



# St Oswald's CE VA Primary School - Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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 CE VA Primary School
Number of pupils in school	186
Proportion (%) of pupil premium eligible pupils	37% (68/186)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024-2027
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025 September 2026
Statement authorised by	
Pupil premium lead	Helen Smith
Governor / Trustee lead	Chrissy Hardy

## Funding overview


Detail	Amount
Pupil premium funding allocation this academic year	£108,320
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

<p><b>Total budget for this academic year</b></p> <p>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</p>	<p>£1153121</p>
--	-----------------



# Part A: Pupil premium strategy plan

## Statement of intent



The graphic features the school crest on either side of the title 'St Oswald's Ethos and Values Statement'. Below the title is a blue banner with a compass rose and the text 'God has a plan'. This is followed by a purple banner with two red hearts and the word 'Love'. Below these are two rows of colored buttons, each with an icon and a label: 'Aspire' (hands reaching up), 'Believe' (cross), 'Connect' (dove), 'Growth' (tree), 'Wisdom' (owl), 'Strength' (weightlifter), 'Trust' (two figures), 'Peace' (peace symbol), and 'Friendship' (two figures shaking hands).

Our ultimate objective for our disadvantaged pupils is that they leave St Oswald's CE VA Primary School with the skills, knowledge and understanding to ensure they can achieve their best in the next steps in their education but also are prepared for all aspects of life in Modern Day Britain and the wider world.

We feel through Quality First Wave Teaching and investing in our teaching staff that our disadvantaged pupils get the support they need in order to make increased progress as disadvantaged pupils are more likely to have lower attainers.

The current pupil premium strategy ensures that our disadvantaged pupils achieve their best, are offered value for money, are nurtured both socially and academically and make increased progress.

The EEF have reported the following:

"Research has found that disadvantaged pupils have been worst affected by partial school closures, and that the attainment gap has grown as a result of national lockdowns. The economic impact of Covid-19 has also led to higher

numbers of pupils qualifying for pupil premium. It is therefore more important than ever that school strategies focus on support for disadvantaged pupils"

More than ever, we must ensure our disadvantaged children (especially following the pandemic) have the skills and character required to be ready for their next step in education, life in modern day Britain and also the wider world.

## Challenges

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

Challenge number	Detail of challenge
1	Children on entry have poor communication and language skills and these need to be swiftly assessed and interventions put in place to support speaking and listening, reading and writing skills as well as ensuring access to the wider curriculum ( <b>Oral Interventions</b> )
2	Children's lack of experiences outside of school lead to a less rich vocabulary and children enter at below age related expectations for Understanding of the World ( <b>Curriculum</b> )
3	A focus on character education to ensure it is caught, taught and sought. ( <b>Character Education</b> )
4	Low income within families leads to poverty and basic needs not being met ( <b>Parental Engagement</b> )

## 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
1. For our children to be broadly in line with National by the end of Early Years in Communication and Language and that this continues	<ul style="list-style-type: none"> <li>Termly data assessments whereby the progress of disadvantaged and FSM children is tracked as vulnerable groups</li> </ul>

<p>and is built upon across the key stages so children leave ready for the next step in their education and life in modern day Britain and the wider world.</p>	<ul style="list-style-type: none"> <li>● Target linked to performance management for teaching and support staff</li> <li>● Results in Reading, Writing and Maths to continue to rise over the next three years</li> <li>● High quality interventions put in place at the soonest opportunity for any children who are identified whereby progress has slowed.</li> <li>● Quality first wave teaching ensures that oral proficiency is caught, taught and sought in ALL areas of the curriculum.</li> </ul>
<p>2. Children have a rich vocabulary and are provided with a vast array of experiences beyond school and the local community.</p>	<ul style="list-style-type: none"> <li>● Continue to implement and re-evaluate the Ozzie 80.</li> <li>● Ensure that children have a range of memorable experiences in order to enhance the curriculum and the impact of these is monitored</li> <li>● Faraway Fridays and Miles Away Mondays continue across the school</li> <li>● Ensure all memorable experiences are purposeful, planned and evaluated linked to KRP's and the curriculum.</li> <li>● Forest School to be mapped to the curriculum to provide further opportunities linked to outdoor learning.</li> </ul>
<p>3. A focus on character education to ensure it is caught, taught and sought. (Character Education)</p>	<ul style="list-style-type: none"> <li>● Wellbeing Warriors to be introduced</li> <li>● Buddies system</li> <li>● Taught through a worship lens</li> <li>● Clear links to Movers and Shakers (curriculum links)</li> <li>● Residential Trips</li> <li>● Agents of Change and social action projects.</li> <li>● Aspiration Statement</li> </ul>

