

Pupil premium strategy statement – St Oswald’s CE Primary 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	226
Proportion (%) of pupil premium eligible pupils	48%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 - 2025
Date this statement was published	14.12.23
Date on which it will be reviewed	September 2024
Statement authorised by	E Murtagh
Pupil premium lead	E Murtagh
Governor / Trustee lead	S Varga

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£118,190
Recovery premium funding allocation this academic year	£8,700
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£5,836
Total budget for this academic year	£132,726

Part A: Pupil premium strategy plan

Statement of intent

- For disadvantaged pupils to make at least expected progress and better in order to achieve age related expectations in English and Maths at the end of KS2.
- To continue to diminish the difference between disadvantaged pupils in phonics, Reading, Writing and Maths at KS1 and those nationally who are not.
- To continue to diminish the difference between achievement of all disadvantaged pupils in Reading, Writing and Maths and those nationally who are not.
- To ensure those pupils who are disadvantaged in EYFS achieve a good level of development.
- To provide additional reading support for disadvantaged pupils.
- To ensure there are no financial barriers for disadvantaged pupils to be included in any part of school life and they have equal educational experiences as those pupils who are not disadvantaged.
- To ensure disadvantaged pupils have good attendance and punctuality at school.
- To support those who are disadvantaged and vulnerable through other social issues the best possible way in order to achieve. E.g. free breakfast in breakfast club, school uniform, PE kits etc.
- To ensure that the most disadvantaged pupils will have full access to online learning and support in the event of a closure of a class bubble or full school closure.
- To ensure the more able disadvantaged pupils are challenged.

Challenges

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

Challenge number	Detail of challenge
1	On entry to school in Early Years pupils who are eligible for PP are significantly below in communication and language and PSED than what would be expected at this stage. This slows their progress in all other areas as language skills are limited.
2	On entry to school in Early Years pupils who are eligible for PP have significantly poorer social skills and struggle to work well with others. We feel there has been a notable difference since lockdown and these cohorts of children have suffered because of this.
3	The Covid-19 pandemic has had a disproportionately negative impact on the most disadvantaged – most have returned to school in September 2021 significantly below where they should be at this stage. Many pupils had regressed, particularly in reading and writing.
4	A higher proportion of pupils eligible for PP have greater involvement with social care and early help, this adversely affects their mental health and well-being and often need further emotional support so that they are able to learn.
5	Pupils eligible for PP have disproportionately low attendance and punctuality at school than their peers.
6	Many eligible pupils are also on the Vulnerable Children's Register due to social factors, which can create difficulties for them to learn effectively. e.g. Lack of sleep, hunger, lack of stability at home, Domestic Violence, Drug or Alcohol abuse, Mental Health or other health problems which affect parenting, issues within the family, limited parenting skills and ability to support children effectively

	in their learning, crime and antisocial behaviour within the family, pupils at risk of financial exclusion due to family circumstances.
7	There are other social factors since the pandemic which have caused further home issues such as loss of work, the increased cost of living or additional stress in the home environment affecting the mental health and well-being of children and their families.
8	Parental engagement and support from home is disproportionate for eligible pupils and results in further disadvantage in the quality of support pupils receive at home with their learning.
9	There are low levels of literacy within the community which adversely affects family's abilities to support the most disadvantaged pupils.
10	Poor vocabulary and language development in the community, particularly for the most disadvantaged.
11	High levels of mobility for those pupils who are eligible compared to those who are not – lack of consistency.
12	A high proportion of eligible pupils also have additional learning needs.

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
To improve writing across the school.	Each cohort meet their writing targets
To ensure the achievement gap between those pupils eligible for PP and those who are not, is closing.	Those who are eligible for PP make further progress and achieve in line with their peers.
Improve attendance overall so that the school average is at least 96% and reduce the number of persistent absences from 18% to 9%.	Those who are eligible for PP attend school as often as their peers.
Pupils develop resilience and independence in their learning.	Eligible pupils are supported emotionally and can access learning.
The number of pupils in reception achieving expectations in Communication & Language	Eligible pupils are supported in speech and language and make rapid gains of progress. improves from 43% to 60%
The number of pupils in reception achieving expectations in Writing	Eligible pupils are supported in speech and language and make rapid gains of progress. improves from 31% to 60%

