



# St Oswald's CE Primary School Pupil premium strategy statement 2024-2025

This statement details our school's use of pupil premium for the 2024-2025 academic year 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 CE Primary School
Number of pupils in school	154 (+16 in nursery)
Proportion (%) of pupil premium eligible pupils:	44%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024-2025 2025-2026 2026-2027
Date this statement was published	December 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Carol Reece Headteacher
Pupil Premium Lead	Carol Reece
Governor / Trustee lead	Gill Withers (Chair of LAB)

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£78,070.00
Recovery premium funding allocation this academic year	<b>£0</b>
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	£78,070.00

## Part A: Pupil premium strategy plan

### Statement of intent

#### **Inspire Embrace Succeed**

At St Oswald's we have high expectations of all our pupils. Our intention is that all pupils, irrespective of their circumstances will make good progress across the curriculum from their starting points, including high attainers. At St Oswald's, we provide a rich, broad and ambitious curriculum that provides inspiring educational opportunities so that pupils want to attend school and raise their own personal aspirations and ambitions.

Our Pupil Premium Strategy is informed by evidence-based research and incorporates the three-tiered approach of high quality teaching, targeted academic support and wider strategies. Many of our pupils, disadvantaged or not, have barriers to learning and through focusing on and prioritising quality first teaching, effective engagement with parents, and a personalised approach to meeting children's individual needs, every child can fulfil their individual potential, both academically and socially.

Speech and language skills underpin the start of every child's learning journey and children are only able to access phonics and reading once these skills are embedded. This strategy places a high priority on addressing a speech, language and vocabulary deficit to allow pupils to access the wider curriculum.

Our Pupil Premium Strategy will work towards providing our pupils with the educational support required to close gaps between their non-disadvantaged peers and accelerate learning in English and Maths as well as improve social, emotional and mental health needs. In addition, families will be supported to improve the attendance of our pupils. Through careful analysis of assessment data and through discussions at pupil progress meetings, both teaching staff and senior leaders ensure that additional support is tailored to meet the individual needs of our pupils who are eligible for the pupil premium funding. We will also consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

The strategy also aims to increase cultural capital, providing wider experiences and opportunities to develop academically and socially by increasing engagement in music lessons, leadership opportunities, arts, culture and diversity enrichment experiences, extra curricular clubs and activities that pupils may not ordinarily have access to in order that our pupils can experience.

**Driven by our vision, we want our children to live 'Life in all of its fullness' John 10:10.**

Our Pupil Premium Strategy has been designed to have lasting impact over a three-year period. The strategy will be reviewed yearly to ensure that the actions put in place continue to achieve the desired outcomes for our disadvantaged pupils and to ensure that the use of the Pupil Premium Grant has a long-term effect on pupil outcomes.

## Challenges

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

Challenge number	Detail of challenge
<b>1</b> Diminishing the difference	<b>Communication, Language and Literacy</b> Speech and language baseline assessments in Reception Class show that disadvantaged pupils begin their education at St Oswald's from significantly lower than their less disadvantaged peers in Communication, Language and Literacy skills. Their vocabulary levels are significantly behind more advantaged peers their age.
<b>2</b> Diminishing the difference	<b>Outcomes in Writing</b> Analysis of assessment data, observations, discussions (with pupils and teachers) in writing indicates that our disadvantaged pupils' attainment is below their less disadvantaged peers.
<b>3</b> Diminishing the difference/ Parental engagement	<b>Outcomes in Reading</b> Analysis of assessment data, observations, discussions (with pupils and teachers) in phonics and reading suggests that in some year groups, our disadvantaged pupils' attainment is below their less disadvantaged peers.
<b>4</b> Diminishing the difference	<b>Outcomes in Maths</b> Analysis of assessment data, observations, discussions (with pupils and teachers) in maths suggests that our disadvantaged pupils' attainment is below their less disadvantaged peers .
<b>5</b> Parental Engagement	<b>Attendance</b> Attendance data of disadvantaged pupils is lower than that of their less disadvantaged peers. Our analysis of assessments and observations indicates that this is affecting progress and attainment.
<b>6</b> Pupil Wellbeing	<b>Social, Emotional and Mental Health Needs</b> Analysis of SEMH needs in school suggests that disadvantaged children have experienced a higher range of adverse childhood experiences which impacts on their ability to process social and emotional issues.
<b>7</b> Character Development	<b>Cultural Capital</b> The cultural capital of our disadvantaged pupils has been reduced further by the the current cost of living crisis. We recognise that those pupils eligible for pupil premium are less likely to benefit from high levels of cultural opportunities due to their family's less advantageous financial circumstances.

