

# Pupil premium strategy statement

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, 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	571
Proportion (%) of pupil premium eligible pupils	38%
Academic year/years that our current pupil premium strategy plan covers	2021-2022 2022-2023 <b><u>2023-2024</u></b>
Date this statement was published	November 2023
Date on which it will be reviewed	October 2024
Statement authorised by	Donna Hay
Pupil premium lead	Siobhan McBrien Kathryn Swift
Governor / Trustee lead	Anthony Hegarty

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£315,735
Recovery premium funding allocation this academic year	£32,045
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	£347,780

## 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 led 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 post pandemic
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>This will be achieved by:</p> <ul style="list-style-type: none"> <li>• Quality First Teaching.</li> <li>• The use of ongoing formative assessments throughout the year to inform planning and target setting.</li> <li>• Attainment will be measured via teacher assessments in Years 1 to 5. Years 2-5 will complete NFER assessments which will inform teacher assessments. Year 6 via standardised assessments.</li> </ul>	<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>

<ul style="list-style-type: none"> <li>● Establishing effective moderation practices within year groups, phases and then extending across the school.</li> <li>● Deployment of robust interventions with those entitled to Pupil Premium at the centre of the interventions</li> </ul>	
<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>This will be achieved by:</p> <ul style="list-style-type: none"> <li>● Ensuring that reading is a high priority across the school with a reading emphasis in all curriculum areas.</li> <li>● All staff attending Read Write Inc training and refreshers throughout the year.</li> <li>● Implementation of Read Write Inc across reception, KS1 and KS2.</li> <li>● Half termly assessments for all groups – children moved according to their progress. Assessments overseen by Phonics lead.</li> <li>● Targeted interventions in KS2</li> <li>● Parent workshops to promote the RWI methods for phonics and Basic Skills for early reading.</li> </ul>	<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>Phonics screening Check resit data to show improvement with non-PP peers locally and nationally.</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>This will be achieved by:</p> <ul style="list-style-type: none"> <li>● Creating baseline assessments to inform areas of need.</li> <li>● Quality First Teaching</li> <li>● Continually monitoring assessment data to ensure all children, including those entitled to Pupil Premium, are making rapid progress to achieve a good level of development.</li> <li>● To continue to expand children's learning experiences and provide opportunities to develop pupil's language, communication and social skills. Including the use of communication and language interventions such as NELI and Wellcomm.</li> </ul>	<p>By the end of Reception, children to perform in line with non-PP peers locally and nationally throughout the Communication and Language, Reading, Writing and Maths Early Learning Goals.</p> <p>EYFS curriculum targets for communication and language supported by 'Language box' in Nursery and 'NELI' in Reception.</p> <p>Wellcomm data will show by the end of Nursery that the gap is closing between PP and non PP peers, within school.</p> <p>implementation of the new phonics scheme (RWI) that shows improved attainment by the end of Reception.</p>

<ul style="list-style-type: none"> <li>● To implement Read Write Inc strategies and interventions.</li> <li>● Mastering Number (Reception)</li> <li>● A focus on providing more opportunities for writing.</li> </ul>	
<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>This will be achieved by:</p> <ul style="list-style-type: none"> <li>● A high priority being placed on attendance and the whole school working to promote attendance and punctuality.</li> <li>● Daily attendance First Response</li> <li>● The attendance officer/FLOs working alongside senior leadership to identify children who are at risk of PA.</li> <li>● Education Welfare Officer weekly visits, working alongside the Attendance Officer/FLO to discuss ways forward for individual families Feedback to the Senior Leadership Team.</li> <li>● Ongoing emotional support from FLO's to assist with emotional based school refusal/avoidance.</li> <li>● CPD to develop understanding of the impact of emotional wellbeing on school attendance.</li> <li>● Publishing the attendance figures weekly on the school website.</li> <li>● Percentage = Pounds initiative.</li> <li>● Developing relationships with families at risk of PA.</li> </ul>	<p>Attendance of PP children to be in line with non PP peers in school, nationally and locally.</p> <p>Persistent absenteeism of PP children to be reduced in line with non PP peers in school, nationally and locally.</p> <p>Attendance is high profile throughout school.</p>
<p>To provide enhanced learning opportunities in non-curriculum based areas to achieve a higher level of 'cultural capital' enrichment.</p> <p>This will be achieved by:</p> <ul style="list-style-type: none"> <li>● Priority given to children entitled to PP when allocating After School Curricular Clubs and Breakfast Clubs.</li> <li>● After curricular club attendance of Pupil Premium children monitored.</li> <li>● Pupil voice to gain insight into the types of clubs the children entitled to PP would be interested in.</li> </ul>	<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>

