP and those who are not, is closing in all core areas from foundation stage to the end of KS2.	Those who are eligible for PP make further progress and achieve in line with their peers. The gap between the attainment of those who are disadvantaged and those who are not is closing.
Improve attendance overall so that the school average is at least 96% and reduce the number of persistent absences.	Those who are eligible for PP attend school as often as their peers.
Pupils develop resilience and independence in their learning.	Eligible pupils are supported emotionally and can access learning.

Pupils with SEND are identified early and are assessed for level of need in a timely manner.	Outside agencies are procured and pupils needs are identified and met.
Pupils with SEND and require further support are adequately supported.	Funds are used to secure 1:1 teaching assistants or group assistants.
Staff are trained to adapt their teaching to support pupils need.	Staff are well equipped to adapt their teaching to meet pupils needs.
The number of pupils achieving a good level of development in EYFS improves.	Eligible pupils are supported emotionally and socially and make rapid gains of progress
Pupils are supported emotionally and provided with the knowledge and resources to build resilience and manage their emotions.	Pupils are well equipped to manage their emotions and self-regulate.

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

Budgeted cost: £82,198.10

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional Maths Teacher in Year 5.	<p>The achievement of PP pupils in Maths at KS2 was significantly less than their peers (47% compared to 63% of non-PP pupils)</p> <p>When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups:</p> <p>Diagnostic assessment EEF</p> <p>Maths is an essential key skill and core subject which all pupils need for life. Internal assessment data has shown that the number of eligible pupils who met age related expectations in maths was significantly lower than those who are not. (38% compared to 75%)</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>Mathematics guidance: key stages 1 and 2</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>	5, 6, 7, 8, 11, 12, 13 & 14

<p>Additional teacher for English and Maths in Year 6.</p>	<p>The achievement of PP pupils in Reading, Writing and Maths was significantly less than their peers at KS2 (Reading - 60% compared to 57% of non-PP pupils) (Writing - 60% compared to 83% of non-PP pupils) (Maths - 47% compared to 63% of non-PP pupils) When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups:</p> <p>Diagnostic assessment EEF</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: Mathematics guidance: key stages 1 and 2</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> <p>Reading, Writing and Maths are essential key skills and core subjects which all pupils need for life. Schools are required to ensure all gaps in learning are addressed and the achievement gap between those pupils who are disadvantaged pupils and those who are not is addressed. Research shows that vocabulary represents one on the most important key silks</p> <p>https://ffteducationdatalab.org.uk/2024/09/the-disadvantage-gap-at-key-stage-2-in-2024/ The disadvantage gap at Key Stage 2 in 2024 By Katie Beynon 3rd September 2024 Pupil demographics, School accountability</p> <p>The research showed that the definition of “disadvantaged” has subtly changed this year. In the past, this has been defined as being eligible for free school meals at any point in the last 6 years. We (and others) often use “FSM6” as shorthand for this longer definition. Due to the transitional protections brought about by the rollout of Universal Credit, all pupils eligible for free school meals since 1st April 2018 are now in the disadvantaged group as they have remained eligible since then. In other words, the FSM6 group is now really the FSM7 group.</p>	<p>5, 6, 7, 8, 9, 10, 11, 12, 13 & 14</p>
<p>To improve writing across the school.</p>	<p>Writing is a key skill and core subjects which all pupils need for life.</p>	<p>5, 6, 7, 8, 9, 10, 11, 12, 13 & 14</p>

	<p>Schools are required to ensure all gaps in learning are addressed and the achievement gap between those pupils who are disadvantaged pupils and those who are not is addressed.</p> <p>https://explore-education-statistics.service.gov.uk/find-statistics/key-stage-2-attainment-national-headlines</p> <p>The national headlines for 2023/24 show that those pupils who are disadvantaged perform lower than those who are not. 60% of disadvantaged pupils gained the expected standard in writing compared to compared to 79% of those who are not.</p> <p>Our school data also showed this to be the case. At the end of KS2 60% of disadvantaged pupils gained the expected standard in writing compared to compared to 83% of those who are not.</p> <p>This is a similar picture across each cohort.</p>	
SENCO 0.5 FTE	<p>The EEF guide to pupil premium spending: Targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEND</p> <p>Over 70% of pupils eligible for PP also have additional needs – which is now 48% of the school’s population.</p>	1, 2, 4, 5, 12, 13, 14 & 15
Nursery teacher to attend the Early Years SEND training.	<p>The EEF guide to pupil premium spending: Targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEND</p>	1, 2, 4, 5, 12, 13, 14 & 15
Member of SLT to attend	<p>The EEF guide to pupil premium spending: Targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEND</p>	1, 2, 4, 5, 12, 13, 14 & 15