## 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 Mental Health and Wellbeing of pupils particularly pupil premium.	<ul style="list-style-type: none"> <li>● Improvement in qualitative data from pupil voice</li> <li>● Children have the ability to self- regulate and understand how their brain works</li> <li>● Developed emotional literacy and character education</li> <li>● Motional data indicates improvements in pupil mental health and wellbeing.</li> <li>● Teachers are equipped with evidence-based strategies to use and feel confident having conversation about mental health with children.</li> <li>● Pupil voice shows how children use taught strategies to self regulate.</li> <li>● Pupil voice shows that the children are positive, set themselves goals and show resilience and perseverance.</li> </ul>
Improved communication, language and oral/vocabulary skills especially amongst disadvantaged pupils.	<ul style="list-style-type: none"> <li>● Speech and Language assessments demonstrate improvements (Wellcomm)</li> <li>● Learning environments will provide pupils with a rich source of vocabulary.</li> <li>● Knowledge organisers in pupil books will help to support pupils to confidently use subject specific vocabulary.</li> <li>● Planned opportunities for oracy throughout the curriculum.</li> </ul>
Improved reading attainment outcomes.	<ul style="list-style-type: none"> <li>● Increased percentage of disadvantaged pupils reaching age related expectations. The gap between disadvantaged and non-disadvantaged outcomes at the expected standard closes.</li> </ul>
Improved writing attainment outcomes.	<ul style="list-style-type: none"> <li>● Increased percentage of disadvantaged pupils reaching age related expectations. The gap between disadvantaged and non-disadvantaged outcomes at the expected standard closes.</li> </ul>
Improved maths attainment outcomes.	<ul style="list-style-type: none"> <li>● Increased percentage of disadvantaged pupils reaching age related expectations. The gap between disadvantaged and non-disadvantaged outcomes at the expected standard closes.</li> </ul>
Improved pupil attendance levels.	<ul style="list-style-type: none"> <li>● Gap between disadvantaged and non-disadvantaged pupils continues to reduce.</li> <li>● Persistent absentee rate reduces and in particular for disadvantaged pupils.</li> </ul>
Increased cultural capital opportunities for pupils.	<ul style="list-style-type: none"> <li>● Increased leadership opportunities for pupils in receipt of PPG</li> <li>● Increased opportunities for disadvantaged pupils to represent the school.</li> <li>● Increased cultural experiences for pupils.</li> </ul>

## 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: £38,800.06

Activity	Evidence that supports this approach	Challenge number(s) addressed
Adaptive Teaching <ul style="list-style-type: none"> <li>- purchase of manipulatives in maths</li> <li>- Visualisers</li> </ul>	Teachers have enhanced mathematical subject knowledge, emphasising key areas of maths.  Improved Maths outcomes using the Maths Mastery approach that offers pupils more challenge opportunities and teacher creativity.  <a href="#">EEF Mastery Learning</a> <b>+ 5 months</b>	1,2,4
Maths Mastery Learning CPD and implementation  Staff CPD (cover) GLOW Maths hub Sustaining Mastery CPD sessions	Teachers have enhanced mathematical subject knowledge, emphasising key areas of maths.  Improved Maths outcomes using the Maths Mastery approach that offers pupils more challenge opportunities and teacher creativity.  <a href="#">EEF Mastery Learning</a> <b>+ 5 months</b>	4
My Happy Mind programme and CPD	<ul style="list-style-type: none"> <li>● Backed by the NHS: grounded in positive psychology and neuroscience.</li> <li>● Developed emotional literacy</li> <li>● Increase in the number of pupils aware of the factors that contribute to their mental health</li> <li>● Increase in number of pupils who can talk about their character strengths</li> </ul> 67% decrease in children requiring SENDCO support 60% decrease in suspensions and exclusions 43% decrease in CAMHS referrals  <a href="#">Published Impact report</a> <a href="https://myhappymind.org/about/">https://myhappymind.org/about/</a>	1.5.6
EEF Tiered Approach to develop effective teaching	EEF Tiered approach to school improvement to balance approaches to improve teaching, targeted academic support and wider strategies.  1. High Quality Teaching- investment in CPD, recruitment and retention to ensure an effective teacher is at the front of every class.	1,2,3,4,5,6

