



St Oswald's CE Primary School Pupil premium strategy statement 2023 to 2024

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	150 (+9 in nursery)
Proportion (%) of pupil premium eligible pupils:	44%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 2022-2023 2023-2024
Date this statement was published	December 2023
Date on which it will be reviewed	September 2024
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	£80516.17
Recovery premium funding allocation this academic year	£8990.00
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	£89506.17

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 **'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
<p>1</p> <p>Diminishing the difference</p>	<p>Communication, Language and Literacy</p> <p>Disadvantaged pupils begin their education at St Oswald's from significantly lower than national starting points in Communication, Language and Literacy skills (this includes EAL pupils). Their vocabulary levels are significantly behind more advantaged peers their age. On entry to Reception Class in the last three years the children enter with a significantly low baseline in Communication, Language and Literacy.</p>
<p>2</p> <p>Diminishing the difference</p>	<p>Outcomes in Writing</p> <p>Analysis of assessment data, observations, discussions (with pupils and teachers) in writing indicates that our disadvantaged pupils' attainment is below their less disadvantaged peers. Writing standards have begun to increase. A new trend has also emerged: Outcomes for disadvantaged pupils achieving the greater depth standard has decreased.</p>
<p>3</p> <p>Diminishing the difference/ Parental engagement</p>	<p>Outcomes in Phonics and Reading</p> <p>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. Outcomes for disadvantaged pupils achieving the greater depth standard has decreased.</p>
<p>4</p> <p>Diminishing the difference</p>	<p>Outcomes in Maths</p> <p>Analysis of assessment data, observations, discussions (with pupils and teachers) in maths suggests that our disadvantaged pupils' attainment is below their less disadvantaged peers . Outcomes for disadvantaged pupils achieving the greater depth standard has decreased.</p>
<p>5</p> <p>Parental Engagement</p>	<p>Attendance</p> <p>Attendance data of disadvantaged pupils indicates that it is lower than that of their less disadvantaged peers. Our analysis of assessments and observations indicates that this is affecting progress and attainment.</p>
<p>6</p> <p>Pupil Wellbeing</p>	<p>Social, Emotional and Mental Health Needs</p> <p>Sourcing and providing appropriate mental health and wellbeing support for disadvantaged pupils. Disadvantaged pupils have been more adversely affected by school closures as a result of the Covid-19 Pandemic.</p>
<p>7</p> <p>Character Development</p>	<p>Cultural Capital</p> <p>The cultural capital of our disadvantaged pupils has been reduced further by the challenges created by the previous pandemic and 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.</p>

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"> ● Improvement in qualitative data from pupil voice ● Children have the ability to regulate and understand how their brain works ● Developed emotional literacy ● Motional data indicates improvements in pupil mental health and wellbeing. ● Reduction in bullying incidents ● Reduction in suspensions and exclusions ● Resilience and self esteem improves in children
Improved communication, language and oral/vocabulary skills especially amongst disadvantaged pupils.	<ul style="list-style-type: none"> ● Speech and Language assessments demonstrate improvements (Wellcomm) ● Learning environments will provide pupils with a rich source of vocabulary. ● Knowledge organisers in pupil books will help to support pupils to confidently use subject specific vocabulary.
Improved reading attainment outcomes.	<ul style="list-style-type: none"> ● Increased percentage of pupils reaching expected level. The gap between disadvantaged and non disadvantaged outcomes at the expected standard continues to close. ● Increased percentage of pupils reaching the Greater Depth Standard (GDS)
Improved writing attainment outcomes.	<ul style="list-style-type: none"> ● Increased percentage of pupils reaching expected level. The gap between disadvantaged and non disadvantaged outcomes at the expected standard continues to close. ● Increased percentage of pupils reaching the Greater Depth Standard (GDS) .
Improved maths attainment outcomes.	<ul style="list-style-type: none"> ● Increased percentage of pupils reaching expected level. The gap between disadvantaged and non disadvantaged outcomes at the expected standard continues to close. ● Increased percentage of pupils reaching the Greater Depth Standard (GDS)
Improved pupil attendance levels.	<ul style="list-style-type: none"> ● Gap between disadvantaged and non disadvantaged pupils continues to reduces ● Persistent absentee rate reduces and in particular for disadvantaged pupils. ● Lateness reduces
Increased cultural capital opportunities for pupils.	<ul style="list-style-type: none"> ● Increased leadership opportunities for pupils in receipt of PPG ● Increased opportunities for disadvantaged pupils to represent the school. ● Increased cultural experiences for pupils. ● High take up numbers for residentials and school trips. ● Increased range of visitors providing a rich learning experience within the school environment.

