

Pupil premium strategy statement

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 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	173 15 in nursery
Proportion (%) of pupil premium eligible pupils	52%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2026 (1 st year)
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
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	£ 131580.00
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	£131580.00

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 non-disadvantaged 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:

- One form entry Catholic Voluntary Aided Primary School in Bishop Wilkinson Trust
- 52% Pupil Premium
- 13% EAL.
- 15% SEND (5 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

Our disadvantaged children do not perform as well academically as their non-disadvantaged peers. This can be for a variety of reasons, which we have listed below. These are the challenges we hope to address through use of the Pupil Premium funding.

Challenge number	Detail of challenge
1	Speech, Language and Communication difficulties limiting forward learning
2	Social and Cultural Deprivation leading to lack of aspiration and opportunity
3	Poor parental engagement
4	Social, Emotional, Mental Health and Behaviour issues
5	Attendance
6	Costs of school: Uniform, milk, educational visits etc

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. Early speech and language will develop rapidly. This will make firm foundations for phonics and reading and writing which will give access to our broad and balanced curriculum. Pupils across school will increase their vocabulary and understanding of spoken English, applying new vocabulary across all areas of their learning.	Conversations, assessments and observations indicate significantly improved oral language among disadvantaged pupils. Phonics and reading assessments show rapid progress.
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 may not be provided in the home environment are given 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 disadvantaged pupils will be 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.	Attendance at workshops, family lessons and open evenings, engagement with FFI and with staff.
4. Vulnerable (SEMH) children are settled in school and ready to learn, feeling happy, safe and secure. Through OPAL, children will be busy at breaktimes and able to come back into lessons calm and ready to learn.	Children will be supported with SEMH difficulties and behaviour issues through a range of counselling and nurture groups. A variety of outdoor activities will support behaviour outdoors.
5. Improved attendance for disadvantaged children so it is in line with their non-disadvantaged peers.	Work with CHCS Attendance Officer to engage with families on attendance. Parent /carers surveys show engagement and satisfaction with school and school life.

6. Disadvantaged children access all activities available within school. Experience of school is poverty proofed.	School related costs will be subsidised in order to lessen anxiety for parents around affordability.
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Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 27000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff CPD (£5000) RWI whole staff training and ongoing termly development days Gateshead staff training on curriculum areas (£2000)	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 states Phonics input gives +5 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, 2, 4
Additional experienced teacher in Y6 1 day per week. (£8000) 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.”	1, 2, 4
Staff release for peer observation and support, including half a day per week where SENCO supports staff and children (£8000)	High quality staff CPD is essential to follow EEF principles.	4, 6

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

Budgeted cost: £ 27,250.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Catch up intervention groups across school, including Freshstart, Success @ Arithmetic Experienced ex-teacher working 40% as L3 TA on key interventions (£10000)	EEF Guide to the PP “Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.”	1, 2, 4
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
Lexia licences to support struggling readers (£1250)	Scarborough’s Reading Rope shows all the strands required for reading and how they intertwine to make a good reader. EEF toolkit indicates +1 for computer based reading programmes	1
Use of the L3 TA (ex teacher) for small group sessions including some 1:1 tuition against personal targets. (£6000).	EEF toolkit indicates +5 for 1:1	1, 2, 4
Booster classes after school for small groups of Y6 children for Maths and Reading Comprehension Strategies (£2000)	EEF evidence that +6 gains for this activity, with small group tuition at +4	1, 2, 4

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

Budgeted cost: £ 55799.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Counselling and nurture groups (£10000)	Social and emotional support is proven by EEF to offer gains of +4 Metacognition and self regulation in EEF is +7	4
DHT employed half day week in role of Family support worker to work closely with our most vulnerable families. (£7774)	Parental engagement is considered by EEF as +4	3
Use of FFI to share work with parents and families	Parental engagement is considered by EEF as +4	3

including training sessions (£2525)		
Cultural experiences provided by visitors in and visits out heavily subsidised by school, including residential trips for Upper KS2 children. (£22000)	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, 6
OPAL resources (£8000)	Behaviour interventions is considered by EEF as +4	4
Free bagel breakfast for disadvantaged children through taking part in National School Breakfast Programme (£5500) Subsidised Breakfast Club and childcare for working parents (£2000)	We know that our children function better when they are not hungry.	4, 5, 6
Dedicated Attendance Officer 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.	5
Parent workshops and Stay and Play (£1000)	Parental engagement is considered by EEF as +4	3
Uniform, shoes, milk for those who need it (£2000)		6

Total budgeted cost: £ 118,049.00

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.

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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