

Pupil premium strategy statement – St. Oswald’s Catholic Primary School 2024-2027

Before completing this template, read the Education Endowment Foundation’s [guide to the pupil premium](#) and DfE’s [pupil premium guidance for school leaders](#), which includes the ‘menu of approaches’. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

This statement details our school’s use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	624
Proportion (%) of pupil premium eligible pupils	34%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	<u>2024-2025</u> 2025-2026 2026-2027
Date this statement was published	December 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Donna Hay
Pupil premium lead	Siobhan McBrien Anna Black
Governor / Trustee lead	Anthony Hegarty

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£293,040
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£293,040

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. We are aware that many of our PP children begin school with low Communication and Language skills and we have a clear focus on developing their prime areas of need. They will make accelerated progress based on their starting points, across the curriculum, through quality first teaching, using baseline data to give us a clear overview of their needs, high quality interventions with the aim to 'keep up, not catch up' and the wider curriculum enrichment that we offer. 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. Our aim is to allow our PP children to be in line with the achievements of non-PP children nationally, to better increase their life chances.

In order to provide the best possible support for our disadvantaged pupils we need to be able to identify them as soon as possible. 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 families, identified by the school as those who are vulnerable. We will aim to increase attendance for those disadvantaged pupils through raising awareness of the importance of attending school and the negative outcomes associated with poor attendance. We will provide more opportunities for parents to come into school and be involved in their child's education and will work with our Family Liaison Officers to ensure that we decrease the gap between our disadvantaged pupils and their non-disadvantaged peers. We will provide 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 have ambitious life goals; we want them to realise their potential both personally and academically and achieve 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	Universal Free School Meal offer is preventing families from applying for PP from EYFS.
2	PP children's attendance is below non-PP children's attendance and below the whole school average. PP children have a higher rate of unauthorised absence than non-PP children and the whole school average. Assessments indicate that higher levels of absence are having a negative impact on the progress of PP children.
3	Parental engagement for PP families investing in their child's education.
4	Staff access to CPD involving time and resources
5	Deprivation in the local area means that PP children in school often lack wider experiences and can struggle to engage in the curriculum resulting in low cultural capital. Pupils' and their families have social & emotional difficulties, including medical and mental health issues
6	Prime area skills are low upon entry to school in EYFS.
7	Assessments continue to highlight a gap between pupil premium and non Pupil Premium children that needs to be diminished.

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>Pupil Premium families are identified as soon as possible upon their children enrolling in school - particularly targeting those in EYFS/KS1 who may not apply for PP due to the Universal Free School Meal offer for infant children.</p> <p>This will be achieved by:</p> <ul style="list-style-type: none"> • A Pupil Premium application form being included in the paperwork given to new parents to fill out - including a simple and easy to understand letter explaining who is eligible, the benefits of doing so etc. • Information given during the EYFS new parents meeting about the importance of applying. 	<p>There will be a higher uptake of families who access the PP application and receive funding from EYFS or upon entry to the school.</p> <p>There will be a decrease in the uptake of families who only access PP funding from year 3, showing that early targeted identification has been effective.</p>

<ul style="list-style-type: none"> ● Parents are prompted during parent’s evenings to ask if they have applied or are aware of the process. ● Electronic links being sent out via Arbour and Class Dojo. ● Some paper copies are available in different languages for those families who are EAL. 	
<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"> ● Creating baseline assessments to inform areas of need. ● Quality First Teaching ● 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. ● 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. ● To implement Read Write Inc strategies and interventions. ● Mastering Number (Reception) Mastering the Curriculum (Nursery) ● A focus on providing more opportunities for writing. 	<p>By the end of Reception, children can perform in line with non-PP peers locally and nationally throughout the Communication and Language, Reading, Writing and Maths Early Learning Goals. EYFS curriculum targets for communication and language supported by ‘Wellcomm’ 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 phonics scheme (RWI) shows improved attainment by the end of Reception.</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>This will be achieved by:</p> <ul style="list-style-type: none"> ● Ensuring that reading is a high priority across the school with a reading emphasis in all curriculum areas. ● All staff attending Read Write Inc training and refreshers throughout the year. ● Continued embedding of Read Write Inc across reception, KS1 and KS2. 	<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>

