

St Oswald's Pupil Premium Strategy

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	205
Proportion (%) of pupil premium eligible pupils	50 pupils 24.4%
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)	3 year plan
Date this statement was published	April 2021 Reviewed July 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Rebecca Wood
Pupil premium lead	Rebecca Wood
Governor / Trustee lead	Siobhan Revie

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£55,145
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£6,235
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	N/A
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>	£61,380

Part A: Pupil premium strategy plan

Statement of intent

As a school we strive to support all disadvantaged pupils by using an evidence informed approach based on the Education Endowment Fund tiered approach.

Key Principles

Our intent is that all pupils, irrespective of their background, make good progress and attainment across all subject areas at St. Oswald's. High quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support as this is proven to have the greatest impact on closing the disadvantage attainment gap, as well as benefitting non-disadvantaged pupils.

It is our intention that non-disadvantaged pupils' attainment will be sustained and improved alongside the progress of their disadvantaged peers, leading to all pupils reaching age-related expectations by the end of Year 6. In order to do this, all teaching staff are involved in the analysis of robust diagnostic assessment data and identification of pupils, to ensure they are aware of all pupil's strengths and weaknesses across the school.

Our aim is to act early to intervene at the point that a need is identified, ensure all pupils are challenged in the work that is set and a whole school approach in which all staff take responsibility for disadvantaged pupil's outcomes and raise expectations.

- quality first teaching will be the biggest lever for progress for all pupils
- appropriate provision will be made for vulnerable pupils
- recognise that not all pupils who receive free school meals will be socially disadvantaged or that not all pupils that are socially disadvantaged are registered/qualified for free school meals
- allocate the pupil premium funding appropriately for any pupil / groups of pupils in our school
- funding will be allocated after internal data and information has been analysed to pinpoint priority individuals, groups or classes How our pupil premium strategy plan will work towards achieving those objectives. The range of provision the school will make for this group include:

- allocation of a catch up teacher across KS2 providing small group work with an experienced teacher / HLTA focused on closing gaps in learning
- allocation of an experienced HLTA to provide 1-1 phonics support in KS1 3
- Connex Education Tutor (recovery premium)
- Additional opportunities to improve speaking and listening through targeted interventions
- All our work through the pupil premium will be aimed at accelerating progress for pupils from their starting points
- Pupil premium resources are to be used to target able children on free school meals to achieve age related expectations
- Behaviour and nurture support provide activities to engage and promote St. Oswald's values and British values thus enhancing learning
- For all adults within the school to support pupils to develop self-regulation and metacognition skills
- Pay for enrichment activities for pupils (educational visits/residential visits) ensuring children have first-hand experiences to use in their learning in the classroom

This list is not exhaustive and will change according to the needs and support of our socially disadvantaged pupils.

Challenges

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

Challenge number	Detail of challenge
1	Meeting age-related expectations in speaking and listening Assessment, learning walks, observations and discussions with pupils indicate oral language, listening and vocabulary gaps among many disadvantaged pupils across school; they are more predominant amongst the pupil premium pupils.
2	Meeting age-related expectations in reading Robust diagnostic assessments indicate that reading attainment of disadvantaged pupils is significantly below non-disadvantaged pupils. As of the end of summer

	term 2022, 57% of Pupil premium pupils did not attain the expected level in reading, and 74% did not make expected progress.
3	Meeting age-related expectations in Maths fluency. Teacher observations and robust diagnostic assessments indicate that maths attainment of disadvantaged pupils is significantly below nondisadvantaged pupils. As of the end of summer term 2022, 69% of Pupil premium pupils did not attain the expected level in maths, and 80% did not make expected progress.
4	Self-regulation and metacognition issues Our observations have identified that many pupils find it challenging to self-regulate and be ready for learning, which hinders their learning. Research led evidence by the EEF suggests that explicit teaching of metacognitive and self-regulating strategies can have a +7 months impact.
5	Reduced opportunities for experiencing enrichment/cultural capital to succeed in life Observations and discussions with pupils and families have identified there has been reduced enrichment opportunities due to school closures during the Covid 19 pandemic. These challenges particularly affect disadvantaged pupils, including their attainment. As a school, we are looking at increasing these opportunities.