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

Budgeted cost: £102,233

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Additional Teacher for Maths in Year 4.	<p>The achievement of PP pupils in Maths was significantly less than their peers (40% compared to 69% of non PP pupils)</p> <p>Studies show that Covid related disruption has negatively impacted the attainment of all pupils, particularly those from disadvantaged backgrounds (DfE, 2021; NFER, 2021; FFT, 2022; DfE, 2022). A recent DfE study (2022) suggests that pupils have experienced a greater impact in areas of high deprivation. There is evidence that the attainment gap between disadvantaged pupils and their classmates has grown since the onset of the pandemic (DfE, 2021; RS Assessment, 2021; NFER, 2021; FFT, Teacher Tapp and EEF, 2022; DfE, 2022).²</p> <p>Maths is an essential key skill and core subject which all pupils need for life.</p>	3 & 8
Additional Teacher for English in Year 4.	<p>The achievement of PP pupils in Reading was significantly less than their peers (20% compared to 50% of non PP pupils) and in writing (20% compared to 38% of non PP pupils)</p> <p>This cohort was also the lowest achieving in all core areas and need significant teaching support.</p> <p>Studies show that Covid related disruption has negatively impacted the attainment of all pupils, particularly those from disadvantaged backgrounds (DfE, 2021; NFER, 2021; FFT, 2022; DfE, 2022). A recent DfE study (2022) suggests that pupils have experienced a greater impact in areas of high deprivation. There is evidence that the attainment gap between disadvantaged pupils and their classmates has grown since the onset of the pandemic (DfE, 2021; RS Assessment, 2021; NFER, 2021; FFT, Teacher Tapp and EEF, 2022; DfE, 2022).²</p> <p>Reading and writing are essential key skills and core subject which all pupils need for life.</p>	3, 4, 8, 9 & 10
Additional teacher for Maths in Year 6.	<p>The achievement of PP pupils Maths was significantly less than their peers (Maths - 42% compared to 67% of non PP pupils)</p> <p>Findings reported by RS Assessment in November 2020 also indicated that the attainment gap between children from lower and higher income homes increased over the period of school closures (<u>Blainey et al., 2020</u>). Based on the standardised test scores of more than 250,000 primary school pupils, the study found 'substantial drops' in attainment between 2019 and 2020 across all subjects and year groups.</p> <p>Younger children, those eligible for the pupil premium and schools with higher levels of deprivation, in urban areas and in the North or the Midlands all</p>	3 & 8

	<p>showed greater declines. Indeed, the Midlands accounted for almost all declines in older age groups in 2020 tests.</p> <p>Pupils eligible for free school meals showed greater levels of learning loss than their peers from more financially advantaged backgrounds. Average learning loss in reading for primary school-aged pupils eligible for free school meals in March 2021 was 2.7 months.</p> <p>(National Literacy Trust)</p> <p>COVID-19-related disruption has negatively impacted the attainment of all pupils, particularly those from disadvantaged backgrounds. • There is evidence that the attainment gap between disadvantaged students and their classmates has grown. • There is some evidence that in primary schools, younger year groups (Key Stage 1 pupils) have been the most significantly affected, with lower attainment than previous cohorts across all subjects. Other recent research shows particularly negative impacts for pupils in KS3 (DfE, 2021, 2022).</p> <p>Most evidence shows that despite some recovery by summer 2021, on average pupils were not performing as well in both maths and reading as pre-pandemic cohorts. (EEF)</p> <p>Reading, Writing and Maths are essential key skills and core subjects which all pupils need for life.</p> <p>Schools are required to ensure all gaps in learning are addressed and the achievement gap between those pupils who are disadvantaged pupils and those who are not is addressed.</p> <p>Research shows that vocabulary represents one on the most important key silks</p>	
To improve writing across the school.	<p>School closures following the pandemic had a significant impact on pupils writing nationally, particularly those who are disadvantaged.</p> <p>Pupils eligible for free school meals showed greater levels of learning loss than their peers from more financially advantaged backgrounds. Average learning loss in reading for primary school-aged pupils eligible for free school meals in March 2021 was 2.7 months.</p> <p>Writing is a key skill and core subjects which all pupils need for life.</p> <p>Schools are required to ensure all gaps in learning are addressed and the achievement gap between those pupils who are disadvantaged pupils and those who are not is addressed.</p> <p>Staff training for lowest achieving class cohort.</p>	3, 8, 9 & 10
SENCO 0.4FTE	Studies show that Covid-related disruption has negatively impacted the attainment of all pupils,	3, 9, 10

