

# 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 Primary School
Number of pupils in school	586
Proportion (%) of pupil premium eligible pupils	38.4%
Academic year/years that our current pupil premium strategy plan covers	2021-2022 2022-2023 2023-2024
Date this statement was published	October 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Mary Walsh
Pupil premium lead	Donna Hay Kathryn Swift
Governor / Trustee lead	Anthony Hegarty

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£275,725
Recovery premium funding allocation this academic year	£29,725
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
<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	£305,450

## Part A: Pupil premium strategy plan

### Statement of intent

Pupils at St Oswald's Primary School will achieve educational success, via high expectations that permeate through all that we do. They will make accelerated progress based on their starting points, across the curriculum, through quality first teaching. We aim for disadvantaged pupils to access targeted, in class support and high-quality interventions that are planned and lead by teachers, in collaboration with highly skilled Teaching Assistants.

At St Oswald's, as part of our catholic ethos and extended via Pupil Premium provisions, we aim to provide pastoral support for both pupils and parents, identified by the school as those who are vulnerable. We will aim to increase attendance for those disadvantaged pupils and will work with our Family Liaison Officers to ensure that children and their families are being supported as appropriate. Our aim is to ensure that we decrease the gap between our disadvantaged pupils and their non-disadvantaged peers by providing them with support to enable them to experience the full learning experience that St Oswald's has to offer, alongside the additional, targeted interventions put in place.

We will aim to offer a wide range of extracurricular activities both in and out of school to broaden the ambitions of our disadvantaged children and their families. We aim to work in conjunction with our parents to raise the expectations for our children. In doing this, we aim to have a positive impact upon children's academic ability and their mental health and well-being. We identify the significant role that cultural capital has on the life chances for our children. We ensure a broad selection of trips and visits around our local city as well as extensive bought in, extra-curricular services that give our disadvantaged children the opportunity to experience a wealth of activities that would otherwise be unavailable to them.

All of this enrichment alongside all the factors mentioned above is to ensure our children leave St Oswald's with the skills, resilience and self-worth that they need to succeed in life. We want our children to aspire for greatness and achieve at least in line with their peers locally and nationally.

## Challenges

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

Challenge number	Detail of challenge
1	An increasing academic gap between those entitled to PP and their non-PP peers which has been heightened by COVID
2	Communication and language skills low upon entry to school.
3	Attendance of children. PA Increasing in number
4	Emotional health and wellbeing (PSED) enhanced challenge due to the COVID pandemic
5	Deprivation in local area means that PP children in school often lack wider experiences and can struggle to engage in the curriculum – low cultural capital.
6	Parental involvement in their child's education

## 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>To raise attainment of Key Stage 1 and 2 PP children and close the gap between their non PP peers.</p> <p>Pupils' progress and attainment to be at least in line with national data</p>	<p>By end of Key Stages 1 and 2, PP children to achieve at least in line with non-PP peers locally and nationally.</p> <p>Focussed, targeted interventions evaluated as having added value and evidence of progression.</p> <p>High expectations of achievement made clear to children and parents.</p>
<p>Phonics and early reading skills to progress rapidly on entry and pupil progress and attainment to be at least in line with national data.</p>	<p>By the end of Year 1, children to perform at least in line with non-PP peers locally and nationally during the Phonics Screening Check.</p>

	<p>To implement a new phonics scheme that will improve outcomes in phonics and narrow the attainment gap between PP and non PP children.</p> <p>Parents engaged to support their children and increase their confidence in basic skills for early reading.</p>
<p>Early Learning Goals in EYFS to progress rapidly on entry and pupil progress and attainment to be at least in line with national data.</p>	<p>By the end of Reception, children to perform in line with non-PP peers locally and nationally throughout the Early Learning Goals</p> <p>EYFS curriculum targets for communication and language supported by 'Language box' in Nursery and 'NELI' in Reception</p> <p>Implementation of new phonics scheme that shows improved attainment by the end of Reception.</p>
<p>Attendance figures for PP children to be at least in line with national data</p> <p>A whole school approach to attendance, with specific strategies targeting PP.</p>	<p>Absence of PP children reduced from 7.8% in 2020-2021, to better than national 6.1%</p> <p>Persistent absenteeism of PP children 22.9% to be reduced to below national data 19.1%</p>
<p>To provide enhanced learning opportunities in non-curriculum based areas to achieve a higher level of 'cultural capital' enrichment.</p>	<p>Children to have participated in a range of activities, supplementary to the curriculum. This includes extra-curricular clubs as well as year long curriculum enrichment to provide a stimulus for learning.</p> <p>Enhanced learning opportunities promoted and accessed.</p> <p>PP children given first offer of extra-curricular clubs.</p>
<p>To ensure we support the basic needs of our PP families including, but not exclusive to, food and clothing.</p>	<p>Continued uptake of Fair Share provisions for the families identified most at need.</p> <p>Uniform grants to be offered to families on successful new applications for PP.</p> <p>Uniform grants to be given when the family is identified as being particularly in need of uniform. Grants to be given via a school approved uniform shop.</p>

