



St Oswald's CE Primary School Pupil premium strategy statement 2022 to 2023

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	156 (+21 in nursery)
Proportion (%) of pupil premium eligible pupils:	39.1%
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 2022
Date on which it will be reviewed	July 2023
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	£77,560
Recovery premium funding allocation this academic year	£8990
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	£86,550

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 Diminishing the difference</p>	<p>Communication, Language and Literacy 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 Diminishing the difference</p>	<p>Outcomes in Writing 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 Diminishing the difference/ Parental engagement</p>	<p>Outcomes in Phonics and Reading 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 Diminishing the difference</p>	<p>Outcomes in Maths 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 Parental Engagement</p>	<p>Attendance 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 Pupil Wellbeing</p>	<p>Social, Emotional and Mental Health Needs 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 Character Development</p>	<p>Cultural Capital 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 ● Motional data indicates improvements in pupil mental health and wellbeing. ● Reduction in bullying incidents ● Reduction in exclusions
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 residential 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: £57,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
EEF Tiered Approach to develop effective teaching	<p>EEF Tiered approach to school improvement to balance approaches to improve teaching, targeted academic support and wider strategies.</p> <ol style="list-style-type: none"> 1. High Quality Teaching- investment in CPD, recruitment and retention to ensure an effective teacher is at the front of every class. 2. Targeted academic support- linking structured small group intervention to class teaching (Teacher and TA) 3. Wider Strategies- non academic challenges <p>Pupil Premium EEF Evidence Brief</p>	1,2,3,4,5,6
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>	
<p>Assessments: Purchase of NTS assessments and Salford Reading Tests for Reading and Maths. Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests provide accurate and consistent measures of achievement that have improved school accountability, classroom practices and learning. Use of MARK analysis to identify gaps and inform planning.</p> <p>Standardised tests EEF</p>	1, 2, 3 and 4
<p><i>Purchase of Dfe validated Systematic Synthetic Phonics Programme 'Little Wandle Letters and Sounds' to secure stronger phonics teaching for all pupils.</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 	1, 2 and 3

	<ul style="list-style-type: none"> ● 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 keep-up support. <p>EEF: Phonics Letters and Sounds improving rates of progress 2021</p>	
<i>Purchase of 'The Write Stuff' (CPD, and unit plans)</i>	<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>	2 and 3
<i>Teaching Assistants</i>	<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>	1, 2, 3 and 4
Metacognition and self-regulation CPD	<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 +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>Termly supervision sessions for the pastoral lead delivering Trauma Informed Schools (TIS) interventions</p>	6

	<p>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>	
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
Maths Mastery Learning CPD Purchase of Can Do Maths Scheme and CPD to support the transition away from Maths No Problem to a different.	<p>Improved Maths outcomes using the Maths Mastery approach that offers pupils more challenge opportunities and teacher creativity.</p> <p>EEF Mastery Learning</p> <p>+ 5 months</p>	4
Arts Participation	<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: £24,000

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	<p>Commissioning of Severn Arts Tuition for small group and individual tuition and Arts' experiences.</p> <p>One-to-one tuition EEF (education endowment foundation.org.uk) and in small groups:</p>	6 and 7

	Small group tuition toolkit strand EEF (education endowmentfoundation.org.uk)	
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 (4 x pms a week)	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: £33,700

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>	<p>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.</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. 	5

	https://www.ucl.ac.uk/ioe/research-projects/2021/apr/school-absences-and-pupil-achievement	
School Attendance Champion	<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>	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> <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>	2,3, 4 and 5
Trauma Informed School Practitioner one to one sessions with pupils	<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>	6
Primary Talk one to one sessions to boost communication and vocabulary.	<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>	1 and 7
National School Breakfast Programme. Breakfast Club TAs	<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>	5, 6 and 7

Milk and fruit juice	EEF Research suggests breakfast helps pupils to achieve better attainment. NSBP survey found a reduction in lates.	
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. 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.	6
Cultural Capital Opportunities: Y6 Residential and School Trip funding for PP pupils. Weekly Forest School Sessions for Nursery and Reception. Music/ Arts/ Culture and Diversity	Covid-19 has increased the hardship that some of our families are facing and we feel that 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. https://culturallearningalliance.org.uk/what-is-cultural-capital/	7

Total budgeted cost: £86,550

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.

Attainment Data				
EYFS Data				
<ul style="list-style-type: none"> Disadvantaged pupils out performed non-disadvantaged pupils achieving a GLD of 100%. 				
Good Level of Development (GLD) Disadvantaged		Good Level of Development (GLD) Non-Disadvantaged		
100%		71%		
Improved Pupil Outcomes				
End of year data:				
Disadvantaged pupils outperformed non-disadvantaged in:				
<ul style="list-style-type: none"> Reception class for reading, writing and maths Year 3 class in reading. The gap closed in writing and maths. Year 6 class in reading, writing and maths. Standards had increased for all pupils achieving a combined score of 80%. 				
Improved Reading outcomes				
There has been a significant increase in the % of disadvantaged pupils achieving the expected standard in reading, compared with the previous year (average of +21% increase). Outcomes for non-disadvantaged pupils also increased but not at the same rate, indicating that the gap is closing.				
However, outcomes for both key groups decreased at the greater depth standard and more so for disadvantaged pupils.				
Reading	Disadvantaged EXS+	Non-Disadvantaged EXS+	Disadvantaged GDS	Non-Disadvantaged GDS
Average % increase/ decrease	+21%	+7%	-22%	-6.0%
Improved Writing Outcomes				
Outcomes vary across year groups with increases in some classes but not in others. Overall, the average % has increased for disadvantaged pupils achieving the expected standard in reading, compared with the previous year (+3%). Outcomes for non-disadvantaged pupils also increased but not at the same rate, indicating that the gap is closing.				
However, the percentage of disadvantaged pupils achieving the greater depth standard decreased compared with a 1% increase across school for non-disadvantaged pupils.				