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
Attainment in speaking and listening in line with National.	Attainment to be in line with National in speaking and by the end of KS2. Diagnostic assessment, learning walks and observations when triangulated with other evidence such as book scrutiny and engagement in lessons.
Attainment in reading in line with National.	Attainment to be in line with National in reading by the end of KS2
Attainment in maths in line with National	Achieve accelerated progress in maths from pupils' starting points to end of KS2
Self-regulation and metacognition	Ensure pupils have acquired the skills they need in order to learn. Observations will demonstrate pupils are able to plan their approach to a task, monitor whether it has improved their understanding and evaluate if they have successfully moved on to the next step in their task.
Increased Enrichment /cultural capital / life experiences outside of the community	Ensure first hand experiences have a positive impact on classroom learning

	and engagement, such as their referencing in pupils' writing. High levels of enrichment will be demonstrated by pupil voice, parent surveys and teacher observations as well as increased participation in enrichment activities.
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Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ : £33,122

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Internal CPD training on vocabulary for teachers and TA's (£450)</p> <p>Quality first teaching promoting the importance of spoken language and verbal interaction in the classroom:</p> <p>-Targeted reading aloud and book discussions. - Explicitly extending pupils' spoken vocabulary - purposeful, curriculum</p>	<p>Speaking and listening skills are not in line with National. Some pupils are not able to talk in full sentences that are coherent, connect ideas and explain their understanding. As a result, speaking and listening assessment is taking place each half term for class teachers to monitor this. The approach has been based on recommendation 1 of the EEF Improving Literacy in Key Stage 1 and 2 guidance reports.</p> <p>Limited use and breadth of vocabulary is evident, often reflecting pupils' experiences outside school. Children answer using single words, sometimes two/three word sentences and find it difficult to articulate full coherent sentences. The approach has been based on recommendation 1 of the EEF Improving Literacy in Key Stage 1 guidance report where high quality adult-child interactions are important and sometimes described as talking</p>	1,2,3

<p>focused dialogue and interaction -pair/group work allowing pupils to share thought process Mighty writer £1,800 £12,147 (TA's to support implementation of speaking and listening and vocabulary</p>	<p>with children rather than just to them. The approach has been based on recommendation 2 of the EEF Improving Literacy in Key Stage 2 guidance report to support pupils to develop fluent reading capabilities.</p> <p>The approach has been based on recommendation 1 of the EEF Improving Literacy in Key Stage 2 guidance report to extend pupils' vocabulary by explicitly teaching new words and providing repeated exposure to them. Writing is also a key area of focus in school. Mighty writer is a tactile teaching and learning resource purchased to support the way children learn to write through a visual and engaging way. It also promotes reading skills, speaking and listening and developing language. The approach has been based on recommendations 1 and 2 of the EEF Improving Literacy in Key Stage 1 guidance report to provide collaborative activities where pupils hear language taught and modelled explicitly in a way that motivates and engages. The approach has been based on recommendation 3 of the EEF Making best use of TAs guidance report to improve the nature and quality of TAs' talk to pupils to support the improvement of learning outcomes</p>	
<p>Reading High quality first class teaching focusing on fluency and comprehension (linked to VIPERS) - the implicit teaching of approaches and techniques to improve their comprehension of written text - metacognitive talk to model strategies - teachers questioning pupils to apply key steps Phonics -CPD</p>	<p>From internal data, reading is not currently in line with National standards. On average, disadvantaged pupils are less likely to own a book of their own and read at home with family members and for these reasons may not acquire the necessary skills for reading and understanding challenging texts.</p> <p>The approach has been based on recommendations 3 and 4 of the EEF Improving Literacy in Key Stage 1 and 2 guidance reports and the use of teacher modelling. EEF toolkit</p>	<p>2</p>

