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 *If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year*	£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
Quality first teaching Teaching staff deliver high quality, supportive lessons that allow children to feel challenged and supported. Promotion of effective professional development (PD) for staff. The English lead will source CPD and research where necessary to support accelerated progress in attainment.	**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." EEF: Effective Professional Development	1, 2
Establishing a love of reading A love of reading will be further established throughout school to support the encouragement of reading.	**DfE evidence: '**The authors conclude that in order to reap the benefits that reading for pleasure can bring, schools need to implement a reading promotion'	1

Story times and sharing of texts will continue to be a celebrated and a protected part of the school day. Resources are purchased to allow more exposure to different texts. Where appropriate, 1:1 reading takes place to provide opportunities to share a book where they may not get the opportunity elsewhere.	DfE's Research for Reading for Pleasure	
WellComm embedding 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. WellComm will be fully embedded in EYFS practice with all staff members receiving ongoing training and support where necessary.	**Early Talk for York evidence:** This evidence is used as the purpose behind Wellcom in York which explains: "Good communication skills at 5 years of age are strongly linked with a range of positive outcomes in later life, including: - reading and writing skills - Employment - mental and physical health and wellbeing" CYC's Early Talk for York. **EEF evidence:** 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. EEF's Oral Language Interventions	1
Phonics programme 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. The teaching of phonics will be consistent throughout school, making use of additional resources such as SEND packages, home learning and parent support where necessary.	**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 **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."	1, 2

	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 cultural capital offer for children within their phase. With more children having fewer experiences, it is important to weave in an offer that makes learning memorable and school full of interesting experiences.	**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 helping to engender an appreciation of human creativity and achievement" School Inspection Handbook	4

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
Intervention support Pupil Premium group support 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. 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.	**EEF's Small Group Intervention Research:** 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. EEF'S small group intervention research	1, 2
Pure Pupil Premium group support Pure pupil premium children (children who have no additional barriers) will receive intervention support to support their academic needs. These children will be a specific focus when tracking to support teachers in ensuring they are making good if not accelerated progress. 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	**EEF's Small Group Intervention Research:** 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. EEF'S small group intervention research	1, 2
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.	**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 **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."	1

	EEF Phonics Research	
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.	**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 **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	1, 2
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.	**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 **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 performance, attitudes, behaviour and relationships with peers): EEF's Research	3

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	**EEF research:** Supportive relationships are a key motivation for teachers joining the profession, and happily, both	1, 2, 3

communication. Whole staff training to understand emotional impact on language to take place and any further training necessary for staff.	teacher and pupil surveys show that teachers usually have positive relationships with students EEF - Improving Behaviour in Schools	
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 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. 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.	**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
Soft start of the day	**EEF Research -** Advice regarding the improving social and emotional learning in primary schools details	3, 4

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.	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 -** 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. EEF Trial Research	
ELSA 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.	**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 **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	3, 4, 5
Widening experiences 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. This provides fun, memorable experiences for all children. The Pupil Premium champion will use CPD time to introduce and begin to embed this.	**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. Go Beyond, which gives vulnerable youngsters holidays, said children could be left isolated and lacking confidence as a result.' News article 1, News article 2	4, 5
Team around the school	**DfE evidence:** Schools and families reported better communication and	5

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.	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 Team around the school project evaluation	
Attendance The school will continue to embed principles of good practice to raise the attendance of our disadvantaged children across school. 2x members of staff will dedicate time to monitor the attendance of disadvantaged pupils through weekly meeting and half termly analysis. School will build personalised responses to support families based on circumstances. Both members of staff will work with the wider staff team to support families, tapping into necessary resources and advice where possible.	**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. Working Together to Improve School Attendance	3, 5

Total budgeted cost: £73,035

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

*The strategy outcomes detailed above are in relation to the **first** year of the plan. This review documents the progress made towards these targets at the first year of the plan being implemented.*

In relation to outcome 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.

Year 6 SATs

KS2 SATs	Combined	Reading	Writing	Maths
St Oswald's Disadvantaged Data 2026	EXS+ - 33% GD - 0%	EXS+ - 33% GD - 0%	EXS+ - 33% GD - 0%	EXS+ - 33% GD - 0%
National Disadvantaged **2025** (2026 data was not released at time of review)	EXS+ - 47%	EXS+ - 62%	EXS+ - 67%	EXS+ - 61%
St Oswald's Disadvantaged 2025	EXS+ - 63% GD - 13%	EXS+ - 75% GD - 50%	EXS+ - 63% GD - 25%	EXS+ - 75% GD - 25%

There are 6 children who are considered disadvantaged and meet the threshold to be eligible for pupil premium funding within Year 6. Within this cohort, 3 out of the 6 children have an additional barrier in the form of a SEND need, one child is a LAC, one has needed safeguarding intervention and one has become vulnerable due to home circumstances as the year has progressed. This represents a cohort of disadvantaged children that have additional layers of barriers rather than just meeting the Pupil Premium threshold.

The attainment of the Year 6 disadvantaged group reflects a significantly lower percentage than the previous year. Although this is disappointing, the cohort of disadvantaged children is significantly different to the cohort in 2025 as mentioned above (the previous Y6 cohort had half the PP group with an additional barrier). It is important to note that one child was less than 5 marks off reaching the expected standard.

The progress of the Year 6 disadvantaged group, when compared to EYFS data, shows that 4 out of the 6 children have made expected or above progress in reading and half of the children have made expected or above in writing and maths. When compared to the attainment of the end of Key Stage 1, 4 out of the 6 children have made expected progress in reading, writing and maths. While outcomes are below school aspirations, these reflect the complexity of the need within the cohort. Support has been in place in the form of ELSA, outside support and wellbeing workers to assist with their emotional wellbeing, as detