

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	139
Proportion (%) of pupil premium eligible pupils	11%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	David Tait 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	£23,850 PP- £16,620 PP+ - £7230
Recovery premium funding allocation this academic year	£2030
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	£25,850

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	It is apparent that our disadvantaged children need additional social and emotional support which impacts on their readiness and ability to learn. Currently 40% of our disadvantaged pupils are receiving either individual or small group support.
2	Using formative and summative assessment we know that the education of many of our disadvantaged pupils has been impacted by partial closures, which reflects the findings of national studies.
3	Internal formative and summative assessments have identified that writing, reading and maths attainment among disadvantaged children is below that of non-disadvantaged pupils.
4	Transcription accuracy, presentation and/or fluency is not reflected in composition which negatively impacts children's attainment.

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
Accelerated progress in reading.	<p>Achieve positive progress relative to their September 21 starting points with an increasing percentage of pupils either working at age related expectations or making accelerated progress towards achieving this.</p> <p>Combination of formative and summative assessment shows that gaps in learning have been effectively addressed.</p>
Accelerated progress in maths.	<p>Achieve positive progress relative to their September 21 starting points with an increasing percentage of pupils either working at age related expectations or making accelerated progress towards achieving this.</p> <p>Combination of formative and summative assessment shows that gaps in learning have been effectively addressed.</p>
Improved emotional resilience for all pupils with disadvantaged children being the highest priority through both whole class and small group/individual support.	Lesson observations will demonstrate pupil's positive attitude to learning and as result children will achieve across the curriculum (formative and summative assessments).
Accelerated progress in writing including an improvement in transcription skills.	<p>Achieve positive progress relative to their September 21 starting points with an increasing percentage of pupils either working at age related expectations or making accelerated progress towards achieving this.</p> <p>Combination of formative and summative assessment shows that gaps in learning have been effectively addressed.</p>

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: £ 17,968

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To continue to identify areas of strength and improvement in literacy for individuals, cohorts and whole school will be used to plan/access high quality CPD in line with EEF guidance. The Impact of this CPD programme being translated into practice will be reviewed through monitoring and pupil progress meetings.</p>	<p>The EEF guidance is based on a range of evidence – separate guidance is available for Early years and KS1 and KS2.</p>	<p>2, 3 & 4</p>
<p>To continue to identify areas of strength and improvement in maths for individuals, cohorts and whole school will be used to plan/access high quality CPD in line with EEF guidance. The Impact of this CPD programme being translated into practice will be reviewed through monitoring and pupil progress meetings.</p>	<p>The EEF guidance is based on a range of evidence – separate guidance is available for Early years and KS1 and KS2.</p>	<p>2, 3 & 4</p>
<p>Single year group teaching for Maths through the provision</p>	<p>EEF guidance suggests a +2 months impact on children’s attainment.</p>	<p>2, 3</p>

of an additional teacher. Partially funded by school		
Re accreditation for Thrive and further emotional wellbeing training sessions – to deliver wider strategies.	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
Specific CPD sessions, linked to a thorough analysis of children's transcription skills which will in turn feed into targeted academic support and whole class teaching strategies.	The EEF guidance is based on a range of evidence – separate guidance is available for Early years and KS1 and KS2 .	4
Relevant Staff to complete the KS2 spelling training to support with spelling (transcriptions skills).	The EEF guidance is based on a range of evidence – separate guidance is available for Early years and KS1 and KS2 .	4
All new staff to complete the Sounds-Write phonics training.	The EEF guidance is based on a range of evidence – separate guidance is available for Early years and KS1	4

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

Budgeted cost: £4,647

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group tuition or in class support to overcome identified barriers to be	EEF Teaching and Learning toolkit: small group tuition 4+ months progress	2, 3 & 4

delivered by teaching assistant/teacher.		
Purchasing of standardised diagnostic assessments.	The use of standardised tests can provide reliable insights into children's attainment to inform teachers planning for individuals, groups and cohorts.	2, 3 & 4
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, 3

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

Budgeted cost: £3250

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Focused support for children who have social and emotional needs through Thrive sessions, Lego Therapy etc.</p> <p>Either through individual sessions or small group work.</p> <p>Including the resourcing of these activities.</p>	<p>There is a secure evidence base to indicate that a child's social and emotional skills lead to improved outcomes later in life.</p> <p>EEF Social and Emotional Learning</p> <p>EEF Teaching and Learning Toolkit: Building social and emotional learning in to the classroom (+4 months)</p>	1

Total budgeted cost: £ 25,865.

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 2021 to 2022 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 and LA adviser monitor and evaluate at a granular level where appropriate.

We have used a combination of evidence sources (including NFER assessments, books, teacher observations).

Our internal data indicated that the progress made by disadvantaged children was greater than non-disadvantaged children within school in writing and maths based on comparison with 2021 data where available, however due to our low number of disadvantaged pupils this data needs to be considered with caution. It also showed that Disadvantaged children continue to make, on average, at least good progress, in reading, writing and maths. However, the attainment of our disadvantaged children is still below that of non-disadvantaged children and further closing of this gap needs to continue to be a focus.

	Disadvantaged	Non-disadvantaged
Reading	+0.0	+0.1
Writing	+0.3	+0.2
Maths	+0.4	+0.1

The emotional resilience of our disadvantaged children continues to be a priority and we as a result of Pupil Premium funding have been able to provide more targeted sessions and deliver more CPD to support staff. Our new whole school behaviour policy is also closely attuned to the mental health and wellbeing of all pupils. The Ofsted inspection in September 2022 also identified that children demonstrated good attitudes to learning – a desired outcome of our 3rd target.

Improvement can be seen in books regarding transcription skills, in particular for those who have been with us for the beginning of the year. This will be a particular area of further funding in the second year of this three-year strategy.

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
Power of Reading	CLPE
Mathletics	3P learning
Times Tables Rockstars	Maths Circle
Twinkl	Twinkl