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: £34606.17

Activity	Evidence that supports this approach	Challenge number(s) addressed
Adaptive Teaching <ul style="list-style-type: none"> - purchase of manipulatives in maths - Visualisers 	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. EEF Mastery Learning + 5 months	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. EEF Mastery Learning + 5 months	4
My Happy Mind programme and CPD	<ul style="list-style-type: none"> ● Backed by the NHS: grounded in positive psychology and neuroscience. ● Developed emotional literacy ● Increase in the number of pupils aware of the factors that contribute to their mental health ● Increase in number of pupils who can talk about their character strengths 67% decrease in children requiring SENDCO support 60% decrease in suspensions and exclusions 43% decrease in CAMHS referrals Published Impact report https://myhappymind.org/about/	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>Pupil Premium EEF Evidence Brief</p>	
Herts Reading for Fluency Intervention	<p>Key Stage 2 (KS2) Reading Fluency Project: impact and outcomes from the 8-week project</p> <ul style="list-style-type: none"> • Pupils who take part in the Key Stage 2 (KS2) Reading Fluency Project make exceptional progress in a short space of time. • 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.* • *as measured by the YARC assessment tool <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"> • increased stamina: pupils are able to read more text for a longer period whilst retaining understanding; • increased accuracy: pupils make less substitutions, omissions, mispronunciations, additions when reading a 'cold' text; • increased enjoyment: pupils read more and are more willing to explore a wider range of literature; • increased confidence: pupils tackle challenging texts with greater willingness and show improved tenacity in teasing out meaning; • increased engagement: pupils offer more extended contributions in group discussions about challenging texts. <p>https://www.hfleducation.org/reading-fluency/key-stage-2-ks2-reading-fluency-project/impact-and-outcomes</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>EEF Collaborative Learning Approaches</p> <p>+5 months</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>EEF Feedback</p> <p>+6 months</p>	1,2,3,4
Assessments: Purchase of NTS assessments and	<p>Standardised tests provide accurate and consistent measures of achievement that have improved school</p>	1, 2, 3 and 4

<p>Salford Reading Tests for Reading and Maths. 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>Standardised tests EEF</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"> ● direct teaching in frequent, short bursts ● consistency of approach ● secure, systematic progression in phonics learning ● maintaining pace of learning ● providing repeated practice ● application of phonics using matched decodable books ● early identification of children at risk of falling behind, linked to the provision of effective daily keep-up support. <p>EEF: Phonics Letters and Sounds improving rates of progress 2021</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>What Makes Great Teaching (2014 Coe, Aloisi, Higgins and Major)</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"> ● Daily groups in KS1 to improve/ develop fluency, prosody and comprehension in reading ● 1:1 reading interventions to develop fluency, prosody and comprehension ● 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.) <p>EEF: Phonics Letters and Sounds improving rates of progress 2021 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</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 strategies for planning, monitoring, and evaluating their learning.</p>	

	<ul style="list-style-type: none"> ● cognition – the mental process involved in knowing, understanding, and learning ● metacognition – often defined as ‘learning to learn’; and ● motivation – willingness to engage our metacognitive and <u>cognitive</u> skills. <p>EEF Metacognition and self-regulation approaches</p> <p>+7 months</p>	
Pastoral TA and CPD	<p>Lower exclusions, less incidents of negative behaviour on CPOMS and provides a holistic approach to supporting pupils.</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>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies</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>DfE Development Matters (September 2020, Revised July 2021)</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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p> <p>+3 months</p>	

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

Budgeted cost: £35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Delivering 1:1 and small group tuition	<p>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:</p> <p>One-to-one tuition EEF (education endowment foundation.org.uk) and in small groups: Small group tuition toolkit strand EEF (education endowmentfoundation.org.uk)</p>	2, 3 and 4

