

Pupil premium strategy statement – St Oswald's

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	600
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>2025-2026</u> 2026-2027 2027-2028
Date this statement was published	December 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Donna Hay
Pupil premium lead	Sarah Watson
Governor / Trustee lead	Anthony Hegarty

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£299,970
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year	£299,970
<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>	

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 Liason 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	Attendance: PP pupils' attendance and persistent absence rates are lower than non-PP peers and below national averages; this reduces curriculum exposure and creates knowledge gaps.
2	Attainment gap: The attainment and progress gap between PP and non-PP pupils (measured at KS2, PSC and internal assessments) is not diminishing.
3	Universal FSM at KS1 / eligibility under-claim: Universal FSM in KS1 reduces the number of families applying for Pupil Premium, limiting targeted support and access to some benefits.
4	Cultural capital & aspiration: 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, which constrains vocabulary, background knowledge and aspiration.
5	Parental engagement: Engagement of parents/carers of PP pupils is lower than for non-PP (attendance at events, homework support, communications), hindering home-school partnership and attendance improvements.
6	Prime areas notably communication and language are low upon entry to EYFS

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
1. Improve attendance for PP pupils	<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>Evidence base: EEF Supporting School Attendance guidance. EEF – Supporting school attendance</p>
2. Close the attainment gap (KS2 & internal assessments)	<p>Increase the percentage of PP children attaining the expected standard at Year 1 PSC to be at least in line with non PP pupils</p> <p>Increase the percentage of PP children attaining MTC to be at least in line with non PP pupils</p> <p>Increase % of PP pupils reaching expected standard in R, W, M so that RWM combined increases from 59% (e.g., +10 percentage points within 2 years) and the gap to non-PP narrows substantially.</p> <p>Termly progress monitoring shows PP pupils' progress rates match or exceed national non-PP averages.</p> <p>Interventions are targeted by diagnostic assessment and evaluated.</p> <p>Evidence: EEF Teaching & Learning Toolkit (small group/one-to-one tuition; mastery learning; reading comprehension strategies). EEF – One to One Tuition EEF – Small group tuition / Mastery</p>
3. 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>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>
4. Expand cultural capital and aspiration	<p>All PP pupils offered at least two subsidised/targeted enrichment experiences each year (visits, music lessons, employer talks); increase in pupil vocabulary measures and pupil voice showing higher aspiration. Use structured reflection to link experiences to curriculum. (EEF: mixed evidence for enrichment — design and implementation important; see Children's University trial). EEF – Children's University trial</p>
5. Increase parental engagement for PP families	<p>Measurable increases in parent attendance at key events (e.g., Parents' Evening, workshops) and uptake of communications; positive changes in school survey responses from PP families.</p> <p>Use of targeted, personalised communications (nudge letters, translated messages) as per EEF guidance. EEF – Parental engagement</p>

<p>6. Increase early years outcomes for disadvantaged children</p>	<p>Raise GLD (current 63%) and ensure targeted early language/oral skills support for PP pupils in EYFS. Use oral language interventions and early phonics eg Wellcomm Nur) and NELI (Reception) (EEF: oral language interventions +6 months; phonics +5 months). EEF – Oral language interventions EEF – Phonics</p>
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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: £197,806

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality first teaching across the curriculum including progressive schemes that support teacher knowledge whilst supporting a sequenced progressive cumulative curriculum eg opening worlds, HEP science, RWI mastering number, Ready steady Write</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: high-quality teaching is the most important lever to improve outcomes for disadvantaged pupils; formative assessment and feedback have strong evidence for impact (feedback +6 months; metacognition & self-regulation +7 months).</p>	2,6
<p>Whole-school CPD programme focused on formative assessment, adaptive teaching and mastery checks (termly cycles; coaching for teachers; peer observation and subject-based TLCs).</p>	<p>EEF: high-quality teaching is the most important lever to improve outcomes for disadvantaged pupils; formative assessment and feedback have strong evidence for impact (feedback +6 months; metacognition & self-regulation +7 months). See EEF Teaching & Learning Toolkit and guidance on implementing classroom assessment. EEF – Teaching & Learning Toolkit summary (feedback, metacognition) EEF – A School’s Guide to Implementation</p>	2, 6