<ul style="list-style-type: none"> <li>● Development of cultural capital enrichment map – 40 Things to do before you leave St Oswald’s. Nursery to Year 6 are mapped out in line with year group curriculum areas.</li> <li>● School trips subsidised for Pupil Premium children to ensure their involvement.</li> <li>● Residential offered on payment plans were deemed necessary.</li> <li>● Enrichment via visitors into school, workshops, trips and experiences.</li> <li>● Subsidised activities should a fee be payable i.e. Science after school club, trips and visits once COVID safe.</li> </ul>	
<p>To ensure we support the basic needs of our PP families including, but not exclusive to, food and clothing.</p> <p>This will be achieved by:</p> <ul style="list-style-type: none"> <li>● Uniform grants to be offered to families on successful new applications for PP.</li> <li>● 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.</li> <li>● 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.</li> <li>● Extra-curricular clubs offered on a half termly basis where PP children are given priority for spaces.</li> </ul>	<p>To improve the overall readiness to learn and achievement of the children entitled to Pupil Premium.</p>
<p>To support the emotional wellbeing of our identified PP children and their families who are in need of additional strategies, as a result of the COVID pandemic as well as underlying causes.</p> <p>This will be achieved by the implementation/continuation of the following programmes:</p> <ul style="list-style-type: none"> <li>● LEGO therapy</li> <li>● Socially Speaking</li> <li>● Emotional Literacy</li> <li>● Talk About Me</li> </ul>	<p>Targeted support via intervention for identified children and their families.</p>

<ul style="list-style-type: none"> <li>● Oakleaf – bereavement counselling</li> <li>● EHAT meetings</li> <li>● Operation Encompass</li> <li>● Social Worker meetings</li> <li>● LAC support</li> </ul> <p>Targeted support from FLO's including daily catch ups.</p>	
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## 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: £158,620 + £32,045 (Recovery funding)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Quality first teaching for all pupils.</b></p> <p>This will be achieved by;</p> <ul style="list-style-type: none"> <li>● Read Write Inc</li> <li>● Mastering Number Programme (Reception, Years 1 and 2)</li> <li>● Resources for Mastering Number Programme (Years 1 and 2)</li> <li>● Opening Worlds Programme and resources</li> <li>● HEP Science Programme and resources</li> <li>● Literacy Counts</li> <li>● Release time for lead teachers to attend training.</li> <li>● Clear leadership from SLT</li> <li>● A clear understanding by all staff of the three waves of intervention model.</li> <li>● Small step planning</li> <li>● Assessment for Learning</li> <li>● Use of manipulatives and representations</li> </ul>	<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><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</p>	1, 2, 4, 5, 6