<ul style="list-style-type: none"> ● Half termly assessments for all groups – children moved according to their progress. Assessments overseen by Phonics lead. ● Targeted interventions in KS2 ● Parent workshops to promote the RWI methods for phonics and Basic Skills for early reading. ● Relevant teaching videos sent on ClassDojo to families in EYFS to support at home learning. Paper phonics packs also sent home to aid consolidation of in school learning. 	
<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"> ● Quality First Teaching. ● The use of ongoing formative assessments throughout the year to inform planning and target setting. ● Attainment will be measured via teacher assessments in Years 1 to 5. Years 2-5 will complete NFER assessments which will inform the teacher assessments. Year 6 via standardised assessments. ● Establishing effective moderation practices within year groups, phases and then extending across the school. ● Deployment of robust interventions with those entitled to Pupil Premium at the centre of the interventions 	<p>By the end of Key Stages 1 and 2, PP children 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. High expectations of achievement made clear to children and parents.</p>
<p>To provide high quality CPD to school staff to ensure their knowledge and pedagogical understanding is up to date and we can provide Quality First Teaching for our pupils.</p> <p>This will be achieved by:</p> <ul style="list-style-type: none"> ● Teachers and TAs being signposted to relevant CPD training and released from class. ● Feedback will be given by staff via the CPD evaluation forms which will inform SLT and their vision for school. 	<p>Staff knowledge and pedagogical understanding will be up to date and relevant for the year groups / subject that they lead.</p> <p>Staff confidence will be high for any new initiatives being put in place and support is given for training, including time and resources.</p> <p>The children will receive High Quality First Teaching across their subject areas.</p>

<ul style="list-style-type: none"> ● Consultations and learning opportunities will take place across our school's network to allow collaboration and sharing of best practise. ● Resources will be invested in to allow for High Quality Teaching. 	
<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"> ● A high priority being placed on attendance and the whole school working to promote attendance and punctuality. ● Parents are made aware of their child's attendance throughout the year. ● Daily attendance First Response ● The attendance officer/FLOs working alongside senior leadership to identify children who are at risk of PA. ● Education Welfare Officer weekly visits, working alongside the Attendance Officer/FLO to discuss ways forward for individual families Feedback to the Senior Leadership Team. ● Ongoing emotional support from FLO's to assist with emotional based school refusal/avoidance. ● CPD to develop understanding of the impact of emotional wellbeing on school attendance. ● CPD for staff about the importance of attendance and awareness of the thresholds and pupils at risk in their classes. ● Publishing the attendance figures weekly on the school website. ● Percentage = Pounds initiative. ● Developing relationships with families at risk of PA. 	<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>Children have participated in a range of activities, supplementary to the curriculum. This includes extra-curricular clubs as well as year long</p>

<p>This will be achieved by:</p> <ul style="list-style-type: none"> ● Priority given to children entitled to PP when allocating After School Curricular Clubs and Breakfast Clubs. ● After curricular club attendance of Pupil Premium children will be monitored. ● Pupil voice to gain insight into the types of clubs the children entitled to PP would be interested in. ● 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. ● School trips subsidised for Pupil Premium children to ensure their involvement. ● Residential offered payment plans where deemed necessary. ● Enrichment via visitors into school, workshops, trips and experiences. ● Subsidised activities should a fee be payable i.e. Science after school club, trips and visits. 	<p>curriculum enrichment to provide a stimulus for learning.</p> <p>Enhanced learning opportunities promoted and accessed.</p>
<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"> ● Uniform grants to be offered to families on successful new applications for PP. ● 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. ● 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>To improve the overall readiness to learn and achievement of the children entitled to Pupil Premium.</p>

<ul style="list-style-type: none"> ● School initiatives like 'preloved uniforms' to support our families with the cost of living. ● Supermarket vouchers for school holidays given out to our PP families. ● Extra-curricular clubs offered on a half termly basis where PP children are given priority for spaces. 	
<p>To support the emotional wellbeing of our identified PP children and their families who are in need of additional strategies.</p> <p>This will be achieved by the implementation/continuation of the following programmes:</p> <ul style="list-style-type: none"> ● LEGO therapy ● Think Yourself Great ● Socially Speaking ● Emotional Literacy ● Talk About Me ● Oakleaf – bereavement counselling ● EHAT meetings ● Operation Encompass ● Social Worker meetings ● LAC support <p>Targeted support from FLO's including daily catch ups.</p>	<p>Targeted support via intervention for identified children and their families.</p>

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £183,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality first teaching for all pupils. This will be achieved by;</p> <ul style="list-style-type: none"> ● Read Write Inc ● Mastering Number Programme (Reception, Years 1 and 2) ● Mastering the Curriculum scheme of work (Nursery) ● Resources for Mastering Number Programme (Years 1 and 2) ● Opening Worlds Programme and resources ● HEP Science Programme and resources ● Literacy Counts ● Release time for lead teachers to attend training. ● Clear leadership from SLT ● A clear understanding by all staff of the three waves of intervention model. ● Small step planning ● Assessment for Learning ● Use of manipulatives and representations 	<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>(EEF +3)</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</p>	<p>1, 2, 4, 5, 6, 7</p>