<p>4. Low income within families leads to poverty and basic needs not being met</p>	<ul style="list-style-type: none"> <li>● Family Support Worker in post</li> <li>● Support offer developed and implemented for all families</li> <li>● Toddler Group established</li> <li>● Ozzie Outreach base to be established</li> <li>● Transition Support</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.

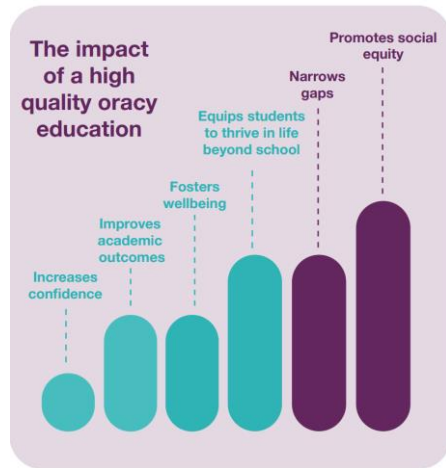
## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £19,454

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Voices 21 - Oral Language Interventions</p> <p>HS/JP to be trained as Oracy Leads</p> <p>AR to be trained as Oracy Champion</p> <p>All staff to access and implement Voice21 oracy across all aspects of school life.</p>	<p>The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language.</p> <p>Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment.</p> <p>Most of the studies focus on reading outcomes. The small amount of studies that do study maths and science show small positive effects. Language approaches in these subjects may be used to explicitly practice subject specific vocabulary.</p> <p>The studies in the Toolkit indicate that language interventions with frequent sessions over a sustained</p>	<p>1, 2</p>

period may have a larger impact, overall. Approaches that are delivered one-to-one also have larger impacts.

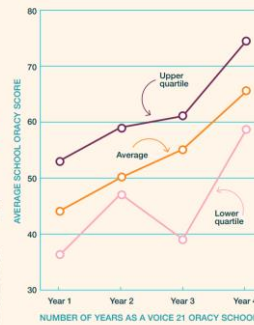
*(Taken from EEF Toolkit)*



**OVER TIME, STUDENTS IN VOICE 21 ORACY SCHOOLS DEVELOP SIGNIFICANTLY STRONGER ORACY SKILLS**

We used innovative comparative judgement technology to assess the oracy skills of 463 Year 5 students in 55 Voice 21 Oracy Schools across England and Wales, generating an average school oracy score.

**This average score improves by 50% when we compare first and fourth-year Voice 21 Oracy Schools.**



**IN VOICE 21 ORACY SCHOOLS, MORE TEACHERS BECOME CONFIDENT ORACY PRACTITIONERS**

START OF FIRST YEAR:



END OF SECOND YEAR:



END OF THIRD YEAR:



Teachers and leaders in Voice 21 Oracy schools benefit from a blend of in-person and online training, 1:1 consultancy and access to high-quality resources, supporting them to embed oracy into their teaching practices and curricula. At the beginning of their first year, just 30% of teachers are confident oracy practitioners, rising to 70% at the end of their third year.

*Taken from 2024 Voices 21 Impact Report*

2. Memorable Experiences

There is clear evidence that outdoor learning has a positive impact on young people, and when that learning is of high quality the impact can be life changing. For many, just being outdoors can have a huge benefit in terms of health and well-being, stimulating curiosity and developing an appreciation of the world around

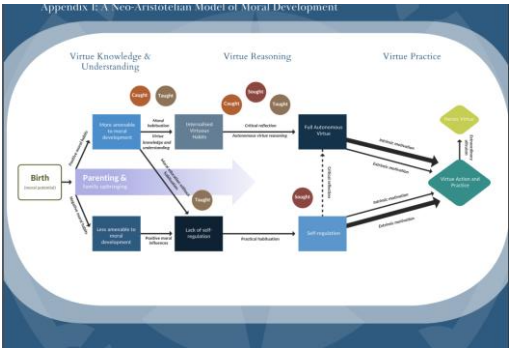
2,3



	<p>them. When such experiences are part of a progressive programme designed to support integrated learning in both formal and informal settings, the impact is greatly enhanced.</p> <p><i>Taken from High Quality Outdoor Learning Report 2015 - Education Outdoor Council</i></p>	
<p>3. Development and Focus on Character Education</p>	<ul style="list-style-type: none"> <li>● Character is fundamental: it contributes to human and societal flourishing.</li> <li>● Character is educable and its progress can be assessed holistically</li> <li>● Good education is good character education</li> <li>● Character is largely caught through role modelling and emotional contagion: school culture and ethos are therefore central</li> <li>● A school culture, driven by committed leadership that enables pupils to satisfy their needs for positive relationships, competence, and self-determination facilitates the acquisition of good character.</li> <li>● Character should also be taught: direct teaching of character provides the rationale, language and tools to use in developing character elsewhere in and out of school.</li> <li>● Character should be developed in partnership with parents, families, employers, and other community organisations.</li> <li>● Character education is about fairness and each child has a</li> </ul>	<p>3, 4</p>

right to character development.

- Positive character development empowers pupils and is liberating.
- Good character demonstrates a readiness to learn from others.
- Good character promotes democratic citizenship and autonomous decision-making



*The Jubilee Centre Framework for Character Education in Schools - 2022*

4 Parental Engagement

Disadvantaged pupils are less likely to benefit from having a space to conduct home learning. Evidence also suggests that disadvantaged pupils make less academic progress, and sometimes attainment levels even regress during the summer holidays, due to the level of formal and informal learning activities they do or do not participate in. By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage, supporting parents to assist their children's learning or their self-regulation, as well as specific skills, such as reading.

(EEF Toolkit)

4

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

Budgeted cost: £36,497

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small Group Tuition	<p>Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. Once group size increases above six or seven there is a noticeable reduction in effectiveness.</p> <p><i>(EEF Toolkit)</i></p>	1,2,3,4
Teacher Assistant Interventions	<p>Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver.</p> <p>Teachers also report the benefits in terms of workload and reduced stress from working with teaching assistants.</p> <p><i>(EEF Toolkit)</i></p>	1,2,3,4

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

Budgeted cost: £52,369

Activity	Evidence that supports this approach	Challenge number(s) addressed																																							
<p>Family Support Worker and Emotional Support Assistant</p>	<p><b>Figure 1: Approximately what proportion of pupils at your school have experienced each of the following since the beginning of the academic year, because of hardship?</b></p> <p>Chart shows the mean average proportion given by respondents.</p> <p>■ Full sample ■ Very or somewhat deprived</p> <table border="1"> <caption>Data for Figure 1: Proportion of pupils experiencing hardships</caption> <thead> <tr> <th>Hardship</th> <th>Full sample (%)</th> <th>Very or somewhat deprived (%)</th> </tr> </thead> <tbody> <tr><td>Coming to school hungry</td><td>~15</td><td>~25</td></tr> <tr><td>Experiencing poor mental health</td><td>~10</td><td>~20</td></tr> <tr><td>Experiencing poor physical health</td><td>~10</td><td>~20</td></tr> <tr><td>Experiencing poor dental health</td><td>~10</td><td>~20</td></tr> <tr><td>Coming to school tired</td><td>~15</td><td>~25</td></tr> <tr><td>Coming to school unwashed and/or with a dirty uniform</td><td>~10</td><td>~20</td></tr> <tr><td>Regularly missing school</td><td>~10</td><td>~20</td></tr> <tr><td>Negatively impacted by poor quality, insecure or overcrowded housing or homelessness</td><td>~10</td><td>~20</td></tr> <tr><td>Lacking access to essential learning resources (eg home internet)</td><td>~10</td><td>~20</td></tr> <tr><td>Lacking access to enrichment activities (eg school trips, swimming lessons, sports clubs)</td><td>~10</td><td>~20</td></tr> <tr><td>Not having lunch (eg not bringing in packed lunch, or not being able to pay for lunch, if they're not eligible for FSM)</td><td>~10</td><td>~20</td></tr> <tr><td>Needing more emotional support and / or help with emotional regulation</td><td>~10</td><td>~20</td></tr> </tbody> </table> <p>Source: JRF and Thinkinsight survey of primary school staff across Britain, carried out between 5-26 April 2024.</p>	Hardship	Full sample (%)	Very or somewhat deprived (%)	Coming to school hungry	~15	~25	Experiencing poor mental health	~10	~20	Experiencing poor physical health	~10	~20	Experiencing poor dental health	~10	~20	Coming to school tired	~15	~25	Coming to school unwashed and/or with a dirty uniform	~10	~20	Regularly missing school	~10	~20	Negatively impacted by poor quality, insecure or overcrowded housing or homelessness	~10	~20	Lacking access to essential learning resources (eg home internet)	~10	~20	Lacking access to enrichment activities (eg school trips, swimming lessons, sports clubs)	~10	~20	Not having lunch (eg not bringing in packed lunch, or not being able to pay for lunch, if they're not eligible for FSM)	~10	~20	Needing more emotional support and / or help with emotional regulation	~10	~20	<p>4</p>
Hardship	Full sample (%)	Very or somewhat deprived (%)																																							
Coming to school hungry	~15	~25																																							
Experiencing poor mental health	~10	~20																																							
Experiencing poor physical health	~10	~20																																							
Experiencing poor dental health	~10	~20																																							
Coming to school tired	~15	~25																																							
Coming to school unwashed and/or with a dirty uniform	~10	~20																																							
Regularly missing school	~10	~20																																							
Negatively impacted by poor quality, insecure or overcrowded housing or homelessness	~10	~20																																							
Lacking access to essential learning resources (eg home internet)	~10	~20																																							
Lacking access to enrichment activities (eg school trips, swimming lessons, sports clubs)	~10	~20																																							
Not having lunch (eg not bringing in packed lunch, or not being able to pay for lunch, if they're not eligible for FSM)	~10	~20																																							
Needing more emotional support and / or help with emotional regulation	~10	~20																																							

Total budgeted cost: £108,320

## 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 2023 to 2024 academic year.

#### Teaching:

- Teaching Assistants have provided focussed interventions where required in line with quality first wave teaching and assessment for learning and have provided small group work to take place in order to address any gaps in learning and ensure the children continue to make progress.
- A class budget of £200 per term is in place to help to resource the curriculum and ensure that children have memorable experiences.
- Our specialised Spanish teacher continues to teach across KS2 offering specialist teaching and further improving Oral language.
- A CPD programme has been carefully developed around the school development plan objectives and implemented across the year. This has ensured that any gaps in knowledge have been addressed for staff.
- A focus on Early reading and phonics resources has been given moving away from ebooks with our synthetic phonics scheme (Little Wandle). Our phonics data for 2023-2024 was 88% in Y1 with a 75% pass rate for rechecks in Y2.

#### Targeted Intervention

- Interventions have been implemented by our family support worker for SEMH interventions to close any academic and social gaps.
- A two-banded pricing system is in place to support our disadvantaged families.
- Phonics interventions have been put in place to address gaps. Y2 rapid catch up phonics sessions were put into place for those children who did not pass the phonics screening in Y1 to ensure that children master phonic code and become fluent readers. These have proved to be successful.

- Y6 booster sessions were delivered to selected children to provide opportunities for catch up to keep up.

### Wider Strategies

- Our family support has worked hard with our disadvantaged families and Hebburn Helps (our local food bank) to offer financial support and food packages where required.
- Our family support worker delivers daily 1:1 sessions to our most vulnerable pupils.
- Lifesavers (Credit Union) is ongoing to support our families with saving and financial management.
- Uniform support has been offered and the policy has been poverty proofed and a second-hand shop established.
- Taxis to and from medical appointments for our most vulnerable children are funded.
- Plans have been submitted and funded for an Ozzie Outreach support provision to further support families in our community.

## 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
Cornerstones	Maestro
White Rose Maths	White Rose
Little Wandle Letters and Sounds	Little Wandle

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A







## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*