

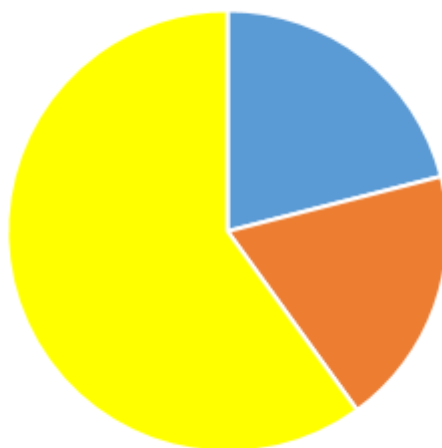
St Oswald's C of E Primary School

Pupil Premium Strategy 2023-2024



Pupil premium strategy statement

Pupil Premium Strategy spending 2021-24



■ Teaching ■ Targeted academic support ■ Wider Strategies

Teaching

- Curriculum development
- Professional development
- Introduction of three new pedagogies and whole school approaches to support effective teaching and learning

Targeted academic support

- PIXL assessment
- Speech and language and mathematics interventions
- Dyslexia Potfolio
- Group therapies as part of the school's catch-up strategy that includes Pupil Premium children.

Wider Strategies

- Thrive
- Aireborough extended services
- Forest Schools
- Pastoral leader
- Peripatetic music
- Educational visits
- MVMNT sports breakfast club
- Before/after care and school places and meals
- Premier League Primary Stars lunchtime PP sessions

Figure 1: The tiered model for school planning



St Oswald’s has used the EEF model for a tiered approach to school planning as a basis for the new Pupil Premium Strategy

School overview

Metric	Data
School name	St Oswald's C of E Primary School
Pupils in school	416
Proportion of disadvantaged pupils	21%
Pupil premium allocation this academic year	PP funding £86,920.00
Academic year or years covered by statement	2021-24
Publish date	October 2023
Review date	May 2024
Statement authorised by	Mr Jonny Davies
Pupil premium lead	Mr Matthew Boyle
Governor lead	Martin Baker

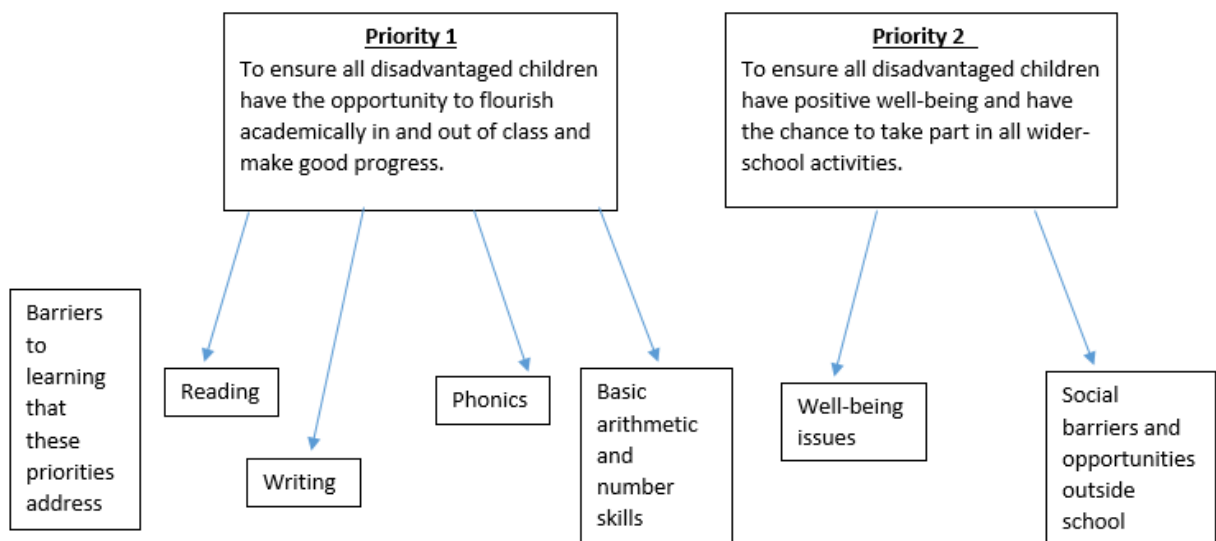
Disadvantaged pupil progress scores for 2022-2023