Targeted academic support

Budgeted cost: £52,256

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional TA support to deliver Maths Mastery	<p>When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups:</p> <p>Diagnostic assessment EEF</p> <p>Maths is an essential key skill and core subject which all pupils need for life, internal assessment data has shown that disadvantaged pupils achieve lower in maths than their peers.</p>	5, 6, 7, 8, 11, 12, 13 & 14
Additional TA time to support pupils 1:1 in phonics in Years R – 2	<p>Betty Hart and Todd Risley coined the phrase the ‘30 million word gap’. Over a period of two and a</p>	1, 2, 3, 9 & 10

	<p>half years, they recorded the language in the homes of three-year-old children. They found that a child in a family on benefit heard 30 million words less than a child in a professional family.</p> <p>The recordings also showed that children in poorer families spoke around four times fewer new words per day. A more recent study found that as well as the words a child says, there are dramatic differences in the number of words children in different social economic groups understand. This difference is there by the time children are 18 months old.</p> <p>This is worrying given the fact that children need good language skills to be able to learn to read, to do well in school, to make friends and manage their behaviour. Children's language at age five is the single most important factor in predicting literacy at age 11 – more important than behaviour, peer relationships, emotional well-being, positive interaction and attention.</p>	
<p>Additional adult support in EYFS to provide 1:1 support.</p>	<p>See previous research 9,965 pupils completed at least 20 more sessions of tutoring after the first tutor check. Most of these pupils made 9 words or more improvement in their WCPM after 20 sessions of tutoring - 3x the expected rate of improvement. (FFT)</p> <p>Younger children, those eligible for the pupil premium and schools with higher levels of deprivation, in urban areas and in the North or the Midlands all showed greater declines. Indeed, the Midlands accounted for almost all declines in older age groups in 2020 tests.</p> <p>Pupils eligible for free school meals showed greater levels of learning loss than their peers from more financially advantaged backgrounds. Average learning loss in reading for primary school-aged pupils eligible</p>	<p>3, 4, 8, 9 & 10</p>

	<p>for free school meals in March 2021 was 2.7 months.</p> <p>(National Literacy Trust)</p>	
<p>TA to carry out speech and language programmes in Foundation Stage.</p> <p>Read, Write Inc Development Days for subject leader to ensure all interventions are effective and all resources are being used effectively to ensure disadvantaged pupils make the best possible progress to achieve in phonics and develop early reading</p>	<p>Betty Hart and Todd Risley coined the phrase the '30 million word gap'. They found that a child in a family on benefit heard 30 million words less than a child in a professional family.</p> <p>The recordings also showed that children in poorer families spoke around four times fewer new words per day. A more recent study found that as well as the words a child says, there are dramatic differences in the number of words children in different social economic groups understand. This difference is there by the time children are 18 months old.</p> <p>This is worrying given the fact that children need good language skills to be able to learn to read, to do well in school, to make friends and manage their behaviour. Children's language at age five is the single most important factor in predicting literacy at age 11 – more important than behaviour, peer relationships, emotional well-being, positive interaction and attention.</p> <p>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:</p> <p>Phonics Teaching and Learning Toolkit EEF</p>	<p>1,2, 3, 9 & 10</p> <p>1, 2, 5, 8, 9 & 10</p>
<p>To maintain purchase of Lexia reading intervention programme.</p>	<p>When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups:</p> <p>Diagnostic assessment EEF</p> <p>All internal data has shown that disadvantaged pupils make the least progress and are less likely to achieve age related expectations in reading.</p>	<p>1, 8, 9, 10 11 -14</p>

To purchase the 'Fresh Start' programme for struggling readers in KS2	<p>When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups:</p> <p>Diagnostic assessment EEF</p> <p>All internal data has shown that disadvantaged pupils make the least progress and are less likely to achieve age related expectations in reading.</p>	1, 8, 9, 10 11 -14
Additional TA time to deliver the Fresh start programme in KS2.	<p>Research above.</p> <p>All internal data has shown that disadvantaged pupils make the least progress and are less likely to achieve age related expectations in reading.</p>	1, 8, 9, 10 11 -14
Purchase of Place Value of punctuation and Grammar to develop the writing skills and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills and writing ability.	<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>Oral language interventions Teaching and Learning Toolkit EEF</p>	5, 9, 10, 11 - 14

