

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 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 Catholic Primary School
Number of pupils in school	201
Proportion (%) of pupil premium eligible pupils	22.2% - 41 children
Academic year/years that our current pupil premium strategy plan covers	2025/26
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Mrs S Orwin
Pupil Premium Lead	Mrs G Furness
Governor	Mrs S Jones

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£67,640
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£67,640

Part A: Pupil premium strategy plan

Statement of intent

Our Mission Statement to 'Love, Learn, Respect and Appreciate', underpins all our work. The Question... *What is best for the children...?* is the question that drives all our work and the school forward.

Intent

Our mission to Love, Learn, Respect and Appreciate underpins all our work. Guided by the question:

"What is best for the children?"

we aim to ensure every pupil, including those eligible for Pupil Premium funding, thrives academically, socially, and spiritually.

- **High Expectations for All:** Every child is valued as an individual, and we set aspirational targets for all pupils.
- **Core Knowledge and Skills:** Equip pupils with strong foundations in reading, writing, and mathematics to succeed in the next stage of education and beyond.
- **Early Identification:** Use diagnostic assessments, pupil progress meetings, and pupil voice to identify needs quickly and accurately.
- **Broad and Balanced Curriculum:** Provide a rich curriculum that nurtures creativity, appreciation of the arts, and participation in sports, fostering resilience, confidence, and independence.
- **Faith and Values:** Embed Catholic values in all aspects of learning, ensuring pupils grow spiritually and morally alongside academic achievement.

Objectives

- **Act Early:** Intervene promptly when need is identified to prevent gaps widening.
- **Whole-School Approach:** Engage all staff in data analysis and pupil identification to ensure consistency and accountability.
- **Rigorous Monitoring:** Track assessment data closely and use professional dialogue to evaluate strategies and measure impact.
- **Needs-Based Allocation:** Allocate Pupil Premium funding following a robust needs analysis, prioritizing classes, groups, and individuals most at risk of underachievement.
- **Equity and Inclusion:** Ensure disadvantaged pupils have equal access to enrichment opportunities, trips, and experiences that broaden horizons.

Challenges

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

Challenge number	Detail of challenge
1	Limited Vocabulary and Language Awareness in EYFS and KS1 Goal: Develop communication and language skills in EYFS and KS1 to ensure children are at AREs.
2	Improved reading attainment by disadvantaged pupils at the end of KS1.
3	Improved attainment in writing for our disadvantaged children. 40% of pupil premium do not meet the expected standard in writing because foundation skills are not secure. (Spelling & letter formation).
4	Ensure disadvantaged pupils achieve ARE or above in Reading, Writing, and Maths by end of KS2.
5	Secure mathematical foundational knowledge for disadvantaged pupils.
6	Improve emotional literacy, self-regulation, and peer relationships.

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
<p><u>Challenge 1</u></p> <p>Challenge 1: Limited Vocabulary and Language Awareness in EYFS</p> <p>Goal: Develop communication and language skills in EYFS and KS1 to ensure children are at AREs.</p>	<p>Baseline and Endline Progress:</p> <ul style="list-style-type: none"> • At least 80% of disadvantaged pupils show measurable improvement in Communication & Language (C&L) scores from baseline to end-of-year using WELLCOMM and NELI assessments. <p>Intervention Impact:</p> <ul style="list-style-type: none"> • 100% of identified pupils receive targeted interventions (ShREC approach, Language Ladders) and demonstrate progress of at least one band on the Language Ladder scale by the end of KS1. <p>Parental Engagement:</p> <ul style="list-style-type: none"> • Minimum 70% parental attendance at oracy workshops and feedback surveys indicate increased confidence in supporting language development at home. <p>EYFS Outcomes:</p> <ul style="list-style-type: none"> • 90% of disadvantaged pupils achieve expected levels in the EYFS Communication & Language Early Learning Goals by the end of Reception. <p>Monitoring Frequency:</p> <ul style="list-style-type: none"> • Termly tracking shows consistent upward trend in vocabulary acquisition and expressive/receptive language skills for all targeted pupils.
<p><u>Challenge 2</u></p> <p>Improved reading attainment of disadvantaged pupils at the end of KS1 & KS2.</p>	<p>90% of disadvantaged pupils leave EYFS confident with Phase 3 phonemes.</p> <p>85% of disadvantaged pupils pass the Year 1 Phonics Screening Check.</p> <p>End of Year 2 outcomes for disadvantaged pupils are within 5% of non-disadvantaged peers in reading.</p>

<p><u>Challenge 3</u> Improved attainment in writing for our disadvantaged children.</p>	<p>75% of disadvantaged pupils meet expected standard in foundational writing skills (handwriting, spelling) by end of KS1.</p> <p>KS2 disadvantaged pupils achieve writing outcomes broadly in line with national averages by 2027/28.</p> <p>Termly moderation shows progress in sentence structure, spelling accuracy, and handwriting fluency.</p>
<p><u>Challenge 4</u> Ensure disadvantaged pupils achieve ARE or above in Reading, Writing, and Maths by end of KS2.</p>	<p>KS2 progress scores for disadvantaged pupils are positive and above national average by 2027/28.</p> <p>90% of disadvantaged pupils demonstrate mastery of key concepts through Knowledge Organisers and retrieval practice.</p> <p>Internal data shows steady improvement in combined R/W/M attainment year-on-year.</p>
<p><u>Challenge 5</u> Secure mathematical foundational knowledge for disadvantaged pupils.</p>	<p>90% of disadvantaged pupils achieve ARE in number sense and calculation by end of KS1.</p> <p>Targeted interventions (morning maths, booster sessions) result in at least 4 months additional progress for identified pupils.</p> <p>End-of-year assessments show closing of attainment gap between disadvantaged and non-disadvantaged pupils in maths.</p>
<p><u>Challenge 6</u> Improve emotional literacy, self-regulation, and peer relationships.</p>	<p>50% reduction in behavioural incidents for disadvantaged pupils by end of Year 1.</p> <p>80% of pupils demonstrate ability to express emotions appropriately and resolve conflicts independently by end of KS2.</p> <p>Pupil voice surveys show increased confidence in managing emotions and building friendships.</p> <p>Manage emotional triggers effectively in social situations by the end of EYFS.</p> <p>A 50% reduction in behavioural incidents (e.g., disruptions, poor classroom behaviour, conflicts) will be tracked via behaviour logs or incident reports by the end of Y1.</p> <p>There will be a measurable increase in pupils' ability to resolve conflicts independently, with a target of 80% of pupils able to mediate or resolve conflicts with minimal staff intervention by the end.</p>

Challenge 6

Improve emotional literacy, self-regulation, and peer relationships.

Baseline & Endline Progress

At least 80% of disadvantaged pupils show measurable improvement in listening and attention scores from baseline to end-of-year using teacher observations and standardized tools (e.g., Leuven Scales, EYFS Profile).

Classroom Engagement

- 90% of targeted pupils demonstrate sustained attention for 10+ minutes during whole-class and small-group activities by the end of the academic year.

Assessment Outcomes

- EYFS and KS1 pupils achieve expected levels in Listening & Attention strands of the Early Learning Goals or equivalent curriculum benchmarks.

Reduction in Off-Task Behaviours

- 50% reduction in recorded incidents of off-task behaviour or lack of focus (tracked via behaviour logs) by the end of the year.

Teacher Feedback

- Termly teacher evaluations indicate consistent improvement in pupils' ability to follow instructions and participate in discussions.

Parental Engagement

- 70% parental attendance at workshops on supporting attention and listening at home, with positive feedback on strategies implemented.

Activity in this academic year

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

Teaching (for example CPD, recruitment and retention).

Budgeted cost: £35, 580

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ongoing CPD through coaching. High quality daily teaching. Use of Teaching assistants.</p>	<p>EEF guide to Pupil Premium 2021) "ensuring that every teacher is supported to keep improving, is the key ingredient of a successful school and should be a top priority for pupil premium spending)." EEF guidance Report: Making best use of Teaching Assistants.</p>	<p>1-6</p>
<p>Training and coaching to enhance staff's teaching and writing of spelling and handwriting (foundational knowledge).</p>	<p>EEF guidance reports: Preparing for literacy: improving communication language and literacy in the Early years. Improving Literacy in Key stage 1: Improving literacy in Key stage 2. The Writing Framework (DFE-2025)</p>	<p>1-5</p>
<p>Training and coaching to enhance staff's approach to speech and language.</p>	<p>EEF Guidance Report- Preparing for Literacy. "Language provides the foundation of thinking and learning and should be prioritised". "Adults have a vital role to play in modelling effective language and communication".</p>	<p>1</p>
<p>Training and coaching to support pupils' social and emotional development.</p>	<p>EEF Guidance Report- "Social and emotional skills are protective factors for mental health challenges. They equip children with the tools and resources to address mental health challenges that interfere with life, learning and well-being".</p>	<p>6</p>

Targeted academic support (for example tutoring, 1:1 support, structured interventions).