Link CPD to staff PM targets.		
Implement structured subject progression through crucial knowledge across KS1–KS2; subject leaders trained to QA curriculum sequencing and check secure knowledge before moving on through formative assessment.	EEF guidance emphasises curriculum sequencing and secure knowledge as central to reducing gaps; mastery approaches and structured curriculum design support deeper learning. <u>EEF – Mastery learning / curriculum guidance</u>	2, 6
Targeted phonics and early reading training for staff; ensure book match to phonics phase across EYFS/KS1 with daily phonics sessions incl resourcing.	Implement RWI strategies and interventions showing fidelity to the scheme Phonics instruction is evidence-based for improving decoding and early reading, with particular benefits for disadvantaged pupils (+5 months). <u>EEF – Phonics</u>	2, 6
Improve teacher assessment practice & use of short, regular low-stakes checks (hinge questions, retrieval quizzes) to diagnose misconceptions; CPD to ensure teachers remediate before moving on.	EEF emphasises diagnostic assessment, retrieval practice and formative checks to identify gaps and inform targeted support — key to preventing insecure knowledge blocking new learning. <u>EEF – Retrieval practice & assessment guidance</u>	2, 6
Staff have a clear understanding of the 3 waves of intervention model and deploy interventions efficiently and accurately		2,6
Consistent pedagogical approach to subjects incorporating retrieval practise, hinge questions to lower cognitive load		2,6

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

Budgeted cost: £6000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted timely interventions aim for children to keep up not catch up wherever possible including the use of Reading plus, Third space learning ai, Fresh start	<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>	2,6
Targeted one-to-one / very small group phonics and reading interventions for EYFS/KS1 and lower-prior pupils (e.g., precision teaching, freshstart, reading).	<p>EEF: phonics and one-to-one tuition have strong effects for low prior attainers and disadvantaged pupils (+5–6 months). EEF – One to one tuition EEF – Phonics</p>	2,6
After-school / breakfast small-group academic clubs (targeted invites for PP pupils) combining retrieval practice and curriculum consolidation eg MTC club	<p>EEF: extended school time and homework clubs can improve outcomes if well targeted and linked to curriculum; breakfast clubs can improve readiness to learn and attendance indirectly — planning required to secure engagement. EEF – Extending school time EEF – Homework guidance</p>	1, 2
Deploy TAs with structured, evidence-based programmes eg WellComm, NELI, Fresh start, RWI (clear training and supervision by teachers) for structured interventions rather than unsupervised in-class support.	<p>EEF: Teaching Assistant interventions can be effective when focused, structured and supervised; otherwise impact is limited. EEF – Teaching assistant interventions guidance</p>	2, 6

Teacher assessments to identify gaps and to prioritise pupils for intervention; monitor impact with pre/post measures.	EEF emphasises matching interventions to diagnostic assessment and monitoring impact; NGRT and other standardised checks recommended for targeting. EEF – Assessment and diagnostic guidance / effective tutoring	2, 6
Focus on opportunities to develop pupil's language, communication and social skills Including the use of communication and language interventions such as NELI and Wellcomm.	<p>On average, oral language approaches have a high impact on pupil outcomes (+6 months' additional progress).</p> <p>The evidence is strongest on interventions that are integrated with the existing curriculum. It is important to consider how any changes or refinements to practice are integrated with the curriculum.</p> <p>Oral language interventions can be an effective approach for disadvantaged pupils. In the research evidence, the higher the proportion of disadvantaged pupils taking part, the more effective the intervention seemed to be.</p>	

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

Budgeted cost: £95,734

Activity	Evidence that supports this approach	Challenge number(s) addressed
Designated attendance lead (DAL), FLO's and attendance team monitors a proactive first-day response, weekly monitoring, personalised family outreach, use of personalised communications (nudge letters/texts) and multi-agency referrals where needed.	<p>EEF: "Supporting school attendance" guidance provides a toolkit and emphasises personalised communications, first-day response and whole-school systems.</p> <p>Evidence that carefully designed parental communications can change behaviour. EEF – Supporting school attendance</p>	1
Attendance incentives and belonging initiatives (termly celebration events, class attendance challenges, targeted mentoring for persistent absentees) combined	EEF review finds mixed but promising evidence for nudge/personalised communication and wraparound support; emphasises addressing local causes and building belonging. EEF	1

