



St Oswald's Catholic Primary- Pupil Premium Strategy Statement 2024 2025

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	255
Proportion (%) of pupil premium eligible pupils	20%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	1
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Mrs Hassan
Pupil premium lead	Mr Goulding
Governor / Trustee lead	Mrs Spencer

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£87,890
Recovery premium funding allocation this academic year	£145 per eligible pupil
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	£87,890



Part A: Pupil Premium Strategy Plan

Statement of Intent

All staff members, governors, teaching assistants and all other staff members are fastidious in playing their part in diminishing the attainment gap for our Pupil Premium. All staff members accept their own responsibility for our Pupil Premium children and are committed to meeting their pastoral, social and academic needs. We endeavour to remove all barriers, going 'above and beyond', to ensure any indifference is diminished to ensure that our Pupil Premium children reach their personal best for their future, not one that is imposed upon them, but with knowledge, skills and the high aspirations to create a future that they aspire for themselves to prosper in society- a life that they may not have even felt was possible- maximising social mobility, positively.

We continue do this by:

- promoting high aspirations, encouraging positive attitudes to school, resilience with strong mental health at the centre so that pupils will always follow the 'Ozzie's Way' as positive citizens within the community with both Christian and British values;*
- providing a rich and varied curriculum, meeting the needs of all pupils, within an environment where the culture of hard work and determination is expected, increasing our knowledge through learning so that pupils can flourish and thrive across all curriculum areas;*
- ensuring that children acquire knowledge and develop skills across all curriculum areas which is text based in ensuring that children become fluent readers who have been exposed to a rich vocabulary;*
- provide children with opportunities to challenge preconceptions of education and raise aspirations, such as through Career Days etc;*
- in our daily Sparkle Time session, pupil premium children access appropriate intervention to address gaps in learning, making a positive impact upon progress to diminish any attainment gap;*
- ensuring that our children are emotionally healthy and access emotionally aware type interventions during RSHE lessons within a small group;*
- ensuring teaching is at least good, with all First Quality Teaching strategies in place, with a high number of Teaching Assistants to ensure our Pupil Premium children are within small groups;*



- ensuring all Pupil Premium children have access to what they are need such as full correct uniform, breakfast so that they are ready to learn in line with Maslow's Hierarchy of Need;

- ensuring pupils 'sparkle' and realise their potential by placing expectations upon them and 'going above and beyond' to remove any barrier for them;

- ensure that pupils have their eyes widened to the world and the life they are able to make for themselves by creating first- hand experiences of enrichment and have access to a rich and broad curriculum.

Challenges

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

Challenge number	Detail of challenge
1	The long term impact of social injustice and a dramatic deterioration in the number of families, sometimes due to mobility, requiring early help or meet the criteria for CIN/Child Protection. A number of our Disadvantaged children have a number of ACE's which has an impact upon progress and attainment or have experienced early years trauma/loss resulting in them being Looked After/Special Guardianship/Adopted etc with implications on dispositions for learning and metacognition.
2	A lack of experiences and other basic needs that are not met (Maslow's Hierarchy) for the children which impacts upon their progress and attainment. This again has been further compounded by the pandemic.
3	A significant number of our Disadvantaged children are also identified as SEND therefore are working below age related expectations.
4	A number of our Disadvantaged families have a negative perception of school because of their own experiences, consequently meaning that they hold lower aspirations for their own children.