	<p>Breakfast club places offered to families for both financial and family support. Targeted places given to children who are PA or whom have poor punctuality and parents need support or incentives to get their children to school and to school on time.</p> <p>Extra-curricular clubs offered on a half termly basis where PP children are given priority for spaces.</p> <p>Financial support for school related expenditures such as bus passes to get to school, Breakfast Club, uniforms, utility bill payment e.g. phone and internet.</p> <p>Technological support to access online learning should the need arise, including laptops, WIFI dongles and chrome books.</p> <p>Subsidised activities should a fee be payable i.e. Science after school club, trips and visits once COVID safe.</p>
<p>To support the emotional wellbeing of our identified PP children in need of additional strategies, as a result of the COVID pandemic as well as underlying causes.</p>	<p>Targeted support via intervention for identified children.</p> <p>Programmes to include:</p> <ul style="list-style-type: none"> <li>• DESTY</li> <li>• EQE – play therapy</li> <li>• LEGO therapy</li> <li>• Socially Speaking</li> <li>• Emotional Literacy</li> <li>• Talk About Me</li> <li>• Oakleaf – bereavement counselling</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: £ **[insert amount]**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality first teaching for all pupils</p>	<p>EEF tiered approach stated that quality first teaching is a top priority and will have the biggest impact.</p> <p>“Recognising the importance of teacher quality exemplifies a growing consensus that promoting effective professional development plays a crucial role in improving classroom practice and pupil outcomes” (EEF 2021)</p> <p>“quality of teaching is central to the quality of schools” (Sutton Trust 2021)</p>	<p>1, 2, 4, 5</p>
<p>CPD for all staff members to refresh/retrain in order to deliver interventions and quality first teaching via:</p> <ul style="list-style-type: none"> <li>• MITA. MIPTA.</li> <li>• Back on track in writing.</li> <li>• Making sense of number.</li> <li>• Maths Mastery Cycle 2</li> <li>• New phonics scheme</li> <li>• Opening Worlds pedagogy – the 10 pillars of teaching</li> </ul>	<p><b>(EEF +4-6)</b></p> <p>EEF research focuses on teaching assistants who provide one to one or small group targeted interventions shows a strong positive benefit of between four and six additional months on average. Our interventions are based on a clearly specified approach which teaching assistants have been trained to deliver. Careful deployment of TA’s (and their skills), leads to increases in attainment.</p> <p>Research shows that quality first teaching requires up to date CPD . according to the Sutton Trust, International studies have shown that the quality of teaching is central to the quality of schools. “So it is particularly important that primary schools are able to ensure that the best teachers are in the schools serving the poorest communities”. CPD is vital to ensuring we have the best teachers.</p>	<p>1, 2</p>

<p>Enhanced subject leadership and curriculum leadership, to improve quality first teaching.</p>	<p>EEF tiered approach stated that quality first teaching is a top priority and will have the biggest impact.</p> <p>“Recognising the importance of teacher quality exemplifies a growing consensus that promoting effective professional development plays a crucial role in improving classroom practice and pupil outcomes” (EEF 2021)</p>	<p>1, 2</p>
<p>The implementation of a new phonics scheme and whole school training to support and embed this.</p>	<p><b>(EEF +5)</b></p> <p>In school research based on data analysis and observations show the need for a new phonics scheme. According to the EEF, the average impact of the adoption of phonics approaches is about an additional five months’ progress over the course of a year.</p> <p>“Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months’ progress. Research suggests that phonics is particularly beneficial for younger learners (4–7 year olds) as they begin to read.” (EEF 2021)</p> <p>“It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning.” (EEF 2021)</p>	<p>1, 2</p>

