

# 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	140
Proportion (%) of pupil premium eligible pupils	11%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
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	£27,580 PP- £17,460 PP+ - £10120
Recovery premium funding allocation this academic year	£2320
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£29900

# 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: £ 19,100

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 <a href="#">Early years and KS1</a> and <a href="#">KS2</a>.</p>	<p>2, 3 &amp; 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 <a href="#">Early years and KS1</a> and <a href="#">KS2</a>.</p>	<p>2, 3 &amp; 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.		
Re accreditation for Thrive and identification of further emotional wellbeing training sessions through accessing the virtual school Full Circle offer and other relevant training e.g. Zones of regulation and PACE – 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. <a href="#">EEF Social and Emotional Learning</a>	1
Implementation of the specific CPD training delivered last year linked to transcription skills. Follow up CPD sessions linked to a thorough analysis of children’s transcription skills which will in turn impact on children’s transcription skills and support progress.	The EEF guidance is based on a range of evidence – separate guidance is available for <a href="#">Early years and KS1</a> and <a href="#">KS2</a> .	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 <a href="#">Early years and KS1</a>	4

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

Budgeted cost: £5,242.35

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

barriers to be 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: £5557.65

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Focused support for children continue to have access to social and emotional needs through THRIVE sessions, Lego Therapy etc.</p> <p>Either through individual sessions or small group work.</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><a href="#">EEF Social and Emotional Learning</a></p> <p>EEF Teaching and Learning Toolkit: Building social and emotional learning in to the classroom (+4 months)</p> <p>Review by DFE into mental health approaches included THRIVE as an initiative that supports and promotes positive mental health (DFE 2018)</p>	1
Contingency Fund	We have identified a small amount of money to respond quickly to emerging issues.	

**Total budgeted cost: £ 29,900**

## 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 2023 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 reading and writing 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, which is an area that we need to continue to address.

Progress

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

A key priority last year continued to be the emotional resilience of our disadvantaged children as a result of the allocation of Pupil Premium money to support our disadvantaged children, individual and small group sessions have been provided, alongside link work with the school nursing team, as well as other professionals has ensured our pupils have strategies to support them with their emotional resilience and some are beginning to implement them successfully. The Ofsted inspection in September 2022 also identified that children demonstrated good attitudes to learning – a desired outcome of our 3<sup>rd</sup> target.

Transcription skills are improving for our disadvantaged children, report regarding the progress around transcription have been shared with governors, and a clear whole school focus with agreed targeted has helped to further develop the skills of



disadvantaged children in this area. Moving into next year further support is needed to continue to develop the transcription skills of our disadvantaged children.

## 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*

<b>Programme</b>	<b>Provider</b>
Sounds-Write Training	Sounds-Write
Thrive	Thrive
Mathletics	3P learning
Times Tables Rockstars	Maths Circle
Twinkl	Twinkl
SPAG.com	SPAG.com