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
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<ul style="list-style-type: none"> Maintained links between school and Disadvantaged parents in order to ensure that children achieve their full potential. Disadvantaged families to have meetings, including early help meetings, to raise engagement between home and school. Alongside being a 'nurturing' setting, the school will be 'emotionally aware' whilst running interventions around certain aspects of being emotionally healthy. Children with social, emotional or mental health barriers to learning are identified and provided with targeted support to increase capacity to engage with learning. 	<ul style="list-style-type: none"> Minutes from meetings will show how meticulous school is in ensuring that all barriers to achieve well are removed. Half-termly foci on different aspects of emotionally aware schools to compliment the RSHE curriculum with a silver accreditation in the Emotionally Aware Schools Award. Pastoral Assistant Head / PP Champion will maintain relationships with families in the quest to pastorally diminish the impact in the number of ACE's that children have experienced. Validated data will be in line with the national average and progress of Disadvantaged Pupils will also be in line as a consequence of effective pupil engagement and high aspiration/expectation.
<ul style="list-style-type: none"> Our Disadvantaged children need to experience a wealth of experiences, alongside a broad and balanced curriculum and have their basic needs met in order to ensure they are ready to learn- enabling them to focus and engage- impacting on raised attainment. School will have used the Pupil Premium funding to ensure that children have their basic needs met in line with Maslow's Hierarchy and are compliant with school standards in relation to uniform etc 	<ul style="list-style-type: none"> Attainment and progress data consistent across all curriculum areas Children's work will show good standards across all workbooks, high expectations met and evident progress indicators. KS2/KS1 outcomes will be in line with the national average and progress of Disadvantaged Pupils will also be in line as a consequence of effective pupil engagement and high aspiration/expectation.
<ul style="list-style-type: none"> Despite the vast majority of our Disadvantaged children also being identified as SEND 	<ul style="list-style-type: none"> Progress of SEND/Disadvantaged pupils is accelerated due to FQT strategies, interventions and external professionals recommendations
<ul style="list-style-type: none"> Raise levels of pupil aspiration, developing a growth mindset and to engage with arts based enrichment activities- thus impacting on raised achievement through increased knowledge and cultural capital 	<ul style="list-style-type: none"> KS2 outcomes will be in line with the national average and progress of Disadvantaged Pupils will also be in line as a consequence of effective pupil engagement and high aspiration/expectation. Children will meet the realistic expectations placed upon them so that they realise their full potential so



	they too can 'sparkle' within the wider world
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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:

Activity	Evidence that supports this approach	Challenge number(s) addressed
n/a	n/a	n/a

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

Budgeted cost: £83, 890

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>TA's to ensure FQT strategies across the curriculum, including the pre-teach of vocabulary, targeted support and early intervention, including children continuing their Monster Phonics journey in KS2, to ensure children become fluent readers. This also includes emotionally aware interventions delivered each week.</i>	EEF Pupil Premium Guidance	All



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

Budgeted cost: £4,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Counselling Service and use of external agencies to support SEND pupils</i>	EEF Pupil Premium Guidance	1,3
<i>School expenditure to purchase for example uniform, toast and trips</i>	EEF Pupil Premium Guidance	1,2,4

Total budgeted cost: £87,890



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 2023 2024 academic year.

Attainment Data for end of KS1 Summer 2024 for Disadvantaged Pupils (achieving expected standard/ Greater Depth):

Maths- 100% at expected standard

Reading- 100% at expected standard

Writing- 100% at expected standard

Validated Attainment Data for end of KS2 Summer 2024 for Disadvantaged Pupils (expected standard/ Greater Depth):

Maths- 42% achieving the expected standard, 1% achieving Greater Depth

Writing (Local Authority Moderated)- 58% achieving the expected standard

Reading- 50% achieving the expected standard, 17% achieving Greater Depth

We have been able to fully implement the tiered approach within our strategy as recommended within the EEF Guidance meaning that a range of professionals have been liaised with in following the graduated approach in meeting the children's needs. In addition to this, children have had the curriculum offer further enhanced with children enjoying school trips and residential- Pupil Premium funding used to ensure all children benefit from such experiences, visits and visitors in raising cultural capital.

We recognise that we are yet to fully diminish the attainment gap for our Pupil Premium children due to them being identified as SEND, often moving from other schools rather than beginning with us. However, Disadvantaged Pupils are well supported due to the pupil to adult ratio, meaning that pupils are well supported within all subjects, often in smaller groups, including Sparkle Time Sessions each day in the quest to ensure all children are fluent readers, with a good grasp of general knowledge.



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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
Counselling	Philippi Trust/ Dana Davis Services
IDL	Ascentis