Subsidy/ purchase of Music Lessons	Commissioning of Severn Arts Tuition for small group and individual tuition and Arts' experiences. One-to-one tuition EEF (education endowment foundation.org.uk) and in small groups: Small group tuition toolkit strand EEF (education endowmentfoundation.org.uk)	6 and 7
Purchase, CPD and targeted support so that practitioners can deliver to EYFS and KS1 pupils. Cost of intervention per pupil. Wellcomm 'Wordaware training'	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. Closing the Vocabulary Gap https://ican.org.uk/media/1932/6_speech_language_and_communication_needs_and_primary_school_aged_children.pdf	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. https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/early-language	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. Individualised instruction EEF (educationendowmentfoundation.org.uk)	2 and 4

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

Budgeted cost: £19,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Education Welfare SLA CPD using Legal Action to address pupil absence: Guidance for Schools</i>	The Education Welfare Service (EWS) supports us, our children and their families to raise achievement by promoting high levels of school attendance and punctuality, working to prevent truancy and disengagement from school. Pupils who do not attend school when school is open (uncoordinated absences) see a small decline in their academic achievement:	5

	<ul style="list-style-type: none"> • Each day of individual pupil absence results in around 0.3-0.4% of a standard deviation reduction in achievement. • 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). • Pupils from low-income households see a larger negative effect from each day of absence. <p>https://www.ucl.ac.uk/ioe/research-projects/2021/apr/school-absences-and-pupil-achievement</p> <p>EWO support is no longer available from Worcester. Access to a duty EWO helpline is now available.</p>	
<p>My Happy Mind programme and CPD</p>	<ul style="list-style-type: none"> • Backed by the NHS: grounded in positive psychology and neuroscience. • Developed emotional literacy • Increase in the number of pupils aware of the factors that contribute to their mental health • Increase in number of pupils who can talk about their character strengths <p>67% decrease in children requiring SENDCO support 60% decrease in suspensions and exclusions 43% decrease in CAMHS referrals</p> <p>Published Impact report https://myhappymind.org/about/</p>	<p>1.5.6</p>
<p>School Attendance Champion</p>	<p>TA 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>Support resources for schools and parents EEF (educationendowmentfoundation.org.uk) Wider strategies - involving parents</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"> • Each day of individual pupil absence results in around 0.3-0.4% of a standard deviation reduction in achievement. • 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). • Pupils from low-income households see a larger negative effect from each day of absence. <p>https://www.ucl.ac.uk/ioe/research-projects/2021/apr/school-absences-and-pupil-achievement</p>	<p>5</p>

<p>Parental engagement Teacher to deliver Parent workshops on how to support their child's learning</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. Approaches and programmes which aim to develop parental skills such as literacy or IT skills;</p> <ul style="list-style-type: none"> ● general approaches which encourage parents to support their children with, for example reading or homework; ● the involvement of parents in their children's learning activities; and ● more intensive programmes for families in crisis. <p>EEF ParentalEngagement +4 months</p>	<p>2,3, 4 and 5</p>
<p>Trauma Informed School Practitioner one to one sessions with pupils</p>	<p>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' (The ACE study Felitti and Anda, a study involving over 17,000 people).</p>	<p>6</p>
<p>Primary Talk one to one sessions to boost communication and vocabulary.</p>	<p><i>Primary Talk</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.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	<p>1 and 7</p>
<p>National School Breakfast Programme. Breakfast Club TAs Milk and fruit juice</p>	<p>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.</p> <p>EEF Research suggests breakfast helps pupils to achieve better attainment. NSBP survey found a reduction in lates.</p>	<p>5, 6 and 7</p>
<p>Scaling out of Motional software to all vulnerable pupils.</p>	<p>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.</p> <p>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.</p>	<p>6</p>
<p>Y6 Residential and School Trip funding</p>	<p>Covid-19 has increased the hardship that some of our families are facing and we feel that pupils benefit from the</p>	<p>7</p>

<p>for PP pupils. Weekly Forest School Sessions for Nursery and Reception. Music/ Arts/ Culture and Diversity</p>	<p>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. https://culturallearningalliance.org.uk/what-is-cultural-capital/</p>	
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Total budgeted cost: £89506.17

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 2021-2022 academic year.