<ul style="list-style-type: none"> ● Metacognition and modelling. ● Explicit teaching of subject specific vocabulary via Adaptive Teaching strategies with TA support. ● Content knowledge ● Release time for mentoring and team teach approaches. ● Release time for observations and 'book looks' to monitor standards. ● Continue to purchase resources to support the training and implementation of RWI in reception, KS1 and LKS2. ● Purchase resources to support the training and implementation of Ready Steady Write in KS2. ● Continue to maintain the resources needed for Opening Worlds schemes of work in KS2. ● Subscribe to the support of Ruth Miskin in order to support the Phonics Lead in his monitoring and to provide continuous CPD for staff ● Releasing Phonics Lead/Reading Lead to monitor RWI and Freshstart. ● Releasing Phonics Lead/Reading Lead to provide coaching sessions to staff delivering RWI and Freshstart. ● Releasing the Phonics Lead/Reading Lead to assess and analyse groups to ensure children progress through the programme. ● CPD where needed to support ongoing implementation. 	<p>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>(EEF +4)</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"> ● Bought in services including subject specific lessons taught by specialised teachers in the following subjects: Music, Spanish and Computing ● Wider Opps music lessons ● Educational materials pupils have access to in and outside school to support progress and encourage parental involvement in their child’s education. ● TT Rockstars ● Oxford Owl Reading Book loan library ● 100% costs for Third Space Learning – targeted 1:1 intervention for More Able children during Autumn term with a focus on children entitled to PP. 		
<p>Daily targeted interventions by TAs linked to classroom teaching and the curriculum</p> <ul style="list-style-type: none"> ● TA deployment for daily, flexible pre-teaching and ‘keep-up’ interventions. 	<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>(EEF +4-6)</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>	6, 7
<p>CPD for all staff members to refresh/retrain in order to deliver interventions and</p>	<p>(EEF +4-6)</p> <p>EEF research focuses on teaching assistants who provide one to one or small group targeted interventions shows a strong</p>	4, 5, 6, 7

<p>quality first teaching via:</p> <ul style="list-style-type: none"> ● Maths Mastery - Cover provided for staff to access training courses provided by NW Maths Hub ● Read Write Inc phonics scheme as cited. ● Ready Steady Write scheme of work for KS2. ● 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. ● Providing cover in order to release the Subject Leader to attend briefings/courses to develop their own subject knowledge ● CPD evaluations shared with SLT so as to disseminate useful points throughout staff. ● Subscription to National College for all teachers and LSAs, in order to receive bespoke and tailored CPD to individual needs. 	<p>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,</p> <p>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>Enhanced subject leadership and curriculum leadership, to improve quality first teaching.</p> <p>This will be achieved by:</p> <ul style="list-style-type: none"> ● 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 	<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>3, 4, 5, 6, 7</p>

<p>e.g. Ofsted Research Reports.</p> <ul style="list-style-type: none"> ● Releasing Subject Leaders from class in order to deliver parent workshops ● Providing cover for subject Leaders delivering/feeding back the appropriate CPD to staff. ● Subject Leaders signposting appropriate CPD for staff according to their needs ● Release time for subject leads to develop mentoring and team teaching approaches. ● Provide cover to release subject leaders to monitor standards in their subject through, pupil voice, lesson visits, planning and book looks, learning walks ● Cover to release 7 members of staff, completing their NPQSL to develop their leadership skills and undertake whole school projects linked to their subject area. 		
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £47, 159

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Catch up curriculum structured interventions</p> <ul style="list-style-type: none"> ● Talk Boost and Early Talk Boost ● NELI and WELLCOMM communication and language interventions ● Fast Track Tutoring 	<p>(EEF +4-6)</p> <p>EEF research focuses on teaching assistants who provide one to one or small group targeted interventions that show 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</p>	<p>3, 4, 6, 7</p>

<ul style="list-style-type: none"> ● Small group maths/English interventions for year 6 ● 100% 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 and higher ability children in Y6 ● Continue to purchase resources for Fresh Start to support the programme in UKS2, for targeted children who are struggling readers. ● Cover to release the Phonics/ Reading Lead to provide Teaching Assistants with continuous support/training 	<p>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>(EEF +4-6)</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>Provide early language intervention and support for disadvantaged pupils in EYFS using WELLCOMM and NELL.</p>	<p>(EEF +4-6)</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</p>	<p>1, 4, 6</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&L support.</p>	<p>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>Early speech, language and communication difficulties are a very significant predictor of later literacy difficulties (Snowling et al 2006).</p> <p>Vocabulary at age five is a very strong predictor of the qualifications achieved at school leaving age and beyond (Feinstein and Duckworth, 2006).</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>(EEF +4)</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 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>2, 3, 5,</p>