Measure	Score
Reading	-0.52 Slightly above National DA children.
Writing	+0.84 Significantly above National DA children.
Maths	+0.94 Significantly above National DA children.

Disadvantaged pupil performance overview for 2022-2023

Measure	Score
Meeting expected standard at KS2 for RWM	46.2% Above National DA average.
Achieving high standard at KS2 for RWM	7.7% Below National DA average.

Strategy aims for disadvantaged pupils



Projected spending	£85,362
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Review: last year's aims and outcomes 2022-23

Aim	Target	Outcome																								
Progress in Reading	For Disadvantaged children to continue to achieve positive comparable attainment and progress compared to National Non-Disadvantaged children.	<p><u>End of KS1 data:</u></p> <table border="1" data-bbox="805 324 1487 495"> <thead> <tr> <th>St Oswald's DA</th> <th>St Oswald's Non-DA</th> <th>Difference to St Oswald's Non-DA</th> <th>National Non-DA</th> <th>Difference to National Non-DA</th> </tr> </thead> <tbody> <tr> <td>20%</td> <td>77.6%</td> <td>-57.6%</td> <td>72.8%</td> <td>-52.8%</td> </tr> </tbody> </table> <p><u>End of KS2 data:</u></p> <table border="1" data-bbox="805 548 1487 719"> <thead> <tr> <th>St Oswald's DA</th> <th>St Oswald's Non-DA</th> <th>Difference to St Oswald's Non-DA</th> <th>National Non-DA</th> <th>Difference to National Non-DA</th> </tr> </thead> <tbody> <tr> <td>46.2%</td> <td>71%</td> <td>-24.8%</td> <td>77.8%</td> <td>-31.6%</td> </tr> </tbody> </table>					St Oswald's DA	St Oswald's Non-DA	Difference to St Oswald's Non-DA	National Non-DA	Difference to National Non-DA	20%	77.6%	-57.6%	72.8%	-52.8%	St Oswald's DA	St Oswald's Non-DA	Difference to St Oswald's Non-DA	National Non-DA	Difference to National Non-DA	46.2%	71%	-24.8%	77.8%	-31.6%
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Progress in Writing	For Disadvantaged children to achieve positive comparable attainment and progress compared to National Non-Disadvantaged children	<p><u>End of KS1 data:</u></p> <table border="1" data-bbox="805 788 1487 958"> <thead> <tr> <th>St Oswald's DA</th> <th>St Oswald's Non-DA</th> <th>Difference to St Oswald's Non-DA</th> <th>National Non-DA</th> <th>Difference to National Non-DA</th> </tr> </thead> <tbody> <tr> <td>20%</td> <td>77.6%</td> <td>-57.6%</td> <td>65%</td> <td>-45%</td> </tr> </tbody> </table> <p><u>End of KS2 data:</u></p> <table border="1" data-bbox="805 1012 1487 1182"> <thead> <tr> <th>St Oswald's DA</th> <th>St Oswald's Non-DA</th> <th>Difference to St Oswald's Non-DA</th> <th>National Non-DA</th> <th>Difference to National Non-DA</th> </tr> </thead> <tbody> <tr> <td>53.8%</td> <td>69.5%</td> <td>-15.7%</td> <td>77.0%</td> <td>-23.2%</td> </tr> </tbody> </table>					St Oswald's DA	St Oswald's Non-DA	Difference to St Oswald's Non-DA	National Non-DA	Difference to National Non-DA	20%	77.6%	-57.6%	65%	-45%	St Oswald's DA	St Oswald's Non-DA	Difference to St Oswald's Non-DA	National Non-DA	Difference to National Non-DA	53.8%	69.5%	-15.7%	77.0%	-23.2%
