



St Oswald's CE Primary School Pupil Premium Strategy statement 2025-2026

This statement details our school's intended use of pupil premium for the 2025-2026 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	155 (+20 enrolled in nursery)
Proportion (%) of pupil premium eligible pupils:	42%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2025 2025-2026 2026-2027
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Andy Hackley (Headteacher)
Pupil Premium Lead	Andy Hackley
Governor / Trustee lead	Gill Withers (Chair of LAB)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£92,415
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	£92,415

Part A: Pupil premium strategy plan

Statement of intent for St Oswald's CE Primary School

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. A large percentage 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 or are 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.

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
<p>1</p> <p>Diminishing the difference</p>	<p>Communication, Language and Literacy</p> <p>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.</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, historically, our disadvantaged pupils' attainment is below their less disadvantaged peers.</p>
<p>3</p> <p>Diminishing the difference/ Parental engagement</p>	<p>Outcomes in 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.</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, historically, our disadvantaged pupils' attainment is below their less disadvantaged peers.</p>
<p>5</p> <p>Parental Engagement Punctuality and Attendance</p>	<p>Attendance</p> <p>Attendance data of disadvantaged pupils is significantly 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>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.</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 continuing 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 self-regulate and understand how their brain works ● Developed emotional literacy and character education ● Motional data indicates improvements in pupil mental health and wellbeing. ● Teachers are equipped with evidence-based strategies to use and feel confident having conversation about mental health with children. ● Pupil voice shows how children use taught strategies to self-regulate. ● Pupil voice shows that the children are positive, set themselves goals and show resilience and perseverance.
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. ● Planned opportunities for oracy throughout the curriculum.
Improved reading attainment outcomes.	<ul style="list-style-type: none"> ● Increased percentage of disadvantaged pupils reaching age related expectations. The gap between disadvantaged and non-disadvantaged outcomes at the expected standard closes.
Improved writing attainment outcomes.	<ul style="list-style-type: none"> ● Increased percentage of disadvantaged pupils reaching age related expectations. The gap between disadvantaged and non-disadvantaged outcomes at the expected standard closes.
Improved maths attainment outcomes.	<ul style="list-style-type: none"> ● Increased percentage of disadvantaged pupils reaching age related expectations. The gap between disadvantaged and non-disadvantaged outcomes at the expected standard closes.
Improved pupil attendance levels.	<ul style="list-style-type: none"> ● Gap between disadvantaged and non-disadvantaged pupils continues to reduce. ● Persistent absentee rate reduces and in particular for disadvantaged pupils.
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. ● Increased participation in school trips.

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: £43,550

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. Effective Professional Development EEF 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 National 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. <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 Pupil Premium EEF Evidence Brief	1,2,3,4,5,6

<p>Herts Reading for Fluency Intervention</p>	<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>	<p>1,2</p>
<p>CPD: Collaborative Learning Approaches</p>	<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>	<p>1,2,3,4</p>
<p>CPD: Feedback</p>	<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>1,2,3,4</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>	<p>1, 2, 3 and 4</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</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>Further subscriptions to enhance pupils' learning and allow pupils to access online support at home and to allow accurate tracking of pupils' progress</i></p>	<p>Arbor Numbots Times Table Rockstars Spelling Shed</p> <p>EEF Using Digital Technology to Improve Learning</p>	<p>3 and 4</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><i>Metacognition and self-regulation CPD</i></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 +7 months</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>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 +3 months</p>	

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

Budgeted cost: £27,950

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:</p> <p>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> <p>Small group tuition toolkit strand EEF (education endowmentfoundation.org.uk)</p> <p>EEF Arts Participation</p>	6 and 7
<p>Purchase, CPD and targeted support so that practitioners can deliver to EYFS and KS1 pupils.</p> <p>Cost of intervention per pupil.</p> <p>Wellcomm</p>	<p>Children are assessed using Wellcomm. The Wellcomm analyse tool then provides next steps. The aim of WellComm is to help primary school practitioners identify students who may have speech, language and social communication needs and minimise any identified difficulties through implementing appropriate interventions. 'Communication and language approaches typically have a very high impact.'</p> <p>EEF Communication and Language Approaches</p> <p>A whole class narrative is in place.</p> <p>Reception narrative question type (why? questions) session planned weekly.</p> <p>Time to talk (a social communication programme) implemented with a small focus group targeting specific pupils who require support.</p> <p>Closing the Vocabulary Gap</p> <p>https://ican.org.uk/media/1932/6_speech_language_and_communication_needs_and_primary_school_aged_children.pdf</p>	1
Speech and Language Interventions	<p>One to one and small group therapy to ensure communication and language levels are improved for children with significant Speech and Language needs.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/early-language</p>	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
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £21,450

Activity	Evidence that supports this approach	Challenge number(s) addressed
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 <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>	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>Support resources for schools and parents EEF (educationendowmentfoundation.org.uk) Wider strategies - involving parents EEF Encouraging good attendance</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. 	5

	<ul style="list-style-type: none"> ● 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>	
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. ● 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)</p> <p>EEF Improving Behaviour in Schools</p>	6
Language for Thinking one to one sessions to boost communication and vocabulary.	<p><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.</p> <p>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>Oral interventions + 6 mths</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 Milk and fruit juice	<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.</p> <p>EEF evidence on breakfast club provision</p> <p>NSBP survey found a reduction in lates. EEF +2 mths</p>	5, 6 and 7
Scaling out of Motional software to all vulnerable pupils.	<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</p>	6

	<p>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>Y6 Residential and School Trip funding for PP pupils. Weekly Forest School Sessions for Nursery and Reception. Forest school opportunities for all pupils Music/ Arts/ Culture and Diversity</p>	<p>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.</p> <p>https://culturallearningalliance.org.uk/what-is-cultural-capital/</p> <p>EEF report Outdoor Adventure Learning</p> <p>Impact report on Forest Schools</p>	7

Total Budgeted Cost - £92,950

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 2024-2025 academic year.

Attainment Data

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments. We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

Cohort of 23 children at the end of KS2 in 2024-20245:

- 7 pupils with SEN (30%) with a further 3 pupils on SEN support
- 4 pupils (17%) EHCP Education and Health Care Plan)
- 8 pupils pupil premium eligible (35%)

	2024-2025		
KS2	All Pupils	Pupil Premium Eligible	Non-Pupil Premium Eligible
Reading EXS+	79%	83%	75%
Writing Exp+	79%	83%	75%
Maths EXS+	88%	92%	83%

Disadvantaged RWM combined National	Disadvantaged KS2 RWM combined St. Oswald's
47%	83%

Phonics National	81%
Phonics St. Oswald's	85%
Phonics Disadvantaged	69.2%

	2024-2025		
KS1	All Pupils	Pupil Premium Eligible	Non-Pupil Premium Eligible
Reading EXS+	71%	70%	73%
Writing Exp+	52%	40%	64%
Maths EXS+	91%	80%	100%

Attendance

% attendance (National 94.5%)	
All Pupils	94.15%
Pupil Premium Eligible	81.6%
Non-Pupil Premium Eligible	91.8%

Persistent Absenteeism	
% Persistent Absentee (National 15.2%)	
All Pupils	16.06%
Pupil Premium Eligible	28.74%
Non-Pupil Premium Eligible	5.66%

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