	<p>EEF – “Interventions which target social and emotional learning seek to improve pupils’ interaction with others (peers, teachers, family or community) and selfmanagement 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"> ● Trips and visits (once COVID secure) ● Residential trip ● Earthworks ● Extra-curricular clubs 	<p>(EEF +3)</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>OFSTED judge the quality of education by the extent to which schools are equipping</p>	<p>5,</p>

	pupils with the knowledge and cultural capital they need to succeed in life.	
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Total budgeted cost: £ 293,040

Part B: Review of the academic year 2023-2024

Outcomes for disadvantaged pupils

End of KS2 Data

% achieving EXS+ and high score/GDS in RWM at KS2

	PP 2023	Non-PP 2023	PP 2024	Non-PP 2024
School EXS+	47.9%	63.4%	54.50%	56%
National EXS+	44.2%		45.70%	
School GDS	2.1%		6.10%	
National GDS	<u>3.1%</u>		<u>3.10%</u>	

% achieving EXS+ and high score/GDS in Writing at KS2

	PP 2023	Non-PP 2023	PP 2024	Non-PP 2024
School EXS+	75%	90.5%	63.6%	84%
National EXS+	58.4%		58.80%	
School GDS	6.3%		12.10%	
National GDS	6.5%		6.40%	

% achieving EXS+ and high score/GDS in Reading at KS2

	PP 2023	Non-PP 2023	PP 2024	Non-PP 2024
School EXS+	54.20%	73.2%	78.80%	78%
National EXS+	60.30%		62.60%	
School GDS	16.70%		18.20%	

National GDS	17%		18.10%	
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% achieving EXS+ and high score/GDS in Maths at KS2

	PP 2023	Non-PP 2023	PP 2024	Non-PP 2024
School EXS+	60.40%	85.4%	66.70%	72%
National EXS+	59.00%		59.30%	
School GDS	18.80%		9.10%	
National GDS	13.00%		13.00%	

- The attainment of PP pupils is still behind that of non-PP pupils in all areas in KS2 SATS.
- With the exception of Writing, the % of PP pupils achieving expected standard has improved since 2023 - with a significant improvement for Reading.
- With the exception of Maths, the % of PP pupils achieving the GD standard has improved since 2023.
- PP attainment at expected standard in 2024 is higher than national in all areas.
- PP attainment at GD standard in 2024 is higher than national in all areas, except Maths.

Teaching

Phonics

- All staff have received CPD, with TAs from all year groups benefiting from additional workshops, practice time, coaching and mentoring from the reading leader.
- Teaching staff are supported with individual aspects of the lessons through face to face and virtual training ensuring the best quality teaching for our children.
- Resources and detailed planning for all aspects of the programme are readily available in school to ensure no teaching steps are missed and children get the most out of their phonics lessons.
- Fast track tutoring is delivered by TAs on a daily basis keeping with the 'keep up not catch up' mantra of the programme. Staff leading these interventions have received separate training on a one to one or group basis and utilise both face to face and virtual classroom strategies to deliver additional support to identified children.

Pupil Premium Y1 Phonics pass

- RWI phonics scheme is improving outcomes in phonics and has closed the attainment gap between PP and non-PP children. In 2023 and 2024, pupil premium children out performed non-pupil premium children and all discrete groups in the Y1 phonics screening test. Pupil premium children in St. Oswald's, out performed both PP and non-PP children locally and nationally. As a result of this, fewer children in KS2 require phonics lessons or intervention.
- 2024 PSC result for St Oswald's: PP children 89% vs 81% Non PP

	2022		2023		2024	
	Non-PP	PP	Non-PP	PP	Non-PP	PP
School	81.1%	56.5%	81.7%	85.2%	81%	89%
National	79.0%	62.4%	82.1%	66.7%	83%	67%
Local	77.6%	63.4%	80.5%	70.6%	81%	70%

Fresh Start

- Last year staff who were new to Year 5 and 6 received coaching on how to deliver the Fresh Start Programme. Mentoring and further training continued throughout the year. The purpose of this was to ensure new staff as well as the current staff were confident in delivering the Fresh Start reading intervention to ensure that children in KS2 who were not teacher assessed at the expected level had the opportunity to 'keep up' with their peers.
- CPD for Fresh Start consisted of the Fresh Start Lead meeting with the English Lead and Phonics Lead in conjunction with three face to face development days with the RWI consultant.
- Subject release time was covered on a cycle every term. During this time, coaching and monitoring of staff and providing constructive feedback to develop staff skills of teaching Fresh Start. This time was also used to assess children and monitor progress
- The current year 6 cohort began Fresh Start in year 5 and there were initially 13 children on the programme. 11 of these 13 children were PP children. There are now 9 children on the programme in the current Year 6 cohort and 6 of these are PP. We are confident by the end of Autumn term at least 3 of these children will finish the programme, all of who are PP.

