

Pupil premium strategy statement - St Oswald's CE Primary School - 2025 - 2028

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

Detail	Data
Number of pupils in school	312
Proportion (%) of pupil premium eligible pupils	14%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	October 2025 - October 2028
Date this statement was published	October 2025
Date on which it will be reviewed	October 2026 (Annually)
Statement authorised by	Mrs Jemma Dunne
Pupil premium lead	Mr James Barker
Governor / Trustee lead	Ms Katya Krieger-Redwood

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£73,035
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£73,035

Part A: Pupil premium strategy plan

Statement of intent

Our intention for all pupils at St Oswald's CE Primary School is exemplified in our deeply rooted vision – 'Learning for all, caring for each other, preparing for the future – Let us encourage one another.'

We want all children to learn to the best of their ability, to be cared for and to care for others and we want all our children to be prepared for their future in education and the wider world.

In recent years, St Oswald's CE Primary has seen a rise in our children eligible for pupil premium funding, and our intention and vision has strengthened. Our intention is that all pupils, irrespective of their background or the challenges they face, make accelerated progress from individual starting points and achieve their full potential 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 attaining. When looking at progress, it is important to acknowledge the holistic development of the child alongside their academic progress. We uphold a culture of supporting disadvantaged being everyone's responsibility and work as a school team to ensure our children eligible for PP funding flourish in our setting.

Within this statement, we will consider the challenges faced by all vulnerable pupils currently within our school context. The strategies that we have outlined in this statement are intended to support the needs of all disadvantaged and vulnerable pupils.

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 in various contexts, including the [DfE's Supporting the attainment gap of the disadvantaged](#) document, 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.

Our strategy is also integral to the development of the whole child, more notably recognising and nurturing children's wellbeing and emotional regulation. The provision in place at St Oswald's aims to be ever developing, improving and with the consideration to meet the needs of the whole child. We aim for every child to be ready to learn, want to learn and succeed in their learning.

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 flourish. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they are 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
- support the child's holistic development, alongside their academic performance
- provide opportunities for our children to flourish and be the best versions of themselves

Challenges

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

Challenge number	Detail of challenge
1	As our school context continues to evolve, we are noticing that a number of our disadvantaged pupils are beginning their school journey with lower starting points in key areas of development compared to previous cohorts. In particular, challenges in communication, language, and early reading skills have become more prominent, requiring focused and sustained support.
2	School assessments indicate that a number of our disadvantaged pupils are finding it challenging to meet age-related expectations in writing. This is evident in both end of key stage outcomes and ongoing internal assessments, highlighting the need for targeted support in this area. Within the younger years of school, difficulties with both gross and fine motor skills are also contributing factors, affecting pupils' handwriting fluency, pencil control, and overall written presentation.
3	Some of our pupils eligible for Pupil Premium face challenges in managing the demands of the school day. They may arrive feeling unsettled or experience emotional difficulties that impact their readiness to engage in learning, requiring additional support to fully access the classroom environment.
4	As the number of disadvantaged pupils in our school increases, we recognise that many have had fewer opportunities for enriching experiences outside of school compared to their peers. This disparity can limit their exposure to the wider world and the variety of life experiences that support their learning and personal development, limiting their ability to engage with the outside world and society.
5	Some of our families who are eligible for pupil premium find home life challenging and have environments or circumstances that are difficult to manage. The families can have little support in the home to assist them.

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 – To raise the attainment for disadvantaged pupils, with a particular focus on reading and writing skills across the school, and enhancing communication and language development in Early Years.	The attainment gap in reading and writing between disadvantaged pupils and their peers is reduced across all year groups, with children in the Early Years demonstrating improved vocabulary, oral expression and internal assessments through school showing increased progress in reading and writing activities.
2 – To provide targeted emotional and pastoral support that supports Pupil Premium children manage	Disadvantaged pupils demonstrate improved regulation, resilience and self-esteem evidenced through pupil voice, observation and notes from pastoral support.

their emotions and an environment that allows them to flourish.	
3 – To broaden the horizons of disadvantaged pupils by providing enriching, carefully planned experiences, developing their cultural capital and a deeper understanding of the world around them.	Disadvantaged pupils actively participate in a range of enrichment opportunities designed to enhance cultural capital. Pupil voice reflects an enthusiasm towards school life and memorable opportunities they have been provided with each year.
4 – To further strengthen relationships with families facing challenging home circumstances, ensuring they feel supported, listened to and connected to appropriate school and external support systems.	Families of disadvantaged pupils feel supported, listened to and engaged. Due to this, attendance increases, parent communication rises and parents provide feedback that reflect the support in place.