	<p>2. Targeted academic support- linking structured small group intervention to class teaching (Teacher and TA)</p> <p>3. Wider Strategies- non academic challenges</p> <p><a href="#">Pupil Premium EEF Evidence Brief</a></p>	
Herts Reading for Fluency Intervention	<p><b>Key Stage 2 (KS2) Reading Fluency Project: impact and outcomes from the 8-week project</b></p> <ul style="list-style-type: none"> <li>• Pupils who take part in the Key Stage 2 (KS2) Reading Fluency Project make exceptional progress in a short space of time.</li> <li>• In just 8 weeks, pupils make on average 2 years and 3 months progress in reading comprehension age and gain an increase in accuracy of 13 months.*</li> <li>• *as measured by the YARC assessment tool</li> </ul> <p>Pupils typically demonstrate the following changes in reading behaviour after engaging in the Key Stage 2 (KS2) Reading Fluency Project.</p> <ul style="list-style-type: none"> <li>• <b>increased stamina:</b> pupils are able to read more text for a longer period whilst retaining understanding;</li> <li>• <b>increased accuracy:</b> pupils make less substitutions, omissions, mispronunciations, additions when reading a 'cold' text;</li> <li>• <b>increased enjoyment:</b> pupils read more and are more willing to explore a wider range of literature;</li> <li>• <b>increased confidence:</b> pupils tackle challenging texts with greater willingness and show improved tenacity in teasing out meaning;</li> <li>• <b>increased engagement:</b> pupils offer more extended contributions in group discussions about challenging texts.</li> </ul> <p><a href="https://www.hfleducation.org/reading-fluency/key-stage-2-ks2-reading-fluency-project/impact-and-outcomes">https://www.hfleducation.org/reading-fluency/key-stage-2-ks2-reading-fluency-project/impact-and-outcomes</a></p>	1,2
CPD: Collaborative Learning Approaches	<p>Pupils working together on activities or learning tasks in a group small enough to ensure that everyone participates.</p> <p><a href="#">EEF Collaborative Learning Approaches</a></p> <p><b>+5 months</b></p>	1,2,3,4
CPD: Feedback	<p>Feedback is information given to the learner about the learner's performance relative to learning goals or outcomes. It should aim to (and be capable of producing) improvement in students' learning. Verbal or written, or can be given through tests or via digital technology. It can come from a teacher or someone taking a teaching role, or from peers</p> <p><a href="#">EEF Feedback</a></p> <p><b>+6 months</b></p>	1,2,3,4
Assessments:	<p>Standardised tests provide accurate and consistent measures of achievement that have improved school</p>	1, 2, 3 and 4