Writing	Disadvantaged EXS+	Non-Disadvantaged EXS+	Disadvantaged GDS	Non-Disadvantaged GDS
Average % increase/ decrease	+3	+1%	-4.2	1%

Improved Maths Outcomes

There has been a significant increase in the % of disadvantaged pupils achieving the expected standard in maths, compared with the previous year (average of +25%). Outcomes for non disadvantaged pupils also increased but not at the same rate(+8%), indicating that the gap is closing.

However, outcomes for both disadvantaged and non disadvantaged children decreased at the greater depth standard but more so for disadvantaged pupils.

Maths	Disadvantaged EXS+	Non-Disadvantaged EXS+	Disadvantaged GDS	Non-Disadvantaged GDS
Average % increase/ decrease	+25%	+8%	-12%	-2%

Improved Attendance

- Covid-19 still impacted negatively on whole school attendance and for those children in receipt of pupil premium funding. Interventions that were provided for pupils and families showed that there were in-year improvements in attendance rates for disadvantaged children.
- **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.**

2021-2022 Whole School Attendance: 92.63%		
	Attendance Disadvantaged	Attendance Non-Disadvantaged
	90.95%	93.8%
Excluding covid and pupils who had left the school	92.87%	95.2%

2021-2022 Whole School Persistent Absentee: 26.37%		
	Persistent Absentee % Disadvantaged	Persistent Absentee % Non-Disadvantaged
	35.53%	19.81%
Excluding covid and pupils who had left the school	24.53%	9.09%

Improved rates of Suspensions and Exclusions

When compared to pre-pandemic data, suspension and exclusion rates have reduced for disadvantaged pupils.

	2018-2019	2019-2020	2020-2021	2021-2022
Suspensions	x20 sessions (x3 children)	x19 sessions (x2 children)	x *2 sessions (1 child) *Lockdown measures in place	x14 sessions (x2 children)
% Disadvantaged	100%	100%	100%	50%
Permanent exclusions	0	0	0	0

Improved Mental Health and Wellbeing of pupils including disadvantaged pupils

The disadvantaged pupils who took part in SEMH interventions last year were profiled using Motional, 80% of these pupils made progress in terms of their SEMH needs. The following improvements have been evidenced:

- Blocks to learning were lowered (e.g. fear, panic, rage)
- Pro-Social levels were raised (e.g. care, play)
- Executive function levels were raised (e.g. thinking & concentration, handling stress, emotional literacy)

Reduction in Bullying incidents

Upon analysis of data, we have concluded that there have been small increases in incidents recorded. This increase could be attributed to:

- The stringent review and changes to our reporting procedures to ensure we have a robust system in place, ensuring that all incidents are fully logged.
- In light of the change to KCSIE 2022, we now include Sexual Harassment, Sexual Violence, language and actions is now recorded
- We emphasised the importance of this change in the staff safeguarding training and we stringently report against it.
- during the previous year, lockdown measures were in place

This is an indication that we review and update our practice.

Improved communication, language and oral/vocabulary skills especially amongst disadvantaged pupils.

Wellcomm intervention data analysis show that 86% of disadvantaged children passed their assessments when compared to 50% of their non-disadvantaged peers.

Internal and external monitoring shows that classroom displays and resources are current and accessible to children to help develop children's vocabulary. The early years classrooms provide a vibrant learning environment which encourages children's curiosity about literacy and numeracy (Ofsted 2022). The report also recognised how staff focus on developing children's communication skills, extend their vocabulary and it was recognised how staff place importance on the use of technical vocabulary.

Opportunities for children to perform, speak and represent their peers or school have been increased.

Increased cultural capital opportunities for pupils

A personal development programme was implemented providing *opportunities for children to understand the world around them and the people in it* were threaded throughout our curriculum. Children encountered a wide range of activities, experiences and examples of positive role models. These were used to illustrate the qualities that will enable them to develop into adults who can make a meaningful impact on their own and other's lives. From data analysis, 43% of disadvantaged pupils accessed extracurricular activities.

Opportunities included:

Citizenship/ Community and British Value

- Engagement in a social action project
- Active involvement in supporting local and national charities
- Courageous advocacy initiatives
- COP26 and Parliament week
- Picture News, exploring big questions and issues
- Parent workshops for wellbeing
- Services for families

Inclusion and Equality of opportunity

- Topical issues such as Black history and racial equality
- Inclusive environment
- Support for access to extracurricular trips and events

Development of character

- Christian values
- Pupil Leadership Team

Wider Opportunities

- First Access Music lessons
- Trip and residentials
- sports clubs, garden club, coding club, chess club were open to all pupils.

Positive Role Models

- Local MP
- Police
- Parents with a range of expertise
- Local radio DJs

Wellbeing

- Glass making workshop and coffee morning for parents
- Fully trained TIS practitioner
- Building resilience and managing anxiety workshop

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)

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.

Planning, implementation and evaluation:

A review of the previous pupil premium strategy allowed us as a new team to investigate the effectiveness and impact of the 2020-2021 Pupil Premium Strategy. There is some overlap between the strategies of 2020-21 and 2020-22 as our school community faces similar ongoing challenges that need to be addressed at St Oswald's.

We have written our 2020-2024 Pupil Premium Strategy in conjunction with EEF's implementation guidance.

We have put in place a robust evaluation framework and now have a leadership which will help to ensure that our Pupil Premium Strategy achieves improved pupil outcomes.