

Pupil premium strategy statement – St Oswald’s C of E Aided Primary and Nursery School

This statement details our school’s use of pupil premium (and recovery 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	137
Proportion (%) of pupil premium eligible pupils	12%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Ben Westwood Chair of Governors
Pupil premium lead	Alice Hassall Headteacher
Governor / Trustee lead	Ben Westwood Pupil Premium Link Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£29,520 PP- £19,240 PP+ - £10,280
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£29,520

Part A: Pupil premium strategy plan

Statement of intent

At St Oswald's C of E Aided Primary and Nursery School our vision is 'Together we learn to love and shine' meaning that all pupils, irrespective of their background, make good progress in all subject areas. Our Vision also commits us to reduce the difference between the attainment of disadvantaged and non-disadvantaged pupils.

When making decisions about how to best use our Pupil Premium funding we identify the key challenges to achievement and consider the context of our school, we couple this with research including the evidence tool kit and guidance reports produced by the Education Endowment Foundation (EEF).

Key principles that guide our strategy plan:

- Promote an ethos of attainment for all pupils.
- Focus on high-quality teaching and effective research-informed strategies to support disadvantaged children.
- Triangulation of various sources of evidence inform planning.

Challenges

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

Challenge number	Detail of challenge
1	Overall the emotional resilience of pupils eligible for pupil premium is low in comparison with their peers. This can affect their ability to engage with their learning and as result impact on the progress they make across the curriculum.
2	In writing children who eligible for pupil premium do not achieve as well as their peers.
3	In maths children who eligible for pupil premium do not achieve as well as their peers.
4	Children eligible for Pupil Premium are often not school ready when they enter Reception.

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. To further raise standards in writing	Children in receipt of Pupil Premium on average make positive progress relative to their starting points. Including children working higher within the expected range or even exceeding. This is demonstrated either in children's work or through formal assessments.
2. To further raise standards in maths	Children in receipt of Pupil Premium on average make positive progress relative to their starting points. Including children working higher within the expected range or even exceeding. This is demonstrated either in children's work or through formal assessments.
3. Children are able to access their learning and as a result make rapid progress as a result of improved emotional resilience.	Children have a positive approach to their learning which will impact on their attainment. This will be evident in their work and through lesson walks and other observations.
4. To raise attainment for disadvantaged children across all areas of the Early Years curriculum.	Disadvantaged children make accelerated progress within the Early Years Curriculum

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: £ 16,024

Activity	Evidence that supports this approach	Challenge number(s) addressed

Across the school maths is taught in smaller groups and as single age groups.	EEF guidance suggests a +2 months impact on children's attainment.	2 and 4
Sounds-write CPD (Masterclass, Revisited, and Interventions) will be accessed to support children's encoding ability and therefore impacting on writing outcomes as well as reading for those in Early Years.	The EEF guidance is based on a range of evidence – separate guidance is available for Early years and KS1	1 and 4
Identified CPD opportunities linked to the teaching of writing to support sentence crafting.	The EEF guidance is based on a range of evidence – separate guidance is available for Early years and KS1 and KS2 .	1
Identified CPD opportunities linked to the teaching of maths.	The EEF guidance is based on a range of evidence – separate guidance is available for Early years and KS1 and KS2 .	2

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

Budgeted cost: £5,308

Activity	Evidence that supports this approach	Challenge number(s) addressed
Group support and in class support to overcome identified barriers delivered by a teaching assistant/teacher.	EEF Teaching and Learning toolkit: small group tuition 4+ months progress	1, 2 & 4
Purchasing of standardised	The use of standardised tests can provide reliable insights into children's attainment to inform teachers	1 & 2

diagnostic assessments.	planning for individuals, groups and cohorts.	
Times Tables Rockstars – for home and in school use.	Different aspects of Times tables Rockstars acts as a resource to support the school to follow the recommendation of the EEF Guidance reports e.g. strand 2 of the ‘improving Mathematics in the Early Years and Key Stage ‘ it also acts as a diagnostic tool for strand 4.	2

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

Budgeted cost: £8,188

Activity	Evidence that supports this approach	Challenge number(s) addressed
Introduction of the STAR (Support Targeted for Anxiety and Resilience) to support pupils through the early identification of support required.	There is a secure evidence base to indicate that a child’s social and emotional skills lead to improved outcomes later in life. EEF Social and Emotional Learning	3
Targeted support for children to either work 1:1 or in small groups to support children to be steady and ready to learn.	There is a secure evidence base to indicate that a child’s social and emotional skills lead to improved outcomes later in life. EEF Social and Emotional Learning EEF Teaching and Learning Toolkit: Building social and emotional learning in to the classroom (+4 months) Review by DFE into mental health approaches included THRIVE as an initiative that supports and promotes positive mental health (DFE 2018)	1

Thrive re-accreditation for two staff members and training for two new staff.	There is a secure evidence base to indicate that a child's social and emotional skills lead to improved outcomes later in life. EEF Social and Emotional Learning	1
Contingency Fund	We have identified a small amount of money to respond quickly to emerging issues.	

Total budgeted cost: £29,520

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 2023 to 2024 academic year.

Please note: Due to low numbers of disadvantaged children our reported data is carefully considered to ensure pupils are not identifiable. Much of our data is not statistically significant due to these small numbers. The link governor evaluates at a granular level where appropriate.

Teaching Strategies:

High quality CPD specifically linked to transcription skills has proven to be particularly effective this year and has impacted on children's increased accuracy and precision when writing and for those children who need it, more individualised support has been provided and has proved successful. With the teaching of maths the impact of the various approaches has resulted in an overall positive progress figure with 18% of disadvantaged children making more than expected progress.

Thrive interventions continue to play a key role within school. Pupils receive either small group or individual support to help them to be steady and ready to learn.

Our phonics results have continued to improve as a result of all staff being suitably trained in the phonics scheme adopted by the school meaning that more targeted intervention groups have been possible which have supported improved outcomes for pupils.

Targeted intervention:

Small group work and the careful utilisation of standardised assessments has continued to prove beneficial in supporting the individual needs of children and therefore closing gaps in the children's learning.

Times Tables Rocks Stars has proved to be a popular and effective intervention, which is engaged with well by the majority of pupils.

Wider Strategies:

Thrive strategies have taken place when a need has been identified either through conversations with staff, other professionals or families. Pupil's well-being is always closely monitored by staff and areas of concerns are supported as a result.

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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
Sounds-Write Training	Sounds-Write
Thrive	Thrive
Mathletics	3P learning
Times Tables Rockstars	Maths Circle
Twinkl	Twinkl
SPAG.com	SPAG.com