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.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £36,137

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality first teaching</p> <p>Teaching staff deliver high quality, supportive lessons that allow children to feel challenged and supported.</p> <p>Promotion of effective professional development (PD) for staff.</p> <p>The English lead will source CPD and research where necessary to support accelerated progress in attainment.</p>	<p>EEF evidence: The EEF recognises “supporting high quality teaching is pivotal in improving children’s outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.”</p> <p>EEF: Effective Professional Development</p>	1, 2
Establishing a love of reading	DfE evidence: ‘The authors conclude that in order to reap the benefits that reading for	1

<p>A love of reading will be further established throughout school to support the encouragement of reading.</p> <p>Story times and sharing of texts will continue to be a celebrated and a protected part of the school day.</p> <p>Resources are purchased to allow more exposure to different texts.</p> <p>Where appropriate, 1:1 reading takes place to provide opportunities to share a book where they may not get the opportunity elsewhere.</p>	<p>pleasure can bring, schools need to implement a reading promotion'</p> <p>DfE's Research for Reading for Pleasure</p>	
<p>WellComm embedding</p> <p>The use of WellComm in Early Years will be key in developing speech and language in the Early Years to support reading in later years.</p> <p>WellComm will be fully embedded in EYFS practice with all staff members receiving ongoing training and support where necessary.</p>	<p>Early Talk for York evidence: This evidence is used as the purpose behind Wellcom in York which explains:</p> <p>"Good communication skills at 5 years of age are strongly linked with a range of positive outcomes in later life, including:</p> <ul style="list-style-type: none"> - reading and writing skills - Employment - mental and physical health and wellbeing" <p>CYC's Early Talk for York.</p> <p>EEF evidence:</p> <p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment.</p> <p>EEF's Oral Language Interventions</p>	1
<p>Phonics programme</p> <p>Little Wandle phonics programme will be fully embedded and implemented to secure stronger phonics teaching for all pupils, supported by professional development and training for staff.</p> <p>The teaching of phonics will be consistent throughout school, making use of additional</p>	<p>Little Wandle evidence: Through research, Little Wandle states: "Our pedagogy ensures optimum learning for the maximum number of children. Taught with fidelity, in parallel to the committed development of vocabulary and comprehension, and in a context that embraces Reading for Pleasure, it can provide reading success for all children, regardless of their background."</p> <p>Little Wandle Evidence Research</p>	1, 2

resources such as SEND packages, home learning and parent support where necessary.	EEF evidence: The EEF recognise that: “The average impact of the adoption of phonics approaches is about an additional five months’ progress over the course of a year.” EEF Phonics Research	
Establishing writing framework The newly published writing framework will be embedded across school, enhancing the teaching of writing across school, acting on advice from the framework and ensuring a consistent approach across school. This approach will allow accelerated progress in writing and see attainment within our disadvantaged pupils rise. CPD for reading and writing will be built into the school year, including using release time, PDM meetings and INSET training to support the implementation of the writing strategy and the enhancement of core English skills and curriculum planning in line with EEF and DfE guidance. Where necessary, staff will be given release time to support the implementing.	DfE evidence: This guidance explains that writing is essential for success. Leaders should plan a well-sequenced curriculum across the whole of the primary stage, starting in reception. They need to consider how the different elements of writing fit together to ensure pupils’ working memories are not overloaded. DfE’s The Writing Framework	2
RHE curriculum In line with recent publications on RHE, the school’s RHE lead will take responsibility in ensuring the embedding, monitoring and delivery of a consistent, up to date RHE that supports children’s emotional intelligence and development. Through teachers delivering a high quality curriculum, pupils are more aware of themselves and able to become ready to learn.	DfE evidence: In July 2025, the DfE Effective teaching will support young people to cultivate positive characteristics including resilience, self-worth, selfrespect, honesty, integrity, courage, kindness, and trustworthiness. DfE’s RSE’s Statutory Guidance	1, 2, 3, 4
Cultural Capital Staff will be given planning time and CPD time to map out the	OfSTED Evidence: OfSTED recognise the importance of cultural capital and explain that it is: “the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and	4

<p>cultural capital offer for children within their phase.</p> <p>With more children having fewer experiences, it is important to weave in an offer that makes learning memorable and school full of interesting experiences.</p>	<p>helping to engender an appreciation of human creativity and achievement”</p> <p>School Inspection Handbook</p>	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 18,494

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Intervention support Pupil Premium group support</p> <p>All pupil premium children will be actively tracked throughout the year to review attainment, wellbeing and attendance perspective. Interventions will be tracked by the PP champion and teaching staff.</p> <p>The PP champion will lead on the overview and feedback to staff where support may be needed to enhance progress and wellbeing. The PP champion will ensure fair access for all PP children across school alongside working with the teaching staff.</p>	<p>EEF’s Small Group Intervention Research:</p> <p>The EEF summarised that: 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.</p> <p>EEF’S small group intervention research</p>	1, 2
<p>Pure Pupil Premium group support</p> <p>Pure pupil premium children (children who have no additional barriers) will receive intervention support to support their academic needs.</p> <p>These children will be a specific focus when tracking to support teachers in ensuring they are making good if not accelerated progress.</p>	<p>EEF’s Small Group Intervention Research:</p> <p>The EEF summarised that: 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.</p> <p>EEF’S small group intervention research</p>	1, 2

<p>The PP champion will oversee progress and feedback to teachers. Teachers will have opportunities to plan support to enhance the progress of the Pure Pupil Premium children. This will ensure</p>		
<p>Little Wandle support Where children are struggling with reading, an intervention programme is set up in line with Little Wandle Keep Up Catch Up. This will support any pupil premium not making progress to begin to narrow the gap between themselves and their peers and become more of a fluent reader. An member of staff will be used to support this.</p>	<p>Little Wandle evidence: Through research, Little Wandle states: "Our pedagogy ensures optimum learning for the maximum number of children. Taught with fidelity, in parallel to the committed development of vocabulary and comprehension, and in a context that embraces Reading for Pleasure, it can provide reading success for all children, regardless of their background." Little Wandle Evidence Research</p> <p>EEF evidence: The EEF recognise that: "The average impact of the adoption of phonics approaches is about an additional five months' progress over the course of a year." EEF Phonics Research</p>	1
<p>KS2 Little Wandle support Where children have phonics gaps within their learning, intervention programmes will be put in place to embed further learning and allow children to make accelerated progress.</p>	<p>Little Wandle evidence: Through research, Little Wandle states: "Our pedagogy ensures optimum learning for the maximum number of children. Taught with fidelity, in parallel to the committed development of vocabulary and comprehension, and in a context that embraces Reading for Pleasure, it can provide reading success for all children, regardless of their background." Little Wandle Evidence Research</p> <p>EEF evidence: The EEF recognise that: "The average impact of the adoption of phonics approaches is about an additional five months' progress over the course of a year." EEF Phonics Research</p>	1, 2
<p>Nurture support staff Where children find the school day demanding, children will be supported through a team of staff who promote a nurture approach and allow a personalised curriculum for our most vulnerable children.</p>	<p>NurtureUK evidence: Nurture UK's explains: "The nurturing approach to learning makes most impact when it's not just an intervention, but reaches everyone in a setting. It's an evidence-based approach to improve behaviour and attendance, and boost wellbeing in your school, leading to better attainment and reduced exclusions." Nurture UK Research</p> <p>EEF evidence: There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic</p>	3

	performance, attitudes, behaviour and relationships with peers): EEF's Research	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 18,404

Activity	Evidence that supports this approach	Challenge number(s) addressed
Behaviour as communication CPD Staff will be provided with regular tips, training and CPD on recognising emotion and supporting behaviour as communication. Whole staff training to understand emotional impact on language to take place and any further training necessary for staff.	EEF research: Supportive relationships are a key motivation for teachers joining the profession, and happily, both teacher and pupil surveys show that teachers usually have positive relationships with students EEF - Improving Behaviour in Schools	1, 2, 3
KS2 nurture provision The school will continue to create a nurturing atmosphere that provides different areas for our most vulnerable children. The school will implement further provision in Key Stage 2 to support children unready to learn or find the classroom difficult to manage at the start of the day. This provision will be called 'The Burrow' and provide a supportive place for children alongside the previously implemented areas of school.	EEF research: Advice regarding the improving social and emotional learning in primary schools details how to integrate and model skills to support SEL learning. It recommends using schoolwide norms, expectations and routines to support development and align behaviour and anti-bullying policies alongside this support. EEF - Improving Social and Emotional Learning EEF research: The EEF stated in the report regarding SEND child accessing mainstream that: 'Pupils' needs will change as they move through different environments and life experiences. 'Environment' does not just mean the physical environment in the school; it refers to the activities that pupils take part in and the interactions they have with staff and other pupils. Environmental factors can play an important role in creating barriers that compromise a pupil's experience at school.' EEF SEND in mainstream	1, 2, 3, 4
Whole school nurture Funding will be used to support the whole school and continue to	EEF research - The EEF stated in the report regarding SEND child accessing mainstream that: 'Pupils' needs will	1, 2, 3, 4

