

St Oswald's C of E Primary School

Pupil Premium Strategy Statement 2024-2027



Date Approved: November 2025

Next reviewed: November 2026

This statement details our school's use of Pupil 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 - 2025/2026 academic year

Detail	Data
Number of pupils in school	371
Proportion (%) of pupil premium eligible pupils	10.5% (39 Pupils)
	2024-2027 FS2-Y6
Statement authorised by	Martin Baker
Pupil premium lead	Matilda Brown
Governor / Trustee lead	Ali Long

Funding overview – 2025/2026 financial year

Detail	Amount
Pupil premium funding allocation this academic year	£66,080.00
Recovery premium funding allocation this academic year	£0.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
Total budget for this academic year	£66,080.00

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.

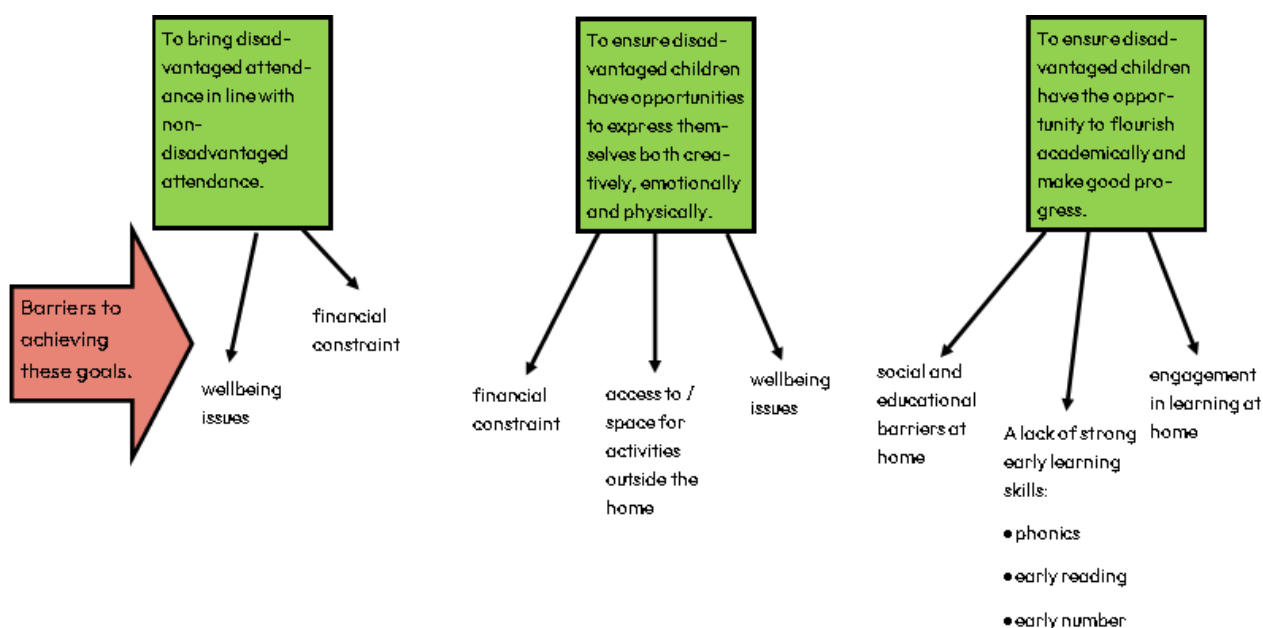
Challenge number	Detail of challenge
1	Cultural Capital
2	Wellbeing issues – at school driven by those at home
3	Poor access to space, resources, time for activities at home
4	Engagement in academic progress at home
5	Lower attainment within early learning goals

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.



Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

1. Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £22,750

Activity	Evidence that supports this approach	Cost	Challenge number(s) addressed
Training for the Thrive Lead and Practitioner	£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	£3200	2

	academic achievement as a result of this intervention.		
Forest School Training	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.	£1550	2, 3
Curriculum Development training for staff	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.	£3000	4, 5
Release time for staff to deliver interventions	This time is required to make to plan, deliver and review the strategies.	£15,000 (£11,163.90 + 14 days half session Thrive training: £1906.10 (teacher) + £1743 (support))	4,5

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

Budgeted cost: £15,500

Activity	Evidence that supports this approach	Cost	Challenge number(s) addressed
Rapid writing/phonics and reading	Access to high quality intervention time.	£1350	4
Connections in Mind	CPD for staff to support children in overcoming their personal barriers	£1500	4,5
Testbase	These assessments will allow us to audit targeted interventions for specific academic	£350	4,5

	outcomes, giving our disadvantaged children a clear plan to make progress in line with other children.		
Talk Boost	A noticeably large number of disadvantaged children have lower progress in reading. Our assessments indicate this is often due to poor acquisition of vocabulary.	£950	3,4,5
Catch up Interventions	Catch up interventions throughout the school. Cover provided by Inspiration Tree	£6850	4,5
Music Bursaries	Giving access to music for all as per the school music development document.	£1500	1,2,3
Thrive Profiling and staffing for interventions	Allow staff the time required to profile children before and after interventions, in addition to profiling all of Reception for baseline purposes.	£3000	2,3,4