<p>Purchase of NTS assessments and Salford Reading Tests for Reading and Maths.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>accountability, classroom practices and learning. Use of MARK analysis to identify gaps and inform planning.</p> <p><a href="#">Standardised tests EEF</a></p>	
<p><i>Continued subscription and implementation of Dfe validated Systematic Synthetic Phonics Programme 'Little Wandle Letters and Sounds' to secure stronger phonics teaching for all pupils.</i></p> <p><i>Daily keep up support</i></p>	<p>Little Wandle Letters and Sounds Revised is a validated SSP programme that has been developed through English Hubs. Seven key features have been identified as characterising phonics teaching in highly successful schools, no matter which validated programme is being used. These are:</p> <ul style="list-style-type: none"> <li>● direct teaching in frequent, short bursts</li> <li>● consistency of approach</li> <li>● secure, systematic progression in phonics learning</li> <li>● maintaining pace of learning</li> <li>● providing repeated practice</li> <li>● application of phonics using matched decodable books</li> <li>● early identification of children at risk of falling behind, linked to the provision of effective daily keep-up support.</li> </ul> <p><a href="#">EEF: Phonics Letters and Sounds improving rates of progress 2021</a></p>	<p>1, 2 and 3</p>
<p><i>Continued subscription for the purchase of 'The Write Stuff' (CPD, and unit plans)</i></p>	<p>Based on current research into effective schools, action research and teacher feedback about what works in the classroom to improve pupils as writers.</p> <p><a href="#">What Makes Great Teaching (2014 Coe, Aloisi, Higgins and Major)</a></p>	<p>2 and 3</p>
<p><i>Teaching Assistants</i></p>	<p>Increased number of teaching assistants in EYFS and KS1 to support small group delivery of the phonics programme as prescribed in validated SSP Little Wandle Letters and Sounds revised:</p> <ul style="list-style-type: none"> <li>● Daily groups in KS1 to improve/ develop fluency, prosody and comprehension in reading</li> <li>● 1:1 reading interventions to develop fluency, prosody and comprehension</li> <li>● To provide for SEN/PP interventions and targeted therapies using the breakout spaces that we have effectively around school. (Talk Boost, Phonics Keep up intervention Little Wandle Letters and Sounds Revised.)</li> </ul> <p><a href="#">EEF: Phonics Letters and Sounds improving rates of progress 2021</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	<p>1, 2, 3 and 4</p>
<p>Metacognition and self-regulation CPD</p>	<p>Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific</p>	

	<p>strategies for planning, monitoring, and evaluating their learning.</p> <ul style="list-style-type: none"> <li>● cognition – the mental process involved in knowing, understanding, and learning</li> <li>● metacognition – often defined as ‘learning to learn’; and</li> <li>● motivation – willingness to engage our metacognitive and <u>cognitive</u> skills.</li> </ul> <p><a href="#">EEF Metacognition and self-regulation approaches</a></p> <p><b>+7 months</b></p>	
Pastoral TA and CPD	<p>A holistic approach to supporting pupils to improve behaviour.</p> <p>Supervision sessions for DSLs/ pastoral staff delivering Trauma Informed Schools (TIS) interventions to reach a balance between personal support and guidance, managerial review and case management analysis encouraging reflection upon good practice.</p> <p>CPD in the use of Motional Profiling to tailor TIS interventions.</p> <p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies</a></p>	6
Early Years CPD and leadership and in class support (focus C and L)	<p>Improved early years outcomes, improved practitioner knowledge of the changes in the new EYFS Framework 2021.</p> <p><a href="#">DfE Development Matters (September 2020, Revised July 2021)</a></p>	1
Arts Participation (First Access Music) Sports clubs	<p>Improved academic outcomes</p> <p>Involvement in artistic and creative activities, such as dance, drama, music, painting, or sculpture.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a></p> <p><b>+3 months</b></p>	

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

Budgeted cost: £17,692.53

Activity	Evidence that supports this approach	Challenge number(s) addressed
Delivering 1:1 and small group tuition	Use of targeted intervention for specific needs and knowledge gaps. This can be an effective method to support low attaining pupils or those falling behind, both one-to-one: <a href="#">One-to-one tuition EEF (education endowment foundation.org.uk)</a> and in small groups: <a href="#">Small group tuition toolkit strand EEF (education endowmentfoundation.org.uk)</a>	2, 3 and 4
Subsidy/ purchase of Music Lessons	Commissioning of Severn Arts Tuition for small group and individual tuition and Arts' experiences. <a href="#">One-to-one tuition EEF (education endowment foundation.org.uk)</a> and in small groups: <a href="#">Small group tuition toolkit strand EEF (education endowmentfoundation.org.uk)</a>	6 and 7
Purchase, CPD and targeted support so that practitioners can deliver to EYFS and KS1 pupils. Cost of intervention per pupil. Wellcomm	Children are assessed using Wellcomm. The Wellcomm analyse tool then provides next steps. A whole class narrative is in place. Reception narrative question type (why? questions) session planned weekly. Time to talk (a social communication programme) implemented with a small focus group targeting specific pupils who require support. <a href="#">Closing the Vocabulary Gap</a> <a href="https://ican.org.uk/media/1932/6_speech_language_and_communication_needs_and_primary_school_aged_children.pdf">https://ican.org.uk/media/1932/6_speech_language_and_communication_needs_and_primary_school_aged_children.pdf</a>	1
Speech and Language Interventions	One to one and small group therapy to ensure communication and language levels are improved for children with significant Speech and Language needs. <a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/early-language">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/early-language</a>	1
Purchase of web-based programmes: Purple Mash Spelling Shed Times Tables Rock Stars (with bolt-ons)	Programmes that provide individualised instruction, assessing and adapting challenge to suit the individual.  <a href="#">Individualised instruction   EEF (educationendowmentfoundation.org.uk)</a>	2 and 4