all staff have training on the systematic approach to phonics and coverage of all phases -phonic reading books £2000	suggests +6 months impact of reading comprehension strategies. Typically, disadvantaged pupils receive similar or slightly greater benefit from phonics interventions and approaches due to the explicit nature and intensive support. It will improve decoding skills for pupils who have experienced barriers to learning such as not developing phonological awareness at the same rate of others due to having less exposure to books and the spoken word at home. The approach has been based on recommendations 2 and 3 of the EEF Improving Literacy in Key Stage 1 and 2 guidance reports. Phonic approaches are very effective in supporting early readers to master the basics of reading. It is more successful when embedded in a literacy rich environment. Early readers will have phonic related books to ensuring that they are developing word recognition and phonemes/ graphemes are matched appropriately. EEF toolkit suggests +5 months progress.	
Pupil Premium Lead CPD £895	To enhance the provision for pupil premium pupils by strengthening the leadership of pupil premium	1,2,3,4,5
metacognition CPD - teaching of metacognitive strategies -staff modelling metacognitive strategies -embed across school £375 reading and phonics CPD £375	<p>High quality staff CPD is essential in these focus areas in order for it to be taught effectively in classrooms. The EEF Effective Professional Development guidance report has been used to identify the mechanisms to use alongside the building of teacher knowledge and embedding this practice.</p> <p>Disadvantaged pupils need to be explicitly taught how to use metacognitive and self-regulatory strategies encouraging them to practise and use the skills in order to manage their own learning and overcome challenges in their future</p>	2,3,4

	In maths, metacognition allows pupils to plan, monitor, explain and evaluate their thinking and learning. EEF Teaching and Learning toolkit illustrates +7 months impact for metacognition and self-regulation	
Family resource worker £15,000 nurture oral language interventions Yr1-Y6 3 x weekly for all groups (5 groups in total)	<p>Our internal data analysis highlights that many disadvantaged pupils lack confidence, limited experiences, understanding and face difficulties dealing with emotions - identified pupils and groups across school will work with EEF toolkit</p> <p>Disadvantaged pupils are more likely to be behind in developing early language and speech skills, which may affect their school experience and learning later in their school lives.</p> <p>Oral language interventions (ECAT, Talk about and Talking Partners) are a targeted approach to support disadvantaged pupils to catch up with peers and are aimed explicitly to develop spoken vocabulary.</p> <p>EEF evidence from Making the best use of teaching assistants guidance report recommendation 6 suggests this intervention is most successful when 3 sessions a week occur over a sustained period of time.</p> <p>Developing communication and language skills through speaking and listening activities. Resources used are ECAT, Talk about and Talking Partners EEF Toolkit suggests +6 months progress from Oral language interventions.</p>	1,4,5

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

Budgeted cost:

£ 13,818.20 (exclusive of £6,235 recovery premium funding)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Reading Catch up experienced HLTA in KS2 to support targeted reading interventions</p> <p>Year 4/5 minimum of 3 x weekly Maths Catch up teacher</p> <p>KS2 Year 5 4x weekly</p> <p>Catch up with experienced HLTA</p> <p>KS2 Year 5 2 x weekly £6,235 (recovery premium funding)</p>	<p>Reading</p> <p>At the end of the summer term 2022 reading results for pupil premium pupils:</p> <p>Year 1 – 0% did not achieve ARE, 100% did make expected progress Year 2 –57% did not achieve ARE, 50% did make expected progress Year 3 – 78% did not achieve ARE, 29% did make expected progress Year 4 – 78% did not achieve ARE, 20% did make expected progress Year 5 –55% did not achieve ARE, 33% did make expected progress Year 6 – 0% did not achieve ARE. 100% did make expected progress</p> <p>Targeted interventions are focused for academic year 2023-2024 in Year 5 and 4 (in addition to boosters in Year 6 as a result of the high percentage of pupil premium pupils who did not reach age related expectations.</p> <p>In all year groups, disadvantaged pupils' progress was weaker Year 3 (was Yr2) will receive targeted reading interventions following on from Year 4 and 5 Reading Comprehension Strategies / Education Endowment Foundation / EEF Maths</p> <p>At the end of the summer term 2022 maths results for pupil premium pupils:</p> <p>Year 1 – 50% did not achieve ARE, 50% did make expected progress Year 2 –57% did not achieve ARE, 66% did make expected progress Year 3 – 78% did not achieve ARE, 29% did make expected progress Year 4 – 100% did not achieve ARE, 0% did make expected progress Year 5 –64% did not achieve ARE, 33% did make expected progress Year 6 – 25% did not achieve ARE. 80% did make expected progress</p> <p>Targeted interventions are focused in Year 4 (was Yr 3) and 5 (was Yr4) as a result of the high percentage of pupil premium pupils who did not reach age related expectations in maths during the summer term.</p> <p>In all year groups, except Year 5 – current Yr 6) disadvantaged pupils' progress was weaker Year 3 (was Yr2) will receive targeted reading interventions following on from Year 4 and 5 Maths KS1 guidance report.</p>	1,2,3