with supportive problem-solving with families (transport, immunisation of breakfast provision).	<u>– Taking a tailored approach to improving attendance (blog)</u>	
Breakfast club a with targeted invitations for PP pupils (removes barriers such as lack of quiet space and breakfast; increases attendance/engagement).	Evidence summarised by EEF shows breakfast clubs and before/after school provision can support attendance and readiness to learn when combined with structured academic activity. <u>EEF – Extending school time / attendance resources</u> <u>EEF – Supporting school attendance</u>	1, 5
Targeted family workshops and practical parental support (short workshops, translated resources, text reminders and 'how to help' one-page guides). Use personalised text/email prompts for parents of children with attendance concerns.	EEF: Parental engagement leads to average +4 months progress; personalised messages and accessible, practical support are effective. <u>EEF – Parental engagement</u> <u>EEF – Working with parents to support learning guidance report</u>	5, 1
Subsidised / targeted enrichment and in-school cultural days matched to curriculum focus— priority offers for PP pupils.	EEF evidence on enrichment is nuanced: structured, curriculum-linked enrichment and programmes that build background knowledge can support attainment and aspiration. Children's University evidence shows implementation quality matters. <u>EEF – Children's University trial A New Direction – using PP for cultural education</u>	4
FLO's support applications (PP eligibility/KS1 FSM issues), signposting, translation and to run targeted home-school support for families reluctant to engage.	EEF and wider evidence indicate that targeted family support, personalised communications and removing barriers (help with FSM/PP applications) can improve engagement and attendance. <u>EEF – Supporting school attendance / parental engagement</u>	3, 5
Social, emotional & behaviour support: implement Zones of Regulation across school, nurture/sensory spaces, restorative practice CPD for staff;	EEF: Social and emotional learning (SEL) and behaviour interventions have positive average impacts on attainment (~+3–4 months) and are important for disadvantaged pupils' readiness to learn. <u>EEF – Social &</u>	2, 4

provide targeted SEL groups for PP pupils with identified needs notably during lunch times	<u>emotional learning / behaviour interventions</u>	
Celebrate and track PP uptake of extracurricular clubs, targeted invitations.	Social Mobility evidence and EEF indicate disadvantaged pupils have lower participation in extracurriculars; subsidised offers increase access and may improve aspiration and engagement. <u>EEF – Arts participation / extracurricular references</u>	4, 2
Clear, simple communications for parents about days missed (number of days, not just %), impact on learning, and comparison with peers (non-judgemental tone) — linked to attendance outreach.	EEF blog and attendance evidence show personalised messages with clear info (days missed) can prompt behaviour change. <u>EEF – Taking a tailored approach to improving attendance (blog)</u>	1, 5
Family Liaison will support families to understand eligibility for other benefits (e.g., additional forms, bursaries) and complete any discretionary application processes; school communications will be clear about benefits of registering where eligible and offer alternative targeted support regardless of formal PP status to avoid disadvantaging pupils		3

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

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

End of Reception

	PP	Non PP	Gap
<u>Percentage of children achieving GLD</u>	55%	66%	-11

Phonics

Pupil Premium Y1 Phonics pass

	2023		2024		2025		
	Non-PP	PP	Non-PP	PP	Non-PP	PP	Gap
School	81.7%	85.2%	81%	89%	87%	59.3%	-27.7
National	82.1%	66.7%	83%	67%	83.3%	66.8%	-16.5
Local	80.5%	70.6%	81%	70%	81.6%	63%	-18.6

End of KS2 Data

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

	PP 2023	Non-PP 2023	PP 2024	Non-PP 2024	PP 2025	Non-PP 2025	Gap
School EXS+	47.9%	63.4%	54.50%	56%	52%	65.5%	+13.5

National EXS+	44.2%		45.70%		47%		
School GDS	2.1%		6.10%		3.3%		
National GDS	3.1%		3.10%		3.6%		

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

	PP 2023	Non-PP 2023	PP 2024	Non-PP 2024	PP 2025	Non-PP 2025	Gap
School EXS+	75%	90.5%	63.6%	84%	74%	79.7%	-5.7
National EXS+	58.4%		58.80%		59%		
School GDS	6.3%		12.10%		10%		
National GDS	6.5%		6.40%		6.6%		

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

	PP 2023	Non-PP 2023	PP 2024	Non-PP 2024	PP 2025	Non-PP 2025	Gap
School EXS+	54.20%	73.2%	78.80%	78%	65%	78%	-13
National EXS+	60.30%		62.60%		63%		
School GDS	16.70%		18.20%		16.7%		
National GDS	17%		18.10%		21.3%		

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

	PP 2023	Non-PP 2023	PP 2024	Non-PP 2024	PP 2025	Non-PP 2025	Gap
School EXS+	60.40%	85.4%	66.70%	72%	71%	73%	+2
National EXS+	59.00%		59.30%		61%		
School GDS	18.80%		9.10%		10%		
National GDS	13.00%		13.00%		15.2%		

- The attainment of PP pupils is still behind that of non-PP pupils in all areas in KS2 SATS.
- PP attainment at expected standard in 2025 is higher than national in all areas.
- PP attainment at expected standard has improved since 2024 in Maths and Writing.
- The gap between PP children and non-PP children has narrowed in Maths and Writing.

Attendance

	Overall attendance		
	All Pupils	PP	Non-PP
2024-2025	93.3%	89.5%	94.6%
National Average	94.8%	92.6%	94.6%

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)

*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***

N/A

The impact of that spending on service pupil premium eligible pupils

N/A

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.