

St Oswald's C of E Primary School

Pupil Premium Strategy Statement 2024-2027



Statement Approved: September 2024

Next reviewed: September 2025

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	382
Proportion (%) of pupil premium eligible pupils	14% (54 pupils)
	2024-2027 FS2-Y6
Date this statement was published	23/09/24
Date on which it will be reviewed	31/03/25
Statement authorised by	Martin Baker
Pupil premium lead	Matilda Brown
Governor / Trustee lead	Ali Long

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£80,822
Recovery premium funding allocation this academic year	£2103
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£82,925

Part A: Pupil premium strategy plan

Statement of intent

We aim to provide disadvantaged children at this school with an opportunity to flourish and succeed comparably to their non-disadvantaged peers. This success can be measured both academically and in terms of personal development. This strategy acknowledges that there are number of challenges which disadvantaged children face beyond the financial through our understanding of the home circumstances of every child. The key principles of our statement are that children need to be in school every day, making good academic progress and having access to a holistic range of activities regardless of economic background or family circumstances.

Challenges

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

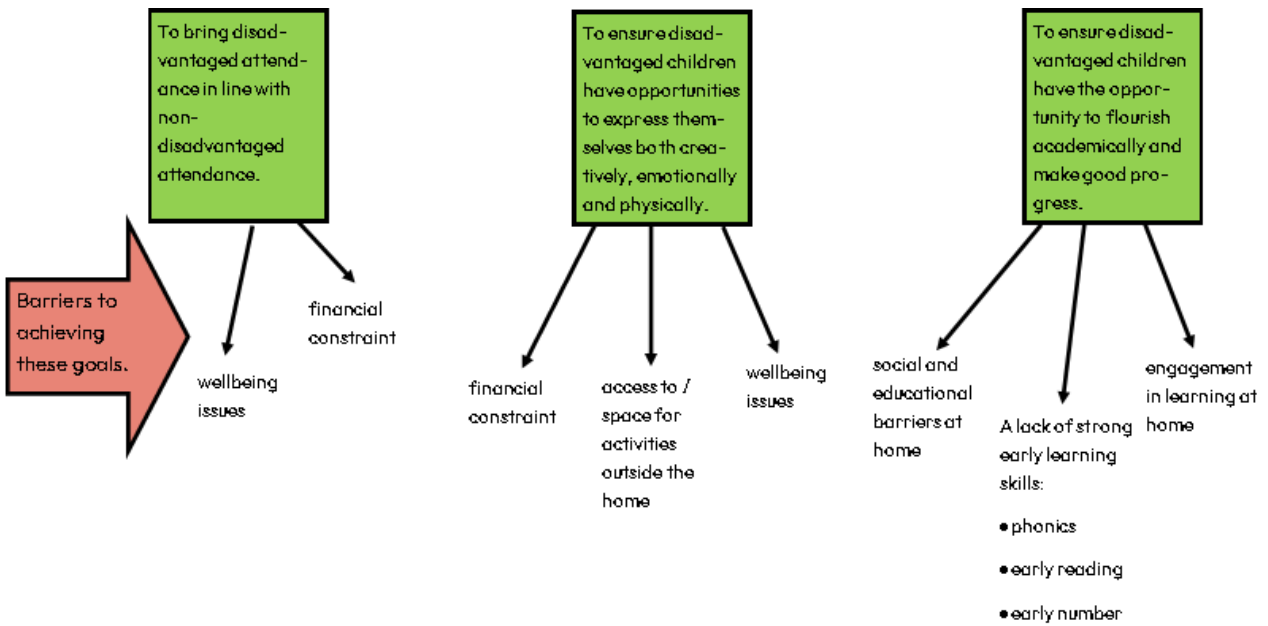
Challenge number	Detail of challenge
1	Financial constraints
2	Wellbeing issues – at school driven by those at home
3	Poor access to space, resources, time for activities at home
4	Engagement in academic progress at home
5	Lower attainment within early learning goals

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
<i>The attendance of disadvantaged children equates that of non-disadvantaged children.</i>	That 95% of disadvantaged children will have attendance of over 90%. This stands at 17% at time of writing.
The progress of disadvantaged children equates or is above that of non-disadvantaged children.	Disadvantaged progress measures are equal to or above those of non-disadvantaged children.

Disadvantaged children are able to access activities which promote their creative, emotional and physical growth.	All disadvantaged children access at least two additional creative, emotional or physical activities per half term.
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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: £23,462.90

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Training for the Thrive practitioner</i>	Cost: £1600 Thrive is a program which allows us to give individualised SEMH support to children who are not reaching their age-related goals, and support them to then reach higher academic achievement as a result of this intervention.	2
<i>Training for the Thrive lead</i>	£1600	2
<i>Forest School Training</i>	£1550	2. 3

	Forest School provides some of our disadvantaged children with an opportunity for outside learning and calculated risk taking which they are not given in the home.	
<i>Curriculum Development training for staff</i>	£3000 Additional spend has been allocated for staff to choose training to help them meet the needs of their disadvantaged learners in areas including speech & language, maths, science, art and design technology. Breakdown of costs: £780 - White Rose Maths £2220 - courses as selected by teachers	4, 5
<i>Release time for staff to deliver interventions</i>	£11,163.90 + 14 days half session Thrive training: £1906.10 (teacher) + £1743 (support) =£14,812.90 This time is required to make to plan, deliver and review the strategies.	4,5
<i>ADHD foundation training</i>	£900 CPD for staff regarding approaches to teaching children with ADHD. This can then be shared with the families of those children with ADHD who are also pupil premium but have poor access to support.	2,4