	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3	
experienced HLTA to provide 1-1 phonics support (KS1 and Ks 2) (£12,458.16)	<p>Due to Covid 19, the Year 2 pupils require phonics intervention to raise their attainment due to the fact that much of their previous learning in Year 1 was at home.</p> <p>This intervention is rolled out to pupils identified in Key Stage 2 and is daily for half an hour per day. It is based on the Jolly Phonics approved scheme.</p> <p>The approach has been based on recommendation 5 of the EEF Making best use of TAs guidance report to deliver high quality one-to-one and small group support. EEF Teaching and Learning toolkit illustrates +5 months impact for phonics intervention</p>	1,2
Times Table Rock stars (£114.44) -to ensure pupils develop fluent recall of facts Doodle Maths -to ensure pupils develop fluent recall of facts (£1245.60)	<p>Due to the mastery approach in maths, reasoning and problem solving has improved, however, fluency across school has declined. I</p> <p>In order to raise the level of fluency in facts the school has purchased Doodle Maths from Years 1-6 and Times Table Rock Stars from Years 2- 6. Analysis gaps from internal data show that pupils are not secure in their knowledge of their number facts in KS1 and times tables and number facts in KS2. This is having a negative impact on their reasoning and problem solving as the lack of fluency is hindering progress and attainment.</p>	3

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

Budgeted cost:

Activity	Evidence that supports this approach	Challenge number(s) addressed
Residential costs £3000	For the vast majority of our pupils, the school residential is the only time during the year they are away from home. It is essential for their wellbeing that they experience different settings and different teambuilding activities. Year 3/4 residential Lea Green Year 5/6 residential Lea Green	1,2,3,4,5

Educational / Class visits £2,000	All educational visits are linked to topics. These are essential for wellbeing and for children to have first-hand experiences to extend, and enrich their cultural capital.	1,2,3,4,5
Mental health well-being CPD for all staff £3000 Mental health and well-being resources purchased for school (£204.80)	<p>Covid has had a huge impact on the well-being and mental-health of pupils at school. See the Impact of COVID-19 on Learning report from the EEF for further evidence. PP pupils are more likely to have not accessed home-learning during lockdown and feel anxious now back at school.</p> <p>Mental health and well-being resources link to metacognition and self regulation strategies.</p> <p>The Well-being Measurement Framework for Primary Schools (Anna Freud Centre) will be used to measure the impact on pupils.</p>	4,5

Total Budget £61,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Below reflects our attainment for 2022-2023 KS2. This is based on statutory assessments.

In Year 6 for 2022-2023 11 out of 33 Pupils were Disadvantaged this was 33% of the cohort.

18.2% of the schools disadvantaged cohort achieved the expected standard in Reading Writing and maths combined which equates to 2/10 pupils.

Reading; 72.7% of the schools disadvantaged cohort achieved the expected standard in Reading- 8/11 pupils. One of these pupils achieved the higher standard.

This was an improvement of 39% from when this cohort were in Year 5.

Writing; 27.3% of the schools disadvantaged cohort achieved the expected standard in writing. 3 out of 11 pupils.

Maths; 45% of the schools disadvantaged cohort achieved the expected standards in maths. 5 out of 11 pupils.

This is a 12% increase from when they were in Year 5..

Phonics Outcomes for Disadvantaged Pupils;

All disadvantaged Pupils attained Phonics standard in 2023

As a school we were 93% which is above National.

Externally provided programmes

Programme	Provider
Times Table Rock stars	Times Table Rockstars
Doodle Maths	ezeeducation
SPAG intervention programme	Pearson