- Last year's Year 6 cohort consisted of 11 children starting on the Fresh Start programme. 6 out of these 11 were PP. By the end of Year 6, only 5 remained on the programme. 3 of these children were PP. However, these children had still made good progress.

Maths Mastery

We completed our third year of our NW Maths Hub programme— 'Sustaining Teaching for Mastery' and strategies and approaches endorsed by our mastery teaching are cited in the EEF report on Maths as effective ways to close the mathematics gap. As stated in the EEF Pupil Premium Report, 'Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils' and during this year Maths monitoring and CPD has focused on supporting teachers embed the mastery approach in classrooms. Using assessment to build on pupils' existing knowledge and understanding, the use of manipulatives and representations in our maths teaching, using tasks and resources to challenge and support pupils' mathematics, implementing keep-up interventions and developing pupil's independence and motivation have all been used to support our pupil premium children in Maths. There is a gap between PP pupils and non-PP pupils in maths attainment, however the gap has closed over the last three years. In 2024, PP children at the end of KS2 performed better than PP children nationally and there is a continuous improved 3 year trend for PP children achieving expected standard within our school.

We will continue to build upon this next academic year, as we remain in the sustaining phase of mastery teaching, receiving support and guidance from the North West Mastery Maths Hub.

Pupil Premium Maths attainment KS2 - % achieving EXS+

	<u>2022</u>		<u>2023</u>		<u>2024</u>	
	PP	Non-PP	PP	Non-PP	PP	Non-PP
School	54.1%	78.7%	60.4%	85.4%	63.6%	72%
National	56.7%		59.3%		59.3%	
Local	54.5%		56.5%		-	

Mastering Number

Last year was also our first year of introducing the NCETM scheme of work, Mastering Number to Reception as their maths lesson and into year 1 to replace their basic skills lesson. The project aims to secure firm foundations in the development of good number sense for all children so that over time, children will leave KS1 with fluency in calculation and a confidence and flexibility with numbers.

	Autumn 23		Summer 24	
	Non-PP	PP	Non-PP	PP
Reception	61%	41.3%	69.3%	50%
Year 1	66.3%	52%	74.4%	62.1%
Year 2	66.3%	55.2%	62.5%	48.5%

In Reception and year 1, more children than predicted in the Autumn data achieved the expected standard. In the first year of its implementation there is still a gap between Non-PP and PP children; the aim is that this gap will lessen as the scheme is implemented in full and the children will benefit from teaching consistency across the phase

We will continue to build upon this next academic year, as we move into the sustaining phase of mastery teaching.

HEP Science

- The HEP Science scheme is a project that is ongoing, with children in Years 3, 4, 5 and 6 accessing the scheme. This is the third year that Year 3 have been taught using the scheme, with year 4 joining in Sept 22. Year 5 children started accessing the scheme in September 2023 and Year 6 in Spring 2024.
- The scheme provides a continuous cycle of training in subject knowledge and pedagogy with frequent subject network meetings to track progress of the scheme's implementation within school. Training has been provided for all staff teaching within these year groups, with follow up sessions to address any queries and to identify next steps. These sessions have been delivered via Zoom and cover has been provided to ensure all relevant staff have access to this training.
- CPD was delivered by the Science lead to all teaching staff in all year groups to share the pedagogical approaches of HEP and ensure these are used in all non-HEP teaching year groups.
- The children in these cohorts are beginning to see the connections between the three disciplines of science - Chemistry, Biology and Physics and are becoming aware of some of the big ideas underpinning scientific knowledge and understanding. Careful progression and sequencing of substantive and disciplinary knowledge over time, supports the ability to link like topics to build on prior knowledge and enable the children to retain and access new learning more effectively as is evident in end of unit assessments.

Year 3 - 26/84 are eligible for Pupil Premium

Year 4 - 33/90 are eligible for Pupil Premium

Year 5 - 33/89 are eligible for Pupil Premium

Year 6 - 37/ are eligible for Pupil Premium

	SCIENCE AT EXPECTED OR ABOVE	
	PP	Non-PP
Year 3 -1 year of HEP	44.8%	67.8%
Year 4 - 2 years of HEP	53.8%	78.4%
Year 5 -3 years of HEP	57.1%	80.4%

Although there is a gap between PP pupils and non-PP pupils achieving the expected standard or above in Science, the above table shows that the PP children's results are improving year on year by working with the HEP Science scheme. Last year's year 5 cohort had completed 3 years of Science HEP.

