



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 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 CE VA Primary School
Number of pupils in school	176
Proportion (%) of pupil premium eligible pupils	35.7% (66/176)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025 September 2026
Statement authorised by	Chrissy Hardy
Pupil premium lead	Helen Smith
Governor / Trustee lead	Chrissy Hardy

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£101,680
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

<p>Total budget for this academic year</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>£1,345,398</p>
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St Oswald's Ethos and Values Statement



 God has a plan 

 Love 


Aspire


Believe


Connect


Growth


Wisdom


Strength


Trust


Peace


Friendship

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:

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 (Oral Interventions)
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 (Curriculum)
3	Ensuring there is Quality over quantity in all areas of the curriculum (Feedback)
4	Low income within families leads to poverty and basic needs not being met (Parental and Community Engagement)

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 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.	<ul style="list-style-type: none"> • Termly data assessments whereby the progress of disadvantaged and FSM children is tracked as vulnerable groups • Target linked to performance management for teaching and support staff • Results in Reading, Writing and Maths to continue to rise over the next three years • High quality interventions put in place at the soonest opportunity for any children who are identified whereby progress has slowed. • Quality first wave teaching ensures that oral proficiency is

	<p>caught, taught and sought in ALL areas of the curriculum.</p>
<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"> ● Continue to implement and re-evaluate the Ozzie 80. ● Ensure that children have a range of memorable experiences in order to enhance the curriculum and the impact of these is monitored ● Faraway Fridays and Miles Away Mondays continue across the school ● Ensure all memorable experiences are purposeful, planned and evaluated linked to KRP's and the curriculum. ● Forest School to be mapped to the curriculum to provide further opportunities linked to outdoor learning.
<p>3. Ensure that standards are above or in line with National average and the quality of education reflects this across year groups and all areas of the curriculum.</p>	<ul style="list-style-type: none"> ● CPD for staff linked to quality over quantity ● Monitoring of all aspects of quality over quantity ● Curriculum mapping ● CPD on classroom management and language
<p>4. Low income within families leads to poverty and basic needs not being met</p>	<ul style="list-style-type: none"> ● Family Support Worker in post ● Support offer developed and implemented for all families ● Toddler Group established ● Ozzie Outreach open to the whole community ● Parental workshops planned across the year ● Tracking system set up for Ozzie Outreach and evaluated across the year ● Transition Support ● Impact statement ● Links with local businesses

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: £20,513

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Oral Language Interventions</p> <p>CPD for staff and children</p> <p>Monitoring of impact</p> <p>Specific Oracy Curriculum Days</p> <p>Oracy projects mapped to curriculum</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 period may have a larger impact, overall. Approaches that are delivered one-to-one also have larger impacts.</p> <p><i>(Taken from EEF Toolkit)</i></p>	<p>1, 2</p>
<p>2. Memorable Experiences</p>	<p>Experiential learning is a transformative approach that prepares students for the complexities of the real world. By incorporating the five experiential learning experiences into</p>	<p>1,2,3</p>

	<p>the educational framework, teachers can create a dynamic and enriching learning environment beyond memorisation, fostering skills that will serve students well throughout their lives.</p> <p>Taken from Experimental Learning and their benefits study Varthana et al. (2024)</p> <p>Ranken et al. (2023) argue that experiential learning can positively impact on areas such as student motivation and engagement, student agency, wellbeing and academic achievement.</p> <p>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 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 of curriculum and pedagogy linked to quality over quantity.</p>	<p>There is evidence to suggest that feedback involving metacognitive and self-regulatory approaches may have a greater impact on disadvantaged pupils and lower prior attainers than other pupils. Pupils require clear and actionable feedback to employ metacognitive strategies as they learn, as this information informs their understanding of their specific strengths and areas for improvement,</p>	<p>1, 3</p>

	<p>thereby indicating which learning strategies have been effective for them in previously completed work.</p> <p>(EEF Toolkit 2021)</p>	
4 Parental Engagement	<p>Disadvantaged pupils are less likely to have access to a space to conduct home learning, or to formal and informal learning activities outside of school. This may make it more difficult for some disadvantaged pupils to learn outside of school. This might explain why attainment levels regress during the summer holidays for some disadvantaged pupils. By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate this risk, supporting parents to assist their children's learning or their self-regulation, as well as specific skills, such as reading.</p> <p>The security of the evidence around parental engagement is rated as high. 124 studies were identified.</p> <p>(EEF Toolkit 2025)</p>	4

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

Budgeted cost: £24,346

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small Group Tuition	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	1,2,3,4

	<p>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>	
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: £56,821

Activity	Evidence that supports this approach	Challenge number(s) addressed
Family Support Worker and Emotional Support Assistant	<ul style="list-style-type: none"> On average, primary school staff estimate that 48% of their pupils had experienced hardship at some point since the start of the school year; and primary and community healthcare staff estimated 57% of their patients had experienced hardship at some point over the last 12 months. 	4

- 9 in 10 staff say that pupils or patients experiencing hardship has an impact on them as staff, their colleagues or the wider organisation they work for.
- 7 in 10 say supporting pupils or patients experiencing hardship is a challenge where they work; of those who say hardship is a challenge, two thirds say it makes it harder for them to do their job well.
- Primary school staff across Britain are seeing children who are hungry, tired and in need of emotional support because they are experiencing hardship. On average, staff estimate more than a third of their pupils came to school hungry (35%) at some point this school year, rising to 44% in deprived areas.
- Hardship has consequences for our primary schools. Getting tired, hungry and upset children ready to learn eats into resources and classroom time. Parents and carers breaking down in tears at the school gates and looking to the school for help also takes up time and resources, with some schools creating job roles specifically to respond to this need.
- This diverts resources away from other activities essential for education, meaning hardship affects all the children in the class. It also places additional pressure on schools, exacerbating existing challenges like workloads, resources and funding, and

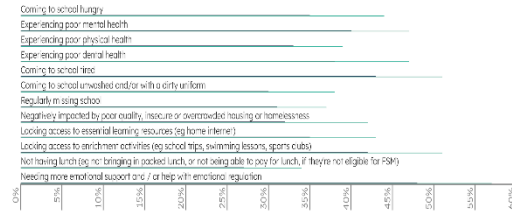
affecting staff stress and morale.

(Thinks Insight and Strategy 2024)

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?

Chart shows the mean average proportion given by respondents.

■ Full sample ■ Very or somewhat deprived



Source: JRF and Thinks Insight survey of primary school staff across Britain, carried out between 5-26 April 2024.

Total budgeted cost: £101,680

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.

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 oracy and Voices 21 has been embedded into the school week and staff and children have received weekly CPD around the oracy framework.

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.
- Our Ozzie Outreach provision has opened to support parents with pre-loved uniform, coffee mornings for social interactions between parents/carers, a mini foodbank has been established and also weekly toddler group.
- 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.