	<p>particularly those from disadvantaged backgrounds (DfE, 2021; NFER, 2021; FFT, 2022; DfE, 2022). A recent DfE study (2022) suggests that pupils have experienced a greater impact in areas of high deprivation. There is evidence that the attainment gap between disadvantaged pupils and their classmates has grown since the onset of the pandemic (DfE, 2021; RS Assessment, 2021; NFER, 2021; FFT, Teacher Tapp and EEF, 2022; DfE, 2022).²</p> <p>Over 70% of pupils eligible for Pp also have additional needs – which is almost 30% of the school's population.</p>	
Additional funding to input speech and language development in Early Years – Employ part time Speech and Language therapist 1 day a week.	Studies show that Covid-related disruption has negatively impacted the attainment of all pupils, particularly those from disadvantaged backgrounds (DfE, 2021; NFER, 2021; FFT, 2022; DfE, 2022). A recent DfE study (2022) suggests that pupils have experienced a greater impact in areas of high deprivation. There is evidence that the attainment gap between disadvantaged pupils and their classmates has grown since the onset of the pandemic (DfE, 2021; RS Assessment, 2021; NFER, 2021; FFT, Teacher Tapp and EEF, 2022; DfE, 2022). ²	1, 2, 3, 9 & 10
Additional TA support in Year 1 (HLTA) to support vulnerable group. (First £6000)	Studies show that Covid-related disruption has negatively impacted the attainment of all pupils, particularly those from disadvantaged backgrounds (DfE, 2021; NFER, 2021; FFT, 2022; DfE, 2022). A recent DfE study (2022) suggests that pupils have experienced a greater impact in areas of high deprivation. There is evidence that the attainment gap between disadvantaged pupils and their classmates has grown since the onset of the pandemic (DfE, 2021; RS Assessment, 2021; NFER, 2021; FFT, Teacher Tapp and EEF, 2022; DfE, 2022). ²	
School led tutoring	Studies show that Covid-related disruption has negatively impacted the attainment of all pupils, particularly those from disadvantaged backgrounds (DfE, 2021; NFER, 2021; FFT, 2022; DfE, 2022). A recent DfE study (2022) suggests that pupils have experienced a greater impact in areas of high deprivation. There is evidence that the attainment gap between disadvantaged pupils and their classmates has grown since the onset of the pandemic (DfE, 2021; RS Assessment, 2021; NFER, 2021; FFT, Teacher Tapp and EEF, 2022; DfE, 2022). ²	3, 8, 9 & 10
Lightning Squad reading intervention	Studies show that Covid-related disruption has negatively impacted the attainment of all pupils, particularly those from disadvantaged backgrounds (DfE, 2021; NFER, 2021; FFT, 2022; DfE, 2022). A recent DfE study (2022) suggests that pupils have experienced a greater impact in areas of high deprivation. There is evidence that the attainment gap between disadvantaged pupils and their classmates has grown since the onset of the pandemic (DfE,	

	2021; RS Assessment, 2021; NFER, 2021; FFT, Teacher Tapp and EEF, 2022; DfE, 2022).2	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £11,608

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional TA support to deliver Maths Mastery	<p>Studies show that Covid-related disruption has negatively impacted the attainment of all pupils, particularly those from disadvantaged backgrounds (DfE, 2021; NFER, 2021; FFT, 2022; DfE, 2022). A recent DfE study (2022) suggests that pupils have experienced a greater impact in areas of high deprivation. There is evidence that the attainment gap between disadvantaged pupils and their classmates has grown since the onset of the pandemic (DfE, 2021; RS Assessment, 2021; NFER, 2021; FFT, Teacher Tapp and EEF, 2022; DfE, 2022).2</p> <p>Maths is an essential key skill and core subject which all pupils need for life.</p>	3
Additional TA time to support pupils 1:1 in phonics in Years R - 2	<p>Betty Hart and Todd Risley coined the phrase the '30 million word gap'. Over a period of two and a half years, they recorded the language in the homes of three-year-old children. They found that a child in a family on benefit heard 30 million words less than a child in a professional family.</p> <p>The recordings also showed that children in poorer families spoke around four times fewer new words per day. A more recent study found that as well as the words a child says, there are dramatic differences in the number of words children in different social economic groups understand. This difference is there by the time children are 18 months old.</p> <p>This is worrying given the fact that children need good language skills to be able to learn to read, to do well in school, to make friends and manage their behaviour. Children's language at age five is the single most important factor in predicting literacy at age 11 – more important than behaviour, peer relationships, emotional well-being, positive interaction and attention.</p>	1, 2, 3, 9 & 10