Opening Worlds

- The Opening Worlds (OW) scheme is a project that is ongoing with Years 3 and 4 accessing the scheme with year 5 beginning the scheme during the academic year 23-24. This is the third year that Year 3 have taught using the scheme with year 4 joining Sept 22. Although years 1, 2 and 6 do not follow the programme, they use the pedagogy of OW to ensure consistency throughout the whole school. The project will progress to year 6 starting Sept 24 and Year 2 introducing OW with one History unit in Summer 2.
- During an INSET day, training was delivered to all staff regarding the Opening Worlds programme. Monitoring and further training continued throughout the year. The purpose of this was to ensure new staff were confident in using the 10 teaching strategies created by Opening Worlds and also to introduce synoptic tasks and multiple-choice quizzes to all year groups.
- CPD for Opening Worlds consisted of all staff following the programme completing the required amount of training, then communicating any concerns or feedback to the Opening Worlds Lead. It also includes the Opening Worlds subject leads attending the OW subject briefings for both History and Geography, facilitated by School Improvement Liverpool.
- Subject release time was covered on a cycle every term. During this time, monitoring of books, learning environments and pupil voice has been carried out.
- Staff new to OW have also observed subject leads to develop their confidence teaching the programme and to ensure QTF with high leverage activities.
- Last year's 5's were the first year group to engage in the Opening Worlds programme, starting in Year 3 in 2022. Clear progress in understanding and use of vocabulary is evident within this cohort.
- Moderation of books, assessments and planning have been carried out across the Lower Key Stage 1 phase, as well as across different Liverpool based schools who are also part of the programme.

Year 3 - 28/84 are eligible for Pupil Premium

Year 4 - 29/90 are eligible for Pupil Premium

Year 5 - 32/89 are eligible for Pupil Premium

	Geography		History	
	PP	<u>Non PP</u>	PP	<u>Non PP</u>
Year 3	37.9%	69.5%	34.5%	74.6%
Year 4	51.3%	82.4%	51.3%	82.4%
Year 5	66.7%	84.5%	69.7%	84.5%

The above table shows that the PP children's results are improving year on year of working with the OW scheme. Last year's year 5 cohort had completed 3 years of OW geography and history and their results show how the gap is lessening between the PP and non PP children.

MFL

- All PP children in all year groups throughout the school, alongside their non-PP peers have benefited from the consistency and expertise brought in by Patricia, our native speaking Spanish teacher. Our MFL coordinator has found that across the school children's pronunciation in Spanish has improved.
- Their exposure to people and cultures that are unfamiliar to them has developed their intercultural understanding and respect for people who are different to them.
- The children have a sense of achievement when seeing an improvement in their language skills and when they are able to communicate in a different language. This has been a whole school benefit not only on language development skills, but also on self-confidence.
- All PP children alongside their peers have benefited from this service, as well as the lessons taught by our fluent MFL coordinator who has been released from class to teach Spanish.
- There has been a consistency in teaching across KS2 and results have shown that while there is still a gap in the data between Non-PP and PP children achieving the expected standard, this gap has decreased for the end of year data.

Computing with specialist teacher Mr Keegan MGL

Years 1 – 6 accessed specialist teaching in computing via the MGL service. All children in each class were fully engaged and enjoyed the challenges that the topics taught. Within Year 1, 20 children are on the PP register. Within Year 2, 27 children are on the PP register. Within Year 3, 36 children are on the PP register. Within year 4, 33 children are on the PP register. Within Year 5, there are 33 children on the PP register. Within Year 6, 37 children are on the PP register. 100% of these children on the PP register were able to access a half term of high-quality computing teaching from a specialist teacher. All children present showed progress in computing skills as evident in the post unit assessments that were used to help inform teacher assessment in each of the classes within the year groups above

Monitoring

- Book looks, lesson observations and environment walks have formed the basis of monitoring teaching and learning. These alongside Pupil voice have identified areas for celebration with regards to PP and their non-PP peers and then areas for development.
- These areas have been shared via subject specific feedback as well as whole school feedback.
- All subject areas have had allocated time for their subject teams to carry out monitoring.
- All feedback has then been incorporated into planning and assessment to ensure the gaps between PP and non-PP are identified and actions taken to reduce these gaps including; changing planning, targeted interventions, further staff training, implementation of new policies and a renewed focus on closing the gaps.

CPD

This year, a number of staff have benefitted from enrolling in the NPQSL accreditation course learning the key concepts underpinning successful senior leadership and ways in which they can lead and help to develop a culture where staff and pupils are able to thrive. This will benefit our pupils as they will have experienced, highly skilled teachers leading curriculum areas, providing coaching and mentoring to other staff members where necessary. These teachers have been released from class for scheduled face-to-face days and zoom meetings with their tutor.