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

Budgeted cost: £23,050

Activity	Evidence that supports this approach	Cost	Challenge number(s) addressed
Now Press Play	An opportunity to generate talk and creativity for children who may not have those experiences at home.	£2500	3,4,5
Pupil Premium payment for trips / visits	Enabling all children to fully access the curriculum and enhancements.	£3000	1,3
Free places at Ozzies	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.	£10000	1,2,3,4

Free places at Ozzies Clubs	Opportunity for extra curricular enhancements within Ozzies to families who benefit from additional socialisation / crafts.	£6500	1,4
Brilliant Club	Aspiration project run by Bradford University to encourage higher achieving pupil premium children to reach their full potential.	£2000	
Tuck shop	Access to food throughout the school day including breakfast and break-time/movement break snacks and where food has been refused.	£2600	2,3,4

Total budgeted cost: £ 64,850

Contingency: £1230

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Cohort	No. of pupils		Subject	% ARE or above	% to exceed ARE	Pupil premium/ FSM		
						Number of pupils	Number at expected	% at expected
Year 6	62	62	Reading	84	40	6	1	16.7%
		62	Writing	90	27	6	3	50.0%
		62	Maths	78	24	6	1	16.7%
		62	Science	78	24	6	4	66.7%
		62	GPS					
Year 5	62	62	Reading	84	39	11	7	63.6%
		62	Writing	84	21	11	6	54.5%
		62	Maths	85	36	11	6	54.5%
Year 4	48	48	Reading	83	45	9	2	22.2%
		48	Writing	80	27	9	1	11.1%
		48	Maths	82	43	9	3	33.3%
Year 3	49	49	Reading	84	11	6	1	16.7%
		49	Writing	78	14	6	1	16.7%
		49	Maths	86	20	6	1	16.7%
Year 2	55	55	Reading	87	39	5	2	40.0%
		55	Writing	82	29	5	1	20.0%
		55	Maths	88	38	5	2	40.0%
Year 1	49	49	Reading			3	1	33.3%
		49	Writing			3	1	33.3%
		49	Maths			3	1	33.3%

Externally provided programmes

Programme	Provider
Rapid Writing	Pearson
Rapid phonics	Pearson
Thrive	Thrive
Forest School	Go Wild Education
Testbase	AQA Testbase

Guiseley Community Foundation	Guiseley Community Foundation
Dyslexia Portfolio	Dyslexia Portfolio
Now Press Play	Now Press Play
Rock Steady Music	Rock Steady
MABLE counselling sessions	MABLE counselling
Talk Boost oracy skills	Talk Boost

2024-2025 Review

Intended outcome	Success criteria	Review																														
The attendance of disadvantaged children equates that of non-disadvantaged children.	That 95% of disadvantaged children will have attendance of over 90%. This stands at 17% at time of writing.	Pupil Premium attendance overall for 24/25 was 92.06%. This is lower than the previous year. However, this is caused by a smaller number of children being lower attainers. 70% of PP children had attendance of over 90%. This is a marked increase.																														
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.	The attainment of disadvantaged children improved in 24/25 but the progress measures were not available. Summer 25 <table border="1"> <thead> <tr> <th colspan="3">Pupil premium/ FSM</th></tr> <tr> <th>Number of pupils</th><th>Number at expected</th><th>% at expected</th></tr> </thead> <tbody> <tr> <td>Read</td><td>4</td><td>66.7%</td></tr> <tr> <td>Write</td><td>4</td><td>66.7%</td></tr> <tr> <td>Maths</td><td>2</td><td>33.3%</td></tr> <tr> <td>Science</td><td>5</td><td>83.3%</td></tr> <tr> <td>GPS</td><td>4</td><td>66.7%</td></tr> </tbody> </table> Summer 24 <table border="1"> <tbody> <tr> <td>Read</td><td>2</td><td>11.8%</td></tr> <tr> <td>Write</td><td>12</td><td>70.6%</td></tr> <tr> <td>Maths</td><td>2</td><td>11.8%</td></tr> </tbody> </table>	Pupil premium/ FSM			Number of pupils	Number at expected	% at expected	Read	4	66.7%	Write	4	66.7%	Maths	2	33.3%	Science	5	83.3%	GPS	4	66.7%	Read	2	11.8%	Write	12	70.6%	Maths	2	11.8%
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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.	We offer a high number of free places to disadvantaged children, and now record this on a register. Many families do not take up the offer of a place.
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