<p>build areas around school to support our children considered disadvantaged. This will include a break out provision, additional classroom provision, sensory room, forest schools and outdoor areas.</p> <p>Through developing these areas, it is hoped our most vulnerable children access more of the curriculum and feel happy and ready to learn in school.</p>	<p>change as they move through different environments and life experiences. 'Environment' does not just mean the physical environment in the school; it refers to the activities that pupils take part in and the interactions they have with staff and other pupils. Environmental factors can play an important role in creating barriers that compromise a pupil's experience at school.'</p> <p>EEF SEND in mainstream</p>	
<p>Soft start of the day</p> <p>Children who have not been provided with a breakfast or need a soft start to the day, will be provided with a breakfast and a small group of staff to support, check in and move into learning. This supports the promotion of routines and provides a calm start to the day.</p>	<p>EEF Research - Advice regarding the improving social and emotional learning in primary schools details how to integrate and model skills to support SEL learning. It recommends using schoolwide norms, expectations and routines to support development and align behaviour and anti-bullying policies alongside this support.</p> <p>EEF - Improving Social and Emotional Learning</p> <p>EEF Research - Breakfast clubs that offer pupils in primary schools a free and nutritious meal before school can boost their reading, writing and maths results by the equivalent of two months' progress over the course of a year, according to the results of a randomised controlled trial published by the Education Endowment Foundation (EEF) today.</p> <p>EEF Trial Research</p>	3, 4
<p>ELSA</p> <p>The school employs one ELSA (Emotional Literacy Support Assistant) who supports our most vulnerable children either on a regular basis or when necessary. These interventions can support a range of emotional situations such as turn taking, overcoming a loss or supporting transition and change.</p>	<p>Educational Psychologist Study: Teachers were able to identify a measurable and significant improvement in the students' emotional literacy within the school after students had received ELSA support. ELSA Network Study</p> <p>EEF Research - SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment. EEF'S SEL Research</p>	3, 4, 5
<p>Widening experiences</p> <p>St Oswald's '70 things to achieve before you leave' list will be introduced to children. The list offers a range of opportunities for children that they may not experience out of school.</p>	<p>BBC News evidence: More children are becoming at risk of missing small childhood experiences. Research states: 'With the cost of a day out rising, young people are at risk of missing out on important life experiences this summer, a charity has warned.</p>	4, 5

<p>This provides fun, memorable experiences for all children.</p> <p>The Pupil Premium champion will use CPD time to introduce and begin to embed this.</p>	<p>Go Beyond, which gives vulnerable youngsters holidays, said children could be left isolated and lacking confidence as a result.'</p> <p>News article 1, News article 2</p>	
<p>Team around the school</p> <p>An initiative named 'Team around the school' will be further implemented to support parents throughout the school year. This includes bringing members of the community together to ensure there is an offer to support families, including those considered disadvantaged. As some parents feel quite isolated and are new to area, this programme is key in embedding a tighter community that feels supported.</p>	<p>DfE evidence: Schools and families reported better communication and a higher awareness of the situation at home. Participating schools noted that information, such as insights into pupils' home circumstances, provided by TAS were invaluable in better managing and responding to the needs of the young people</p> <p>Team around the school project evaluation</p>	5
<p>Attendance</p> <p>The school will continue to embed principles of good practice to raise the attendance of our disadvantaged children across school.</p> <p>2x members of staff will dedicate time to monitor the attendance of disadvantaged pupils through weekly meeting and half termly analysis.</p> <p>School will build personalised responses to support families based on circumstances.</p> <p>Both members of staff will work with the wider staff team to support families, tapping into necessary resources and advice where possible.</p>	<p>DfE evidence: The guidance from the 'Working together to improve school attendance' lists that procedures should ensure an approach of 'expect, monitor, understand, support, enforce' which is already part of practice at St Oswalds.</p> <p>Working Together to Improve School Attendance</p>	3, 5

Total budgeted cost: £73,035

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Little Wandle Letters and Sounds	Wandle Learning Trust
Seesaw	Seesaw-for-schools

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
<p><i>2024/25 Details:</i></p> <ul style="list-style-type: none">• Pupil Premium Champion/Deputy Head supports in monitoring the whole package for service children.• Supporting service pupils at times of transition for children and deployment of parents.• ELSA and wellbeing worker have become more involved with services where there is an additional need• Resources to support the work of the Pupil Premium Champion• Little Troopers (an initiative purely to support our services children) was implemented and resources to support this have been acquired through grant funding• In class and intervention support has been provided when children are not meeting age related expectations.
The impact of that spending on service pupil premium eligible pupils
<p><i>2024/25 Details:</i></p> <ul style="list-style-type: none">• Service pupils continue to make good progress and most service pupils are meeting age related expectations.• Where children are not meeting age expectations, particularly two year groups in school, support is in place to ensure they have made good progress.• There has been less armed forces mobility for another year but funding has continued to be spent to continue to support the transition of children between groups.