<ul style="list-style-type: none"> <li>● Metacognition and modelling</li> <li>● Explicit teaching of subject specific vocabulary via Adaptive Teaching strategies with TA support.</li> <li>● Content knowledge</li> <li>● Release time for mentoring and team teach approaches.</li> <li>● Release time for observations and 'book looks' to monitor standards.</li> <li>● Continue to purchase resources to support the training and implementation of RWI in reception, KS1 and LKS2.</li> <li>● Subscribe to the support of Ruth Miskin in order to support the Phonics Lead in his monitoring and to provide continuous CPD for staff</li> <li>● Releasing Phonics Lead/Reading Lead to monitor RWI and Freshstart.</li> <li>● Releasing Phonics Lead/Reading Lead to provide coaching sessions to staff delivering RWI and Freshstart.</li> <li>● Releasing the Phonics Lead/Reading Lead to assess and analyse groups to ensure children progress through the programme.</li> <li>● CPD where needed to support ongoing implementation.</li> <li>● Bought in services including subject specific lessons taught by specialised teachers in the following subjects: Music, Spanish and Computing</li> <li>● Wider Opps music lessons</li> <li>● Educational materials pupils have access to in and outside school to support progress and encourage parental involvement in their child's education. <ul style="list-style-type: none"> <li>● TT Rockstars</li> <li>● Oxford Owl Reading</li> <li>● Book loan library</li> </ul> </li> </ul>	<p>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”. 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> <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>	
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<ul style="list-style-type: none"> <li>● 50% of costs -Third Space Learning – targeted 1:1 intervention for More Able children during Autumn term with a focus on children entitled to PP.</li> </ul>		
<p><b>Daily targeted interventions by TAs linked to classroom teaching and the curriculum</b></p> <ul style="list-style-type: none"> <li>● TA deployment for pre-teaching and ‘keep-up’ interventions</li> </ul>	<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 and in small groups.</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><b>CPD for all staff members to refresh/retrain in order to deliver interventions and quality first teaching via:</b></p> <ul style="list-style-type: none"> <li>● Number Counts</li> <li>● Maths Mastery Cycle 3 (Aut 23) Cover provided for staff to access training courses provided by NW Maths Hub</li> <li>● Read Write Inc phonics scheme as cited below.</li> <li>● Opening Worlds pedagogy of the 10 pillars of teaching-release time for Geography and History Leads to prepare CPD to cultivate a clear, consistent pedagogical approach in all year groups.</li> <li>● CPD from subject leaders as cited below</li> <li>● CPD evaluations shared with SLT so as to disseminate useful points throughout staff.</li> <li>● Subscription to Creative Education and National College for all teachers and</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>LSAs, in order to receive bespoke and tailored CPD to individual needs</p>		
<p><b>Enhanced subject leadership and curriculum leadership, to improve quality first teaching.</b></p> <p>This will be achieved by:</p> <ul style="list-style-type: none"> <li>● Releasing Subject Leaders from class in order to attend briefings/courses to develop their own subject knowledge and to familiarise themselves with up to date subject reports e.g. Ofsted Research Reports.</li> <li>● Providing cover for subject Leaders delivering/feeding back the appropriate CPD to staff.</li> <li>● Subject Leaders signposting appropriate CPD for staff according to their needs</li> <li>● Release time for subject leads to develop mentoring and team teach approaches.</li> <li>● Provide cover to release subject leaders to monitor standards in their subject through, pupil voice, lesson visits, planning and book looks, learning walks</li> <li>● Cover to release 7 members of staff, complete their NPQSL to develop their leadership skills and undertake whole school projects linked to their subject area.</li> </ul>	<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>

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

Budgeted cost: £90,640 + £1387.50 (Top up from National Tutoring Programme)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Catch up curriculum structured interventions</b></p> <ul style="list-style-type: none"> <li>● HLTA to deliver structured English and Maths interventions</li> <li>● Talk4Number – 3x a week</li> <li>● Talk Boost and Early Talk Boost</li> <li>● Primary Oracy Intervention</li> <li>● Numbers Count</li> <li>● 50% costs for Third Space Learning – 1:1 online tutoring in Maths. Years 6 (spring term) and 5 (summer term). Targeted intervention for Working Towards children with focus on PP.</li> <li>● Continue to purchase resources for Fresh Start to support the programme in UKS2, for targeted children who are struggling readers.</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>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><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>	<p>1</p>

<p><b>Provide early language intervention and support for disadvantaged pupils in EYFS using WELLCOMM and NELI.</b></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 sessions to around 3-6 pupils for 20-weeks</p> <p>WELLCOMM – Wellcomm helps to identify pre-school and primary school children who are experiencing barriers to speech and language development so that they receive support early in their education journey. Toolkits with targeted activities help to target early S&amp;L support.</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>“Robust evaluations found NELI children made on average 3 months of additional progress in language”. (NELI 2021)</p>	<p>1, 2</p>
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £62,881

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Employment of Family Liaison Officer to improve attendance, parental engagement and Social and Emotional Learning.</p>	<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>	<p>3, 4, 6</p>

	<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>● 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.	
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**Total budgeted cost: £292,141**

**£32,045 (Recovery)**

**£1387.50 (NTP top up)**

**£22,206.50 (Bought in services)**

**Grand Total: £347,780**

## 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 2022 to 2023 academic year.

This strategy will be evaluated in October 2024.

### 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
Read Write Inc	Ruth Miskin Training
White Rose Maths	Trinity Mat
Times Tables Rockstars	Maths Circle LTD
Opening Worlds	Haringey Education Partnership
Science curriculum	Haringey Education Partnership
Times Table Fluency	Number Sense Maths
NELI	Nuffield Early Language Intervention
ROAR	Merseyside Youth Association
Wellcomm	GL Assessment
Third Space Learning	Third Space Learning

## 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.