Targeted Academic Support

Primary Oracy Intervention 2023-2024

In year 3 we trialled the Maths Oracy intervention alongside support from School Improvement Liverpool, in which a lead teacher and TA attended 3 training courses to

help deliver the programme. This is a mathematics intervention programme for children who need support to develop mathematical language and talk fluently about mathematics. 4 Pupil Premium children were identified as reluctant speakers due to limited mathematical language skills. These children were taught strategies which enabled them to think about their responses and encouraged greater participation in whole class lessons.

Talk4Number Intervention 2023-2024

In conjunction with this, year 3 also trialled the Talk 4 Number approach in classrooms. This again targeted Pupil Premium children in a way of leading table discussions based around Maths, using talk tokens to encourage purposeful classroom discussions with peers.

As a result of these two approaches, it was recognised that children were more confident in using mathematical language and applying the Maths key vocabulary and stem sentences confidently within discussions.

Data for the children in the targeted class also improved with a rise from 59.1% to 60.0% (+0.9%) of children meeting the expected standard but more significantly pupil premium children meeting the expected standard rose from 28.6% to 37.5% (+8.9%) and therefore has now been extended into both years 3 and 4 for the upcoming academic year.

NELI 23/24

This intervention took place in Reception after all children were screened to assess their language skills. Twelve children were selected for the intervention. They were identified as working in the lowest 20% Nationally; 42% of these working within the lowest 10%.

By the end of the intervention, the majority of children had demonstrated clear progress in their standardised scores. As a rough guide, a change in a child's LanguageScreen Standard Score of 5 points or more indicates that there has probably been a meaningful change in their language skills. All children met or exceeded this criteria. At the end of the intervention, all of the children were assessed as working at the expected level, compared to 0% at the start.

Four PP children took part in the intervention. At the start, all four were rated 'red' indicating that there were clear concerns and they needed support in developing their language skills. At the end of the intervention, they had moved to 'green' highlighting that their language skills were no longer a cause for concern. The table below shows their progress.

	Standard Score on ENTRY	Standard Score on EXIT	Score change	Percentile ranking on ENTRY	Percentile ranking on EXIT
Child A	77	95	+ 18	7	38
Child B	80	99	+ 19	10	49
Child C	82	102	+ 20	12	57
Child D	85	109	+ 24	17	73

WELLCOMM

WellComm was introduced in nursery in Autumn 2023 and continues to target communication and language development in our youngest children (Nursery). The data from last year shows us that at the start of the programme only 24% of children scored as expected for their age in terms of speaking, understanding and communication. Since using the programme across nursery, through provision and targeted intervention, we have seen significant progress. The percentage of children working at expected level when last assessed had risen to 45%. Within this many of the children were referred to speech and language therapy for further support.

Numbers Count 23/24

Twelve children within Year took part in the Numbers Count Intervention. At the start of the intervention, they were all assessed and specific gaps in their learning were identified. All children were working below their age-related expectations, ranging between three to sixteen months behind. By the end of the year, there was a clear reduction in the age-related gaps for all children that were reassessed. For 90% of the children there was no longer a gap between their actual age and their age linked to assessment score. (Ten out of twelve were reassessed. 1 left and 1 absent).

Seven of the children were PP. The following table highlights their progress.

	Gap between age on ENTRY and age linked to test score	Gap between age on EXIT and age linked to test score
Child A	- 6 months	0 months
Child B	- 4 months	+ 4 months
Child C	- 4 months	+ 1 month
Child D	- 4 months	+ 3 months

Child E	- 5 months	+ 3 months
Child F	- 3 months	+ 5 months
Child G	- 16 months	- 5 months

Third Space Maths Tutoring 2023-2024

- Autumn 2023 cohort of Third Space Learning focused on Y6 children who were EXPM or EXPH, in order to develop their reasoning and problem-solving skills. 25% of this cohort were Pupil Premium children. 20% of this PP cohort achieved greater depth standard in Maths and 100% of this cohort achieved higher than the national average scaled score for KS2 Maths.
- Spring 2024 Cohort of Third Space, focused on Y6 children who were WT standard in order to fill in gaps, reinforce key concepts and support them to achieve expected standard in their SATS Maths test. 60% of the Third Space cohort were Pupil Premium. 67% of the Pupil Premium children attending Third Space achieved Expected standard in their SATS Maths test.
- Summer term 2 2024 Cohort of Third Space, focused on Y5 children who were WT standard following their end of term NFER results in order to fill in gaps, reinforce key concepts, to support them being Y6 ready. 45% of the cohort who benefitted from Third Space intervention were Pupil Premium. These children revisited key concepts from the Y5 curriculum where they had gaps identified from a diagnostic assessment.

