

# Pupil premium strategy statement – St Oswald’s C of E Academy

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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	207 (22 nursery – 3EYPP)
Proportion (%) of pupil premium eligible pupils	8%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement for each academic year</b> )	2023-2026
Date this statement was published	December 2024
Date on which it will be reviewed	Autumn 2026
Statement authorised by	Sharon Patton Executive Head Teacher
Pupil premium lead	Hannah Lambert Head of School
Governor / Trustee lead	Mark Wheeler

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£26,370
Pupil premium funding carried forward from previous years	N/A
<b>Total budget for this academic year</b>	<b>£26,370</b>

## Part A: Pupil premium strategy plan

### Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will 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.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Children are at the heart of every decision we make in DSAT. We aspire to deliver only the very best education, care and nurture for every child in our schools. To do this, we know that all adults in every DSAT school need to be highly trained to deliver excellence in teaching and learning, combined with a drive to develop a culture in our classrooms and staffrooms where children thrive (DSAT Charter for Vulnerable Pupils).

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve (The Power of 'I See You' within the DSAT Charter for Vulnerable Pupils.)

## Challenges

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

Challenge number	Detail of challenge																																			
1	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally achieve in line with or better than their peers at the expected level. Disadvantaged pupils generally do not achieve as well at greater depth.																																			
2	<p>Our assessments, observations and discussions with pupils and families indicate that the education and wellbeing of many of our disadvantaged pupils is affected by a significant number of disadvantaged pupils arriving to school throughout KS2 with gaps in foundational knowledge. In the current academic year only 57.1% of disadvantaged pupils attended our EYFS setting.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, compared with pupils who have attended the school since EYFS.</p>																																			
3	<p>Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher referrals for support remain relatively high.</p>																																			
4	<p>Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils. In 2024/25, non disadvantaged children's attendance was 96.4%, compared with 94.8% for disadvantaged children.</p> <p>However, compared with national averages for disadvantaged pupils, attendance is consistently in line with or above.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p><b>FSM6 - Attendance</b></p> <table border="1"> <thead> <tr> <th>Year</th> <th>Cohort</th> <th>School</th> <th>National</th> <th>National distribution banding</th> <th>Sch trend vs Nat trend</th> <th>School context</th> </tr> </thead> <tbody> <tr> <td>2024/25 (2 term)</td> <td>14</td> <td>94.8%</td> <td>92.4%</td> <td style="background-color: #d4edda;">Above</td> <td>Relative improvement</td> <td>-</td> </tr> <tr> <td>2023/24 (3 term)</td> <td>8</td> <td>93.1%</td> <td>92.0%</td> <td style="background-color: #d6d8db;">Close to average</td> <td>Relative decline</td> <td>-</td> </tr> <tr> <td>2022/23 (3 term)</td> <td>10</td> <td>93.2%</td> <td>91.6%</td> <td style="background-color: #d4edda;">Above</td> <td>Relative improvement</td> <td>-</td> </tr> <tr> <td>2018/19 (3 term)</td> <td>7</td> <td>94.9%</td> <td>94.4%</td> <td style="background-color: #d6d8db;">Close to average</td> <td>Not available</td> <td>-</td> </tr> </tbody> </table> </div> <p>Persistent absenteeism for disadvantaged pupils is consistently below national averages.</p>	Year	Cohort	School	National	National distribution banding	Sch trend vs Nat trend	School context	2024/25 (2 term)	14	94.8%	92.4%	Above	Relative improvement	-	2023/24 (3 term)	8	93.1%	92.0%	Close to average	Relative decline	-	2022/23 (3 term)	10	93.2%	91.6%	Above	Relative improvement	-	2018/19 (3 term)	7	94.9%	94.4%	Close to average	Not available	-
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	Our assessments and observations indicate that absenteeism negatively impacts disadvantaged pupils' progress.
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## 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
Improved attainment among disadvantaged pupils.	KS2 outcomes in 2025/26 show that all disadvantaged pupils met the expected standard, with some children also achieving greater depth.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2025/26 demonstrated by: <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2025/26 demonstrated by: <ul style="list-style-type: none"> <li>• the overall unauthorised absence rate for all pupils being no more than 2%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced.</li> </ul>
	<ul style="list-style-type: none"> <li>• the percentage of all pupils who are persistently absent being reduced and not significantly different to their peers.</li> </ul>

## 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: **£13,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Investment in CPD for all staff to ensure all pupils are able to access QFT and to be challenged in all areas of learning. This will include subject specific training to improve teacher subject knowledge alongside training in elements of pedagogy, which support the DSAT model of Teach Simply.</p>	<p>Supporting high quality teaching is pivotal in improving children’s outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. It is therefore hugely encouraging to see a host of new initiatives and reforms that recognise the importance of teacher quality such as the Early Career Framework and the new National Professional Qualifications. These exemplify a growing consensus that promoting effective professional development (PD) plays a crucial role in improving classroom practice and pupil outcomes, and this guidance further reflects this, offering recommendations on how to improve professional development and design and select more impactful PD.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidancereports/effectiveprofessionaldevelopment">https://educationendowmentfoundation.org.uk/education-evidence/guidancereports/effectiveprofessionaldevelopment</a></p>	<p>1, 2, 3, 4</p>
<p>Purchase of standardised diagnostic assessments and tracking system (Insight, FFT).</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups: <a href="#">Diagnostic assessment   EEF</a></p>	<p>1, 2, 3, 4</p>

<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p> <p>Provide continuous professional development for teachers focused on trauma-informed practises, enabling them to better support pupils who may have experienced adverse childhood experiences (ACEs).</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="#"><u>Improving Social and Emotional Learning in Primary Schools   EEF</u></a></p> <p>This approach has been shown to improve classroom climate and pupil engagement (Harris &amp; Fallot, 2001).</p>	<p>3</p>
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£13,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Engaging with school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p> <p>This will included targeted support for current Y6 cohort to facilitate reduced ratios for learning. Additional teacher for one day per week each term in Y6.</p> <p>This will also include targeted support for disadvantaged pupils who arrive in school during KS2 with gaps in knowledge from other settings.</p> <p>Enhanced ratios to support QFT.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="#">One to one tuition   Teaching and Learning Toolkit   EEF</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Teaching and Learning Toolkit   EEF</a></p>	<p>1, 2, 3, 4</p>
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our RWI Consultant.</p> <p>Provide one-on-one mentoring for disadvantaged pupils, pairing them with trained staff or volunteers who can offer emotional support and guidance.</p>	<p>Utilise systematic synthetic phonics interventions to enhance early reading skills. Research shows that effective phonics instruction can significantly improve reading outcomes (Education Endowment Foundation, 2021).</p> <p><a href="#">Phonics   Teaching and Learning Toolkit   EEF</a></p> <p>Research indicates that mentoring can lead to improved academic and social outcomes (DuBois et al., 2011).</p>	<p>1</p>



## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

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.

KS2 outcomes for PP 2025:

	All Cohort size	All pupils no.	All pupils %	PP Cohort Size	PP no.	PP %
% achieving the expected standard (or higher) in Reading	30	29	93.55%	4	4	100.00%
% achieving the expected standard (or higher) in Writing	30	27	87.10%	4	4	100.00%
% achieving the expected standard (or higher) in Maths	30	30	96.77%	4	4	100.00%
% achieving the expected standard (or higher) in GPS	30	27	87.10%	4	4	100.00%
% achieving the expected (or higher) in R,W&M combined	30	26	83.87%	4	4	100.00%
% achieving the higher standard in Reading	30	12	38.71%	4	1	25.00%
% working at greater depth in Writing	30	7	22.58%	4	1	25.00%
% achieving the higher standard in Maths	30	11	35.48%	4	1	25.00%
% achieving the higher standard in GPS	30	13	41.94%	4	1	25.00%
% achieving the higher standard R,W&M combined	30	6	19.35%	4	1	25.00%

The data demonstrated that disadvantaged pupils attained age related expectations in all areas.

#### Disadvantaged pupils - Reading, writing and mathematics expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	9	78%	46%	Above (non-sig)	68%	10	Not applicable	Not applicable
2025	4	100%	47%	Small cohort	69%	31	Suppressed	-
2024	4	75%	46%	Small cohort	67%	8	Suppressed	High - SEN
2023	1	0%	44%	Small cohort	66%	-66	Not available	-

Compared with national averages for disadvantaged pupils, our pupils achieve stronger outcomes at the expected standard.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at trust, national and local level (though these comparisons are to be considered with caution given ongoing pandemic impacts) and to results achieved by our non-disadvantaged pupils.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

Based on all the information above, the performance of our disadvantaged pupils met expectations, and we are at present on course for 100% of disadvantaged pupils (2/4) to achieve the outcomes we set out to achieve by 2025/26, as stated in the Intended Outcomes section above.

Our evaluation of the approaches delivered last academic year indicates that use of 1:1 and small group mentoring were particularly effective.

Our pupil premium strategy was supplemented by additional activity that was not funded by pupil premium or recovery premium. This included:

- embedding more effective practice around feedback. [EEF evidence on feedback](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a [DfE grant to train a senior mental health lead](#). The training we selected focused on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.
- We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. The Further Information section below provides more details about our planning, implementation, and evaluation processes.
- Training of a forest schools practitioner at level 3 to further enhance the curriculum.

## Externally provided programmes

Programme	Provider
RWI	Ruth Miskin
Pathways to Write	
Purple Mash Computing Scheme	Purple Mash
DT Association	DT Association
Digimaps	
RE Today	NATRE
Understanding Christianity	Church of England
Key stage history	
Charanga	
White Rose Maths	
Times Tables Rockstars	
Numbots	
SNAP Science	
NTS assessments	Rising Stars/Hodder
Reflex maths/FRAX	Explore learning
Developing Experts (Geography)	

## Further information (optional)

### Additional activity

#### Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. Our trust also commissioned a pupil premium review to get an external perspective, a result of this was the creation of the DSAT Charter for Vulnerable pupils.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also contacted schools within our trust with high-performing disadvantaged pupils to learn from their approach.

We looked at several reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.