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

Budgeted cost: £25,882

Activity	Evidence that supports this approach	Challenge number(s) addressed
Parent Support Advisor (PSA) to improve attendance and punctuality of disadvantaged pupils. PSA also carries out counselling sessions and supports those families who need Early Help.	<p>Aside from the impact on attainment, which this report focuses on, teachers have frequently reported concerns around the effect on pupil wellbeing. There is also emerging evidence that suggests the pandemic has negatively impacted children's mental health. (EEF)</p> <p>There are large numbers of pupils known to social care and family's subject to Early Help, this requires a dedicated post.</p>	3, 4, 6, 7, 8 & 11
Improve the quality of social and emotional (SEL) learning. One member of staff to complete NPQ in teaching and learning and introduce the 'Happy Minds' programme.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):	6 & 7

	<u>Improving Social and Emotional Learning in Primary Schools EEF</u>	
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Total budgeted cost: £160,336

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outcomes July 2024

EYFS (30 pupils)

14 PP pupils, 52% of class in total. 5 pupils with SEND 8 Pupils summer born

36% of disadvantaged pupils achieved a good level of development.

75% achieved age expected in communication and language.

67% achieved age expected in reading.

67% achieved age expected in writing.

87% achieved age expected in Number

Key Stage 1

Year 1 - 28 pupils

19 PP pupils, 63% of class in total. 12 of those pupils with SEND = 40%

47% passed the phonics check in Year 1

47% achieved expected + in Reading

37 achieved expected in Writing

42% achieved expected + in Spelling, Punctuation and Grammar,

73% achieved expected + in Maths

Year 2 - 30 pupils

12 PP pupils, 40% of class in total. 7 of those pupils with SEND = 23% of class in total.

6 pupils re took the phonics test – 83% were pupil premium (5/6)

4/5 passed = 80%

% passed the phonics check in Year 2.

50% achieved expected + in Reading. 25% achieved greater depth.

33% achieved expected in Writing

50% achieved expected + and 17% at greater depth in Spelling, Punctuation and Grammar.

67% achieved expected and 8% at greater depth in Maths.

Key Stage 2

Year 3 - 27 pupils

9 PP pupils of those pupils there are 4 with SEND % of class in total.

33% achieved expected in Reading. 22% at greater depth.

22% achieved expected in Writing

56% achieved expected in Spelling, Punctuation and Grammar,

44% achieved expected in Maths 11% at greater depth.

Year 4 – 29 pupils

13 PP pupils of those pupils there are 6 with SEND = 48% of class in total.

46% achieved expected in Reading.

25% achieved expected in Writing

62% achieved expected + and 15% at greater depth in Spelling, Punctuation and Grammar,

38% achieved expected.

Year 5 – 30 pupils

15 PP pupils, 6 with SEND = 44% of class in total.

67% achieved expected and 27% at greater depth in in Reading.

53% achieved expected in Writing

67% achieved expected and 40% at greater depth in Spelling, Punctuation and Grammar,

67% achieved expected in Maths and 20% at greater depth.

Year 6 – 28 Pupils

15 PP pupils, 9 with SEN = 42% of class in total.

60% achieved expected + in Reading.

60% achieved expected in Writing

67% achieved expected + and 27% at greater depth in Spelling, Punctuation and Grammar, 47% achieved expected in Maths

KS2 data 2023/24

In 2024, 31% of pupils at the end of key stage 2 were considered disadvantaged nationally, compared to 54% of the school. In reading, writing and maths (combined), 45% of disadvantaged pupils met the expected standard in 2024 compared to 67% of other pupils, both increasing by 1 percentage point since 2023, keeping the gap at 22 percentage points.

Of the 15 pupils that were disadvantaged, 9 of those had SEND/additional needs = 60%.

School Data %	National Data %	Reading		Writing		SPaG	Maths	
All pupils - 28		61%	74%	70%	72%	71%	72%	61% 73%
Disadvantaged -15 = 54%		60%	64%	60%	60%	67%		47% 61%
Non- disadvantaged – 13 - 46%		57%	80%	83%	79%	77%		63% 81%
Disadvantaged Combined		47%		45%				

The largest gaps in attainment was in Maths, which will be a focus for this year's cohort.

Externally provided programmes

Programme	Provider
Lexia	Lexia learning
Read, Write Inc Phonics	Read, Write Inc
Maths Mastery	Ark Curriculum Plus