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Catch up curriculum structured interventions</p>	<p><b>(EEF +4-6)</b></p> <p>EEF research focuses on teaching assistants who provide one to one or small group targeted interventions shows a “strong positive benefit of between four and six additional months on average.” Our interventions are based on a clearly specified approach which teaching assistants have been trained to deliver. Careful deployment of TA’s (and their skills), leads to increases in attainment.</p> <p>EEF Teacher led – “The average impact of the small group tuition is four additional months’ progress, on average, over the course of a year.”</p> <p>Evidence shows that small group tuition is effective and the smaller the group the better.</p> <p>School based evidence - Engagement with the intervention is more closely matched to the learners’ needs as initial assessments/baselines are undertaken and the teacher led intervention is then based on these specific areas of need.</p>	<p>1</p>
<p>NELI - The Nuffield Early Language Intervention (NELI) is a programme for children in Reception (4-5 years) which has been found to improve children’s language and early literacy skills. The programme involves a trained teaching assistant providing short small-group and individual teaching</p>	<p><b>(EEF +4-6)</b></p> <p>EEF research focuses on teaching assistants who provide one to one or small group targeted interventions shows a “strong positive benefit of between four and six additional months on average”. Our interventions are based on a clearly specified approach which teaching assistants have been trained to deliver. Careful deployment of TA’s (and their skills), leads to increases in attainment.</p>	<p>1, 2</p>



sessions to around 3-6 pupils for 20-weeks	“Robust evaluations found NELI children made on average 3 months of additional progress in language”. (NELI 2021)	
Third Space Learning – 1:1 online tutoring in Maths. Years 5 and 6.	<p><b>(EEF +4-6)</b></p> <p>The EEF states that studies in England have shown that pupils eligible for free school meals typically receive additional benefits from one to one tuition. Low attaining pupils are particularly likely to benefit.</p> <p>“One to one tuition approaches can enable pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher or tutor to focus exclusively on the needs of the learner and provide teaching that is closely matched to each pupil’s understanding. One to one tuition offers greater levels of interaction and feedback compared to whole class teaching which can support pupils spend more time on new or unfamiliar, overcome barriers to learning and increase their progress through the curriculum.” (EEF 2021)</p>	1

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

Budgeted cost: £ **[insert amount]**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of Family Liaison Officer to improve attendance, parental engagement and Social and Emotional Learning.	<p><b>(EEF +4)</b></p> <p>School based evidence – prior to and even more so during COVID, we have seen an increase in the number of families needing support. Our FLO provides a range of family and individual based interventions that focus on social and emotional aspects of</p>	3, 4, 6

	<p>learning as well as support for parents with improving attendance.</p> <p>EEF – “Parental engagement has a positive impact on average of 4 months’ additional progress.”</p> <p>EEF – “Interventions which target social and emotional learning seek to improve pupils’ interaction with others (peers, teachers, family or community) and self-management of emotions, rather than focus directly on the academic or cognitive elements of learning.” Social and emotional learning approaches have a positive impact, on average, of 4 months’ additional progress in academic outcomes over the course of an academic year</p> <p>“Disadvantaged pupils may be more likely to be affected by higher school absence rates and lower attainment, on average, when compared to their more advantaged peers. This means disadvantaged pupils may be more likely to progress through school with gaps in their understanding, which will affect how quickly and easily they can acquire and connect new learning.” DFE 2015.</p>	
<p>Enhanced learning opportunities in non-curriculum based areas to achieve a higher level of ‘cultural capital’ enrichment.</p> <ul style="list-style-type: none"> <li>• Bought in sports/dance services</li> <li>• Wider opps music lessons</li> <li>• Trips and visits (once COVID secure)</li> <li>• Residential trip</li> <li>• Earthworks</li> <li>• Extra-curricular clubs</li> </ul>	<p><b>(EEF +3)</b></p> <p>“Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress. Improved outcomes have been identified in English, mathematics and science. Some arts activities have been linked with improvements in specific outcomes. For example, there is some evidence of the impact of drama on writing and potential link between music and spatial awareness. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported. (EEF 2021)</p> <p>OFSTED found it to be a “double unfairness” when disadvantaged pupils may not have access to cultural capital”.</p>	<p>4, 5, 6</p>

	OFSTED judge the quality of education by the extent to which schools are equipping pupils with the knowledge and cultural capital they need to succeed in life.	
<p>Educational materials pupils have access to in and outside school to support progress and encourage parental involvement in their child's education.</p> <ul style="list-style-type: none"> <li>• TT Rockstars</li> <li>• Oxford Owl Reading</li> <li>• Book loan library</li> </ul>	<p><b>(EEF +4)</b></p> <p>“Using technology for students, where learners use programmes or applications designed for problem solving or open-ended learning; Studies consistently find that digital technology is associated with, on average, an additional four months’ progress. Evidence suggests that technology approaches should be used to supplement other teaching.” (EEF 2021)</p> <p>“Parental engagement has a positive impact on average of 4 months’ additional progress.” (EEF 2021)</p>	1, 2, 6

**Total budgeted cost: £** *[insert sum of 3 amounts stated above]*

## 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.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*

*If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?*

### 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*

Programme	Provider

## Further information (optional)

Pupil Premium children will be discussed first at regular progress review meetings, highlighting the need to ensure that our most vulnerable are being catered for. Staff will attend CPD at how best to support the learning of pupils with aims to close the gap.