1:1 tutor to carry out 'Lightning squad interventions to ensure pupils are back on track in reading.	See previous research 9,965 pupils completed at least 20 more sessions of tutoring after the first tutor check. Most of these pupils made 9 words or more improvement in their WCPM after 20 sessions of tutoring - 3x the expected rate of improvement. (FFT)	3, 4, 8, 9 & 10
TA to carry out speech and language programmes in Foundation Stage.	Betty Hart and Todd Risley coined the phrase the '30 million word gap'. They found that a child in a family on benefit heard 30 million words less than a child in a professional family. The recordings also showed that children in poorer families spoke around four times fewer new words per day. A more recent study found that as well as the words a child says, there are dramatic differences in the number of words children in different social economic groups understand. This difference is there by the time children are 18 months old. This is worrying given the fact that children need good language skills to be able to learn to read, to do well in school, to make friends and manage their behaviour. Children's language at age five is the single most important factor in predicting literacy at age 11 – more important than behaviour, peer relationships, emotional well-being, positive interaction and attention.	1,2, 3, 9 & 10

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

Budgeted cost: £31,974

Activity	Evidence that supports this approach	Challenge number(s) addressed
Parent Support Advisor (PSA) to improve attendance and punctuality of disadvantaged pupils. PSA also carries out counselling sessions and supports those families who need Early Help.	Aside from the impact on attainment, which this report focuses on, teachers have frequently reported concerns around the effect on pupil wellbeing. There is also emerging evidence that suggests the pandemic has negatively impacted children's mental health. (EEF) There are large numbers of pupils known to social care and family's subject to Early Help, this requires a dedicated post.	4, 5, 6, 7, 8, 11

Trained Play Therapist to carry out therapy sessions for those who need emotional support.	<p>There is an increasing number of pupils struggling with anxiety and emotional issues, particularly suffering the effects of trauma.</p> <p>These pupils need additional emotional support.</p>	
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Total budgeted cost: £145,815

Outcomes for disadvantaged pupils

Target outcomes for Pupils Eligible for Pupil Premium funding 2021-2022:

Many pupils eligible for PP returned to school below expected in September 2021. The disadvantaged pupils are significantly below in EYFS. There have been significant absences in the last year. Below are the target for those who are disadvantaged this year. Those in green met target or did better.

EYFS/ Reception (28 pupils)

11 PP pupils, 39% of class in total.

60% of disadvantaged pupils achieved a good level of development.

65% achieved age expected in reading.

60% achieved age expected in writing.

72% achieved age expected in Number

Key Stage 1

Year 1 - 30 pupils

20 PP pupils, 10 with SEND 70% of class in total.

45% to pass the phonics check in Year 1.

62% to achieve expected + in Reading.

62% to achieve expected in Writing

69% to achieve expected + in Maths

Year 2 - 26 pupils

12 PP pupils, 7 with SEND 38% of class in total.

83% to pass the phonics check in Year 2.

60% to achieve expected + in Reading

50% to achieve expected in Writing

60% achieve expected + in Maths.

Key Stage 2

Year 3 - 30 pupils

12 PP pupils of those pupils there are 6 with SEND and 1 EAL = 37% of class in total.

55% achieve expected in Reading.

55% to achieve expected in Writing

100% to achieve expected + in Maths

Year 4 – 27 pupils

12 PP pupils of those pupils there are 6 with SEND and 1 EAL = 44% of class in total.

50% achieved expected in Reading.

33% achieved expected in Writing

50% achieved expected in Maths.

Year 5 – 30 pupils

14 PP pupils, 6 with SEND = 40% of class in total.

67% to achieve expected in Reading.

60% to achieve expected in Writing

73% to achieve expected in Maths.

Year 6 – 27 Pupils

15 PP pupils, 10 with SEND = 52% of class in total.

50% to achieve expected + in Reading =

50% to achieve expected in Writing =

50% to achieve expected in Maths =

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Lightning Squad	FFT