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

Budgeted cost: £21,544.71

Activity	Evidence that supports this approach	Challenge number(s) addressed
My Happy Mind programme and CPD	<ul style="list-style-type: none"> <li>● Backed by the NHS: grounded in positive psychology and neuroscience.</li> <li>● Developed emotional literacy</li> <li>● Increase in the number of pupils aware of the factors that contribute to their mental health</li> <li>● Increase in number of pupils who can talk about their character strengths</li> </ul> <p>67% decrease in children requiring SENDCO support 60% decrease in suspensions and exclusions 43% decrease in CAMHS referrals</p> <p><a href="#">Published Impact report</a> <a href="https://myhappymind.org/about/">https://myhappymind.org/about/</a></p>	1.5.6
School Attendance Champion and support team	<p>Support staff with dedicated hours to increase attendance working with families to promote being on time and good attendance. Working with the EWS to prevent persistent absence and lateness.</p> <p>Engaging with parents and giving parents the tools and confidence to support their pupils is a high priority. Engaging with parents is an effective way to ensure additional support for our pupils.</p> <p><a href="#">Support resources for schools and parents   EEF (educationendowmentfoundation.org.uk) Wider strategies - involving parents</a></p> <p>Pupils who do not attend school when school is open (uncoordinated absences) see a small decline in their academic achievement:</p> <ul style="list-style-type: none"> <li>● Each day of individual pupil absence results in around 0.3-0.4% of a standard deviation reduction in achievement.</li> <li>● Equivalently, eight days of absence (the average in England) would move a pupil one place down a ranking of 100 pupils (e.g. from 50th to 51st).</li> <li>● Pupils from low-income households see a larger negative effect from each day of absence.</li> </ul> <p><a href="https://www.ucl.ac.uk/ioe/research-projects/2021/apr/school-absences-and-pupil-achievement">https://www.ucl.ac.uk/ioe/research-projects/2021/apr/school-absences-and-pupil-achievement</a></p>	5
Parental engagement Teacher to deliver Parent workshops on how to support their child's learning	<p>Engaging with parents and giving parents the tools and confidence to support their pupils is a high priority. Engaging with parents is an effective way to ensure additional support for our pupils. Approaches and programmes which aim to develop parental skills such as literacy or IT skills;</p>	2,3, 4 and 5