Wider Strategies

Support via Family Liaison Officers

- Both Mrs Finch and Mrs Mahon offer support to our PP families in many different forms.

Family Support:

- 116 children on the PP register and their families have received family support. This includes one to one time in a safe space, providing a listening ear and contacting and signposting to appropriate services as needed i.e. housing/ benefits and letters of support. Additionally to this, the FLO's offer support for vulnerable families liaising with charitable organisations to offer food, furnishings, toys and clothing. By working holistically with our families, children benefit from the social and emotional support which improves the educational experience for their children and impacts on attendance figures.

- The FLO's also act as first point of contact for CASS & MASH enquiries and strategy meetings, CP, CIN, LAC & Early Help families, attending meetings, providing VOC and subsequent follow ups. This support has been invaluable to our school & families.

1:1 Brief Intervention & SEMH

- 130 PP children have received social, emotional & mental health via 1-1 support, lunch clubs, time to talk sessions, brief interventions to address & resolve childhood worries and specific programmes i.e. Lego Therapy, & confidence and resilience workshops. This involves having sessions with our FLO's to help them regulate emotions and learn strategies to help them cope in future situations of upset. Some of the support includes building self-esteem/self-worth, separation anxiety and home worries to name just a few. 18 PP children have been referred into specialist support services i.e. seedlings, EMHP, Flourishing Families. 91 children have accessed support via multi agency partnership working i.e. referrals to health, MHST, counselling, HAF.

41 children have had behaviour support through various activities i.e. conflict resolution, restorative work, social and friendship support. Regular follow ups with these children show positive results via ratings on the ROAR rainbow, via 1:1 chats and from conversations with teachers. Regular follow ups with these children show positive results.

Pick up:

- 10 children on the PP register have needed support attending school on multiple occasions. The majority of these children are supported by the LA on plans. Children will be collected if parents are struggling with their own mental health and wellbeing, this ensures children are accessing education and remain in a safe, warm and supportive environment.

Admissions

FLOs are responsible for processing new starters applications, contacting previous settings to identify safeguarding/SEND/health needs, inviting families into school for welcome briefings, offering pre owned school uniforms for families in need and following up with external/external agencies and as required. FLO's work with teaching staff to ensure appropriate transitions which meet the needs of the child. During the summer term FLO's attend various early years settings to meet new starters and identify PP children and obtain background information to support their transition and settling in.

Attendance

Overall attendance in 2023/24 was 93.15% for the whole school. Pupil Premium attendance was 90.2% compared to non-Pupil Premium attendance of 94.5%.

Persistently absent PP - 92 of the 167 pupils who are persistently absent (PA) are on the PP register. This is 55% of the PA cohort. Parents of children who are absent from school are contacted daily regarding attendance and appropriate follow up and support is provided via letters, phone calls, meetings. Families who fall into PA are invited into school to attend supportive meetings before referring to EWS. This demonstrates that PA is a key area for development in the next academic year both for the whole school and from a PP perspective.

Wider Opps

Year 3 had the opportunity to learn to play the ukulele throughout the year. Each class has a lesson for 1 hour, with the lessons on a rotation so each class accesses a lesson once every three weeks.

The children have learnt about the different musical notes, how to hold the instrument correctly, how to play a number of chords and how to play several songs.

This provision allows for 100% of the children on the PP register in year 3, to access high quality lessons, taught by a specialist music teacher, enabling them to learn to play an instrument which may not be accessible outside of school. That's 26 PP children alongside the rest of their cohort that have this opportunity due to PP funding.

Extra-Curricular Clubs

Over the academic year 23-24 there were 75 clubs available across the 3 terms.

The data from Arbor shows that there were 698 children on roll at various times during the academic year - including those who left or joined partway through.

619 children were registered for clubs at some point throughout the year, 232 of these children were pupil premium children.

138 of these pupil premium children accessed the clubs therefore 59% of PP pupils benefitted from extra-curricular activities.

When arranging Extra curricular clubs teachers are reminded to send invitations to children who may benefit from a club, this includes pupil premium children. There is an effort to engage with these pupils' parents as this was identified as a barrier for some PP children in the previous year.

Earthworks

Throughout the year, all cohorts have had the opportunity to work with Kev the gardener to improve our outdoor environment. 100% of our PP children (attendance dependant) throughout the school have benefitted from these sessions.

These sessions have helped to develop the children's understanding of the natural world and helped to promote a sense of pride in their outdoor educational settings. As well as this, fine and gross motor skills such as digging, filling and pouring have been enhanced. Other areas of learning were also developed such as Communication and Language and People and Communities in EYFS and further development of key skills and understanding of topics taught in Key Stage 1 and 2 including Local Environment, Agriculture, Seasons, Plants and Bees.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

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

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.