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Progress in Mathematics	For Disadvantaged children to continue to achieve positive comparable attainment and progress compared to National Non-Disadvantaged children	<p><u>End of KS1 data:</u></p> <table border="1" data-bbox="805 1236 1487 1406"> <thead> <tr> <th>St Oswald's DA</th> <th>St Oswald's Non-DA</th> <th>Difference to St Oswald's Non-DA</th> <th>National Non-DA</th> <th>Difference to National Non-DA</th> </tr> </thead> <tbody> <tr> <td>30%</td> <td>68.9%</td> <td>38.9%</td> <td>75%</td> <td>-45%</td> </tr> </tbody> </table> <p><u>End of KS2 data:</u></p> <table border="1" data-bbox="805 1460 1487 1630"> <thead> <tr> <th>St Oswald's DA</th> <th>St Oswald's Non-DA</th> <th>Difference to St Oswald's Non-DA</th> <th>National Non-DA</th> <th>Difference to National Non-DA</th> </tr> </thead> <tbody> <tr> <td>53.8%</td> <td>69.5%</td> <td>-15.7%</td> <td>77.8%</td> <td>-25%</td> </tr> </tbody> </table>					St Oswald's DA	St Oswald's Non-DA	Difference to St Oswald's Non-DA	National Non-DA	Difference to National Non-DA	30%	68.9%	38.9%	75%	-45%	St Oswald's DA	St Oswald's Non-DA	Difference to St Oswald's Non-DA	National Non-DA	Difference to National Non-DA	53.8%	69.5%	-15.7%	77.8%	-25%
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Phonics	For Disadvantaged children to achieve positive comparable attainment and progress compared to National Non-Disadvantaged children	<p><u>Phonics Data (Y1):</u></p> <table border="1" data-bbox="805 1706 1220 1877"> <thead> <tr> <th>St Oswald's DA</th> <th>National Non-DA</th> <th>Difference to National Non-DA</th> </tr> </thead> <tbody> <tr> <td>33.3%</td> <td>82.9%</td> <td>-48.9%</td> </tr> </tbody> </table>					St Oswald's DA	National Non-DA	Difference to National Non-DA	33.3%	82.9%	-48.9%														
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Personal Development	Improvement on issues with well-being, attachment difficulties, pupil self-regulation, intrinsic motivation and language skills	Through the use of Thrive, Mable, Forest School pupils are receiving the correct pastoral and therapeutic care and support from school. The use of these strategies is ensuring that pupils from a disadvantaged background are experiencing opportunities that they may not receive outside of school. A small percentage of children in school are receiving a wide range of pastoral groups during afternoons.
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Main findings:

- The standards in Reading, Writing and Maths data at the end of KS2, between disadvantaged children and non-disadvantaged children in school is narrowing but is still a priority.
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- The standards in Reading, Writing and Maths data at the end of KS1, between disadvantaged children and non-disadvantaged children in school is narrowing but is still a priority.
- The standards in Reading, Writing and Maths data at the end of KS1, between disadvantaged children in school and National non-disadvantaged children is widening and is a priority.
- There is a significant gap in the standard in Phonics at the end of Y1, between disadvantaged pupils in school and National non-disadvantaged pupils.
- Children across school are experiencing a range of enrichment activities. The aim is to continue to provide enrichment opportunities for all children in school.

Aims for 23/24

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	For Disadvantaged children to continue to achieve positive comparable attainment and progress compared to National Non-Disadvantaged children.	2024
Progress in Writing	For Disadvantaged children to achieve positive comparable attainment and progress compared to National Non-Disadvantaged children	2024
Progress in Mathematics	For Disadvantaged children to continue to achieve positive comparable attainment and progress compared to National Non-Disadvantaged children	2024
Phonics	For Disadvantaged children to achieve positive comparable attainment and progress compared to National Non-Disadvantaged children	2024
Personal Development	Improvement on issues with well-being, attachment difficulties, pupil self-regulation, intrinsic motivation and language skills	2024

1. Teaching support for current academic year

Measure	Activity
Priority 1	Curriculum Development- a new enriched and inclusive curriculum with a clear intent that is well implemented- each subject area of the curriculum has clear leadership, rationale, organisations and systems in place to ensure that knowledge and skills are taught sequentially as children progress through school with significant impact on the learning of children.

Priority 2	Ensuring staff receive the appropriate professional development to ensure that they have a clear understanding of the pedagogies
Barriers to learning these priorities address	Staff requiring additional support to implement new curriculum.
Projected spending	£23,014

2. Targeted academic support for current academic year

Measure	Activity
Priority 1	To ensure that gaps in pupils' knowledge created during the pandemic lockdown are successfully addressed after diagnosis.
Priority 2	To address barriers to learning including issues in speech and language and SEN needs throughout school.
Barriers to learning these priorities address	Staff require the correct tools for diagnosis of gaps and delivery of targeted support and that staff have the training and time to implement these.
Projected spending	£18,963

3. Wider strategies for current academic year

Measure	Activity
Priority 1	To ensure that pupil well-being is at the forefront of all pastoral care in school.
Priority 2	To give pupils the opportunity to experience non-academic aspects of learning and develop life-skills and the cultural capital required for later success
Barriers to learning these priorities address	Staff require the correct systems and training to give them the means to implement the new strategies.
Projected spending	£43,385

Implementation and Monitoring

Area	Challenge	Mitigating action	
Teaching	To ensure that staff have the opportunity to create and implement the new curriculum and then successfully measure the impact it has had.	Action	Cost
		Leadership release time in 2023-2024 provided by a non-class based member of teaching staff	£1090
		Curriculum Development training for staff	£6615
		Three pedagogical developments- Thrive, Forest Schools and ReflectED that will have a demonstrative effect on Teaching and Learning and develop important life skills and learning behaviours.	£15,309
Targeted support	It is crucial that the correct tools for diagnosis of gaps and delivery of targeted support are used and that staff have the training and time to implement these.	Action	Cost
		Use of PIXL diagnostic assessments to address gaps in knowledge	£2,700
		Speech and Language 1:1 support in EYFS given by trained practitioner	N/A
		Catch up 1:1 interventions throughout school. Inspiration Tree and Jess Hall	£16,263
		'Dyslexia Portfolio' purchased and implemented.	£1,000
		Leeds United Foundation Reading Stars	£1,030
Wider strategies	Ensuring that the correct organisations are used to train staff and give them the means to implement new strategies.	Action	Cost
		Thrive'- a whole-school approach to improve children's' well-being and make the more emotionally resilient. Training for three	£750

		staff members to become practitioners in school.	
		Forest Schools- training and resources for a member of staff to lead this in the school grounds.	£1,500
		Inclusion Team.	£23,828
		'Inspiration Tree' PE support to run lunchtime activities.	£897
		Opportunities to partake in peripatetic music lessons and school trips and residential activities.	£1,000
		Leeds United Foundation Social Action Group.	£3,090
		Leeds United Foundation to run lunchtime activities.	
		Leeds United Foundation after school club. To provide sports coaching and target children who do not attend clubs regularly.	
		I want to Ride my Bike – The aim is so that all children in school have had the opportunity to learn to ride a bike and that the majority of children can ride a bike by July 2024.	£1,750
		Rock Steady Music Sessions for PP pupils. School will pay for sessions.	£2,000
		Nurture Group. To provide pupils with the opportunity to build social and emotional resilience.	£4,680
		MABLE – Counselling sessions.	£3,890