	<ul style="list-style-type: none"> <li>● general approaches which encourage parents to support their children with, for example reading or homework;</li> <li>● the involvement of parents in their children’s learning activities; and</li> <li>● more intensive programmes for families in crisis.</li> </ul> <p><a href="#">EEF ParentalEngagement</a> +4 months</p>	
Trauma Informed School Practitioner one to one sessions with pupils	Rising numbers of children are presenting with mental health difficulties in schools and current teaching environments are struggling to keep up. Many children have a high ACE score (meaning multiple adverse childhood experiences) known to leave children at risk of mental and physical ill-health later in life and even early death' ( <a href="#">The ACE study Felitti and Anda, a study involving over 17,000 people</a> ).	6
Language for Thinking one to one sessions to boost communication and vocabulary.	<i>Language for thinking</i> is a training and development programme that supports the communication development of all children aged 4-11, including those with speech, language and communication needs (SLCN). The programme has been shown to have a substantial impact on classroom practice and can help schools improve pupil outcomes. The programme is aimed at the Supporting Communication level which gives staff the skills needed to create a communication supportive environment and identify those with SLCN. <b>Oral interventions + 6 mths</b> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a>	1 and 7
National School Breakfast Programme. Breakfast Club TAs Milk and fruit juice	We have employed a targeted breakfast club to ensure that our pupils can have a good start to the day. The aim of this approach is to improve attendance lateness and ensure pupils are ready to learn at the start of the school day. <a href="#">EEF Research suggests breakfast helps pupils to achieve better attainment.</a> <a href="#">NSBP survey found a reduction in lates.</a> <a href="#">EEF +2 mths</a>	5, 6 and 7
Scaling out of Motional software to all vulnerable pupils.	Online tool for identifying, assessing, and improving the emotional health and wellbeing of children and young people. It can record ACE and Protective Factor scores where required and gives staff a whole-brain picture of students' mental health and wellbeing. <a href="#">It is based on Professor Jaak Panksepp’s research on emotional systems in the brain and extensive research, studies and expertise in executive functional skills.</a>	6
Y6 Residential and School Trip funding for PP pupils. Weekly Forest School Sessions for	Pupils benefit from the opportunities of a wider curriculum such as Outdoor learning. Wider curriculum opportunities increase pupil’s cultural capital and help to provide opportunities for specific language and vocabulary development.	7

Nursery and Reception. Music/ Arts/ Culture and Diversity	<a href="https://culturallearningalliance.org.uk/what-is-cultural-capital/">https://culturallearningalliance.org.uk/what-is-cultural-capital/</a>	
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**Total budgeted cost: £78,037.30**

## 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

Teacher assessments of the impact of COVID indicated a significant impact on disadvantaged pupils both academically and emotionally. The Covid-19 impact has disrupted all our pupils' mental health to varying degrees, and we will continue to support our pupils through the pupil premium grant. We have trained as a trauma informed school, increased CPD for staff on mental health, trained a mental health lead and introduced a whole school mental health programme.

In addition to this, with 44% of the school considered disadvantaged, the cost of living crisis has seen families struggling this year, further impacting on attendance and outcomes for disadvantaged pupils.

The cohort of children at the end of KS2 in 2023-2024 had high levels of need and disadvantage:

- The cohort had a total of 50% in receipt of pupil premium grant, of whom 12% have SEND. A further 37% children in that cohort were being monitored for SEND and are considered disadvantaged.

	2023-2024		
	All Pupils	Pupil Premium Eligible	Non-Pupil Premium Eligible
Reading EXS+	68%	55%	78%
Writing Exp+	58%	42%	71%
Maths EXS+	76%	66%	83%

Disadvantaged RWM combined National	Disadvantaged RWM combined St. Oswald's
45%	38%

#### Attendance

% attendance (National 94.5%)	
All Pupils	94.6%
Pupil Premium Eligible	92.2% (-1.1%)
Non-Pupil Premium Eligible	96.2% (+ 1.0)

- Whole school attendance remained at the same level since 2022-2023 94.6%

## Persistent Absenteeism

<b>% Persistent Absentee (National 15.2%)</b>	
<b>All Pupils</b>	<b>13.85%</b>
<b>Pupil Premium Eligible</b>	<b>25.9% (+5.7%)</b>
<b>Non-Pupil Premium Eligible</b>	<b>5.3% (-3.4%)</b>

Rates of persistent absenteeism were below the national average for all pupils. The gap increased in 2023-2024 between disadvantaged and non-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>
Motional Measuring and Improving Emotional Health and Wellbeing	Motional

## Further information (optional)

We still continue to see an escalation in SEMH difficulties since the lockdown.

**Additional Activity:**

Further mental health and wellbeing support is provided through an Early Mental Health Practitioner (EMHP) who visits the school one day a week. Children with early mental health needs can be referred. If they meet criteria then the EMHP will work with the pupil for 6-8 weeks. This is funded through the NHS.