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted Speech and language support.</p> <p>Continue to follow SALT clinic plans for individual children.</p> <p>Use WELLCOMM approach and interventions with EYFS. Train teacher and 2 TA's and monitor interventions.</p> <p>Use NELLI intervention for Reception and Year 1 pupils identified through base-line assessments.</p> <p>Use SHREC approach and language ladders in KS1 and KS2.</p>	<p>"Oral language interventions can have a positive impact on Pupil's language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment"</p> <ul style="list-style-type: none"> • Oral Language Interventions EEF. • Targeted reading aloud and book discussion with pupils. • Explicitly teaching new vocabulary. • SLT- Triad group for Oracy development. 	1
<p>Additional targeted interventions for children working below the age-related expectations, including early morning Maths, booster sessions, reading club, reading, handwriting and spelling interventions. (for those that did not achieve ARE).</p> <p>Use Dynamo Maths intervention for small groups of pupils.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be effective methods to support low attaining pupils or those falling behind.</p>	1-5
<p>Additional 'Rapid catch-up' and 'Keep-up phonics' sessions targeted at disadvantaged pupils who require further phonics support.</p>	<p>Small group tuition/toolkit strand /Education Endowment Foundation.</p> <p>"Small group tuition has an average impact of four months additional progress over the course of a year."</p>	2-3
<p>Implementation of Pathways to Write and spelling programme in KS2 to ensure consistency in practice throughout. Adapt the English curriculum so there is a focus on foundational skills, so any gaps are addressed.</p>	<p>Dyslexia friendly practice has a strong evidence base that indicates a positive impact on how many pupils, particularly disadvantaged pupils can access age -appropriate texts in English.</p>	1-4

Development of inclusive classroom practice across the whole school including Dyslexia friendly practice-adopting the approach "if it's good for one it's good for all".		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £17,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
To give priority to PP children to access opportunities, trips and clubs.	Positively impact on physical fitness and education experiences including learning behaviours, social skills, self-esteem and mental health.	1, 3, 4, & 5
To give financial support to parents for engagement with enrichment, extra-curricular, visits and opportunities that arise.	Removing financial barriers promotes inclusion and equality of opportunity for all.	1, 3, 4 & 5
Continuation of 'My Happy Mind' to enhance the RSHE curriculum for all year groups across school. Re-introduction of SEAL programme across every year group to support social and emotional learning.	Happy Minds' - an NHS backed scheme that provides preventative strategies for children to combat EBSA and anxiety. SEAL programme and units of work for every year group.	1,3,4, & 5
ELSA training and implementation of interventions to support children's social and emotional development. Referrals to MHST to support pupils mental Health and well-being.	"The ELSA training considers the importance of emotional literacy in schools, using a background of psychological theory and guidance, such as Maslow's Hierarchy of Needs (Maslow, 1970). This theory explains the importance of children feeling safe and giving them a sense of belonging." (effectiveness of ELSA report).	1,3,4, & 5
DFE Mental Health Lead training for lead to develop school's approach to mental health and well-being.	https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges	5
Implementation of sensory circuits to support physical and	Internal data has shown that children who have additional and physical and sensory needs	5

sensory needs of individual children to reduce dysregulation.	perform better with a regular intervention of physical/ calming activities.	
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Total budgeted cost: £67,640

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 to 2025 academic year.

Year Group	Number of Children Eligible	Outcome based on Teacher Assessment
EYFS	9	6 achieved GLD
1	6	5 Achieved in Phonics 3 Achieved in Writing 4 Achieved in Maths
2	3	1 Achieved in R/W/Maths ARE or above 2 Achieved in Maths at ARE or above 2 Achieved in Reading at ARE or above 1 Achieved in Writing at ARE or above
3	8	5 Achieved in R/W/M at ARE or above 6 Achieved in Reading at ARE or above 7 Achieved in Maths at ARE or above 5 Achieved in Writing at ARE or above
4	6	2 Achieved in R/W/M at ARE or above 2 Achieved in Reading at ARE or above 4 Achieved in Maths at ARE or above 2 Achieved in Writing at ARE or above
5	8	5 Achieved in R/W/M at ARE or above 6 Achieved in Reading at ARE or above 6 Achieved in Maths at ARE or above 5 Achieved in Writing at ARE or above
6	7	5 Achieved in R/W/M at ARE or above 5 Achieved in Reading at ARE or above 5 Achieved in Maths at ARE or above 5 Achieved in Writing at ARE or above

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
NA	