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

Budgeted cost: £30,612.33

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Rapid writing</i>	£1350	4
<i>Rapid phonics</i>	Addressed above	4
<i>Rapid reading</i>	Addressed above	4
<i>Shine</i>	£735	4,5

	Interventions to provide support for specific small outcomes will help us target learning for children.	
<i>NTS assessments</i>	£350 These assessments will allow us to audit targeted interventions for specific academic outcomes, giving our disadvantaged children a clear plan to make progress in line with other children.	4,5
<i>Talk Boost</i>	£550 + £400 = £950 A noticeably large number of disadvantaged children have lower progress in reading. Our assessments indicate this is often due to poor acquisition of vocabulary.	3,4,5
<i>Catch up Interventions</i>	£16232 Catch up 1:1 interventions throughout the school. Inspiration Tree and Sarah Clarke.	4,5
<i>Guiseley Community Foundation</i>	£288 Social and Emotional Sport Disadvantaged children who do not have the opportunity to take part in team sports outside school can lead and take part in team sports with their peers.	1,2,3
<i>Rocksteady Music</i>	School to fund 3 children from the pupil premium register at a cost of: £1101.33 Rocksteady will match this. This opportunity allows for creativity and access to an otherwise quite financially stretching activity. An aspirational activity and also music curriculum enhancement.	1,2,3
<i>Thrive Profiling and staffing for interventions</i>	£1725 (profiling) plus £2996 staffing costs Thrive profiling allows us to identify the individual socio-emotional needs of all 54 pupil premium children and allocate time to interventions for this.	2,3,4
<i>Speech and Language Intervention</i>	£ 4885 Where early learning goals are identified as being missed / have been missed and language attainment is lower – SALT interventions delivered.	4

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

Budgeted cost: £23,050

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Structured lunchtime clubs – Inspiration Tree</i>	£115 per week (£4370 annual) This approach gives us an outlet for children for whom structured play	1,2,3
<i>Now Press Play</i>	£2500 An opportunity to generate talk and creativity for children who may not have those experiences at home.	3,4,5
<i>Scrap / Den building</i>	£2500	3
<i>Pupil Premium payment for trips / visits</i>	48 x £30 for trips per annum = £1440 6 x £150 = £900 (Year 6) =£2340	1,3
<i>Free places at Ozzies</i>	£6000 This supports families with giving their children a positive start to the school day, or assist them at home time. Children are given breakfast / after school snacks and access to organise artistic / sporting activities.	1,2,3,4
<i>Guiseley Community Foundation</i>	£2100 After school club – football. Pupil premium children to receive free places	1,4
<i>Tuck shop</i>	£3240 = 35p per day for every school day Access to food throughout the school day including breakfast and break-time/movement break snacks and where food has been refused.	2,3,4
<i>Boxing – SEMH support</i>	£700 SEMH support for children for whom their emotional behaviours include aggression, which in turn makes them an exclusion risk. This support also extends to children for whom their	1,2,3,4

	SEMH behaviours include work avoidance due to feelings of failure	
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Total budgeted cost: £ 77,825.23

Contingency: £5099.77

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:

- *Data from the previous academic year's national assessments and qualifications, once published (including school attainment and progress measures)*
- *EBacc entry data for secondary schools*
- *Comparison to local and national averages (a note of caution can be added to signal that there are ongoing impacts of the COVID-19 pandemic, which affected schools, and pupils, differently) and outcomes achieved by your school's non-disadvantaged pupils*
- *Information from summative and formative assessments the school has undertaken.*
- *School data and observations used to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing*

You should state whether you are on target to achieve the outcomes of your strategy (as outlined in the Intended Outcomes section above) and outline your analysis of what aspects of your strategy are/are not working well.

If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.

Academic Year 23-24 Disadvantage Progress Report:

Year	No. of pupils		Subject	Pupil premium/ FSM		
				Number of pupils	Number at expected	% at expected
Year 6	52	52	Reading	16	12	75.00%
		52	Writing	16	12	75.00%
		52	Maths	16	9	56.30%
Year 5	63	63	Reading	6	3	50.00%
		63	Writing	6	3	50.00%
		63	Maths	6	1	16.70%
Year 4	59	59	Reading	11	7	63.60%
		59	Writing	11	7	63.60%
		59	Maths	11	8	72.70%
Year 3	49	49	Reading	7	3	42.90%
		49	Writing	7	2	28.60%
		49	Maths	7	3	42.90%
Year 2	48	48	Reading	4	2	50.00%
		48	Writing	4	1	25.00%

		48	Maths	4	1	25.00%
Year 1	56	56	Reading	4	1	25.00%
		56	Writing	4	1	25.00%
		56	Maths	4	2	50.00%
Reception	47	47	GLD			
Total (Yr1-6)	327	327	Reading	48	28	58.33%
Total (Yr1-6)	327	327	Writing	48	26	54.20%
Total (Yr1-6)	327	327	Maths	48	24	50.00%
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Combined WRM						
Year 1	56			4	1	25.00%
Year 2	48			4	1	25.00%
Year 3	49			7	2	28.60%
Year 4	59			11	6	54.50%
Year 5	63			6	1	16.70%
Year 6					8	50.00%

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Rapid Writing	Pearson
Rapid phonics	Pearson
Thrive	Thrive
Forest School	Go Wild Education
Pixl ASsessments	Pixl
Reading Stars/ Social Action group	Leeds United Foundation
Dyslexia Portfolio	Dyslexia Portfolio
I want to ride my bike	Magic Dave
Rock Steady Music	Rock Steady
MABLE counselling sessions	MABLE counselling
Talk Boost oracy skills	Talk Boost