

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	St Oswald's Catholic Primary School
Number of pupils in school	178 17 in nursery
Proportion (%) of pupil premium eligible pupils	48%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2020-2023 (3 rd year)
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	T Musgrove
Pupil premium lead	T Musgrove
Governor / Trustee lead	T Kynoch

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£96950
Recovery premium funding allocation this academic year	£ 11165
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	£108115

Part A: Pupil premium strategy plan

Statement of intent

As St Oswald's is in an area of high social deprivation, our vision is that our children are not disadvantaged by lack of experience and opportunity. We aim to provide the best teaching, nurture, and opportunities that we can so that our children can learn and flourish in a safe environment. Many of our families also fall into the JAM (just about managing) category and suffer deprivation without qualifying for FSM. This is taken into consideration when allocating funding to pupils.

We don't want our pupils to be left behind their peers. We want to overcome barriers to learning which exist in school. All staff are aware of the role we play in giving the children the best foundations in their academic careers. Our teachers and teaching assistants work closely with each other and with our families to identify needs and support to ensure that the children receive the best education possible.

We are fortunate that we can employ staff to underpin the quality first teaching that is already happening in school. We carry out same day catch ups and lunchtime and after school intervention groups.

We ensure that teaching and learning opportunities are tailored to the needs of individual children.

Our context:

- Average sized Catholic Voluntary Aided Primary School in Bishop Wilkinson Trust
- 48% Pupil Premium
- 15% EAL.
- 10% SEND (7 EHCPs + 2 in process).
- Stability is good.
- Our ethos is rooted in the belief that God is present among us in one another. We believe Christian values should pervade every part of school life.
- Rated Good – Ofsted 2017
- Rated Outstanding – Diocesan Inspection 2019
- School Games Mark (Bronze)
- Music Mark
- CAFOD Live Simply Award

Challenges

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

Challenge number	Detail of challenge
1	Speech, Language and Communication difficulties
2	Social and Cultural Deprivation leading to lack of aspiration and opportunity
3	Poor parental engagement
4	Social and Emotional Issues
5	Gaps in the curriculum following lockdowns and Covid absences

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. Pupils across school will increase their vocabulary and understanding of spoken English, applying new vocabulary across all areas of their learning.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils
2. Pupils will be provided with experiences outside of their normal range which will promote understanding of the wider world, build aspirations, promote confidence and self- esteem.	A breadth of engaging experiences that are not provided in the home environment are provided to enhance pupils' cultural capital. Pupils take part in experiences and visits, both virtually and in school, which build on skills and knowledge taught in class. Pupil voice shows a greater understanding of the world around them
3. Parents/carers of PP pupils are engaged in school, aware of their child's learning and understand how to support their child through discussions with teachers and engagement in parent workshops.	Ensure attendance of disadvantaged pupils is at least 95%. Parent /carers surveys show engagement and satisfaction with school and school life.
4. Children will be supported with social and emotional difficulties with a range of counselling and nurture groups.	Vulnerable children are settled in school and ready to learn, feeling happy, safe and secure.
5. Phonic knowledge will be secure and will lead to increased fluency in reading across all key stages.	Rigorous RWI assessment process will identify any needs for intervention. 1:1 or small group interventions will focus on addressing gaps in learning. Pupils will make rapid progress in acquiring basic skills and will be able to apply these in daily learning and in reading with fluency. Phonics Check results will be in line with national.
6. Rapid progress in Reading, Writing and Maths	Achieve outcomes in line with national average by the end of KS2

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: £ 36800.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff CPD (£4000)	High quality staff CPD is essential to follow EEF principles. This is followed up during staff meetings and INSET. EEF Guide to the PP “Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.” EEF guidance report and online training Making the best use of teaching assistants EEF Early Language Development reinforces the approach especially in terms of adult interactions- hence the need for additional staff to model this.	1, 5
Additional experienced teacher in Y6 1.5 days per week. (£11500) Experienced ex-teacher working as L3 TA working to support outcomes in KS2. (£12000)	EEF Guide to the PP “Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.”	5, 6
RWI Phonics training and coaching for new staff and development days for existing staff (£2000)	EEF Guide to the PP “Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.” EEF states Phonics input gives +5	5, 6
Staff release for peer observation and support, including half a day per week where SENCO supports staff and children (£7300)	High quality staff CPD is essential to follow EEF principles.	5, 6

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

Budgeted cost: £ 28,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Catch up intervention groups across school, including Success @ Arithmetic Experienced ex-teacher working 50% as L3 TA on key interventions (£12000)	EEF Guide to the PP “Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.”	5, 6
NELI (Nuffield Early Language Intervention) and Early Talk Boost Early identification of barriers and need in Nursery (£8000)	EEF toolkit indicates high impact for oral language interventions (+6 months) and Early Years interventions (+5 months) NELI has been identified by the EEF as a promising project	1
Use of the ARC for a small group of SEN 3 sessions per week, including some 1:1 tuition against personal targets. (£6000).	EEF toolkit indicates +5 for 1:1	6
Booster classes after school for small groups of Y6 children for Reading Comprehension Strategies (£2000)	EEF evidence that +6 gains for this activity, with small group tuition at +4	6

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

Budgeted cost: £ 41325.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Counselling and nurture groups (£9500)	Social and emotional support is proven by EEF to offer gains of +4	4
DHT employed half day week in role of Family support worker to work closely with our most vulnerable families. (£7300)	Parental engagement is considered by EEF as +4	4
Use of FFI to share work with parents and families including training sessions (£2525)	Parental engagement is considered by EEF as +4	3
Cultural experiences provided by visitors in and visits out heavily subsidised by school, including residential trips	Arts participation is considered by EEF as +3 Aspirational activity gains are unclear but we believe that for our children, these are vital activities.	2

for Upper KS2 children. (£12000)		
Free Breakfast Club for disadvantaged children and taking part in National School Breakfast Programme (£5500)	We know that our children function better when they are not hungry.	4
Dedicated EWO working with persistent absence families and rewards for good attendance (£3000)	Working closely with parents will give +4 gains according to EEF and children need to be in school to learn.	3
Parent workshops and Stay and Play (£1000)	Parental engagement is considered by EEF as +4	3
Uniform for our most needy families (£500)		4

Total budgeted cost: £ 106,125.00

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

--

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