Teacher assessments of the impact of Covid-19 indicated a significant impact on disadvantaged pupils both academically and emotionally after the lockdown periods. Lockdown and social distancing measures that were in place during the Covid-19 pandemic have impacted our pupils and disrupted pupils' learning and mental health to varying degrees. We will continue to support our pupils through the pupil premium and recovery funding plans.

Attainment Data

Both groups responded positively to high quality teaching approaches, achieving higher outcomes in reading, writing and maths.

Improved outcomes in Reading

The percentage of pupils achieving the expected standard (EXS) at the end of KS2 for disadvantaged pupils and non-dis disadvantaged pupils in reading was significantly higher than the national average for both groups. Both groups' outcomes had improved from their KS1 baselines.

By the end of KS2, the gap has closed by 10% between disadvantaged and non- disadvantaged groups.

2022-2023 Children achieving the expected standard at the end of KS2 in reading

	St Oswald's CE Primary End of KS1	St Oswald's CE Primary End of KS2	% increase in outcomes	% points gap closed by end of KS2	National Data End of KS2
Disadvantaged children	38%	77%	+39%	10%	60%
Non-disadvantaged children	65%	94%	+29%		78%

Improved outcomes in Writing

The percentage of pupils achieving the expected standard (EXS) at the end of KS2 for disadvantaged pupils and non-dis disadvantaged pupils in writing has increased and was significantly higher than the national average for both groups. The gap remains at 19% (in line with national data) as outcomes have increased by the same amount for both groups.

2022-2023 Children achieving the expected standard at the end of KS2 in writing

	St Oswald's CE Primary End of KS1	St Oswald's CE Primary End of KS2	% increase in outcomes	% points gap closed by end of KS2	National Data End of KS2
Disadvantaged children	46%	69%	+23%	Gap remains at 19% as outcomes have increased by the same amount for both groups.	58%
Non-disadvantaged children	65%	88%	+23%		77%

Improved outcomes in Maths

The percentage of pupils achieving the expected standard (EXS) at the end of KS2 for disadvantaged pupils and non-dis disadvantaged pupils in maths has increased and is higher than the national average for both groups.

By the end of KS2, the gap has closed by 7% between disadvantaged and non- disadvantaged groups.

2022-2023 Children achieving the expected standard at the end of KS2 in Maths

	St Oswald's CE Primary End of KS1	St Oswald's CE Primary End of KS2	% increase in outcomes	% points gap closed by end of KS2	National Data End of KS2
Disadvantaged children	38%	62%	+24%	7%	59%
Non-disadvantaged children	71%	88%	+17%		79%

Improved Attendance

2022-2023 Whole School Attendance: 94.6% (improved by 2%)

	Attendance Disadvantaged	Attendance Non-Disadvantaged
2022-2023	93.3%	95.2%
2021-2022	90.95%	93.8%

- 2022-2023: The attendance gap has continued to close between disadvantaged children and non-disadvantaged children. The gap is now 1.9%
- 2021-2022: The gap between the attendance for disadvantaged and non-disadvantaged children reduced from 4.3% to 2.85% in 2021-2022 from the previous year.

Persistent Absenteeism

2022-2023 Whole School Whole School Persistent Absence (PA): 13.4%
(improvement of 13% from 2021-22)

	Persistent absence Disadvantaged	Non-Disadvantaged Persistent absence	
2022-2023	20.2%	8.7%	Gap 11.5%
2021-2022	35.53%	19.81%	Gap 15.72%

- In 2022-2023, persistent absentee rates for disadvantaged children have improved significantly by 15.3%. Persistent absentee rates for non-disadvantaged pupils also improved by 11.11%.
- The gap between disadvantage and non-disadvantaged has reduced from 15.72% to 11.5%

Improved rates of Suspensions and Exclusions

- There continued to be 0 exclusions in 2022-2023
- There is no difference between the rates of suspension between disadvantage and non-disadvantaged groups (2.9%). The gap has closed. However, suspension rates have not improved. As a result of this data, a new whole school well-being programme, backed by the NHS, is being implemented to support this in 2023-2024. Concepts taught are based in science and research and grounded in neuroscience and positive psychology.

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
Motional Measuring and Improving Emotional Health and Wellbeing	Motional
Maths Intervention	Third Space Learning (2021-2022)
Targeted after school catch up in maths and English (NTP)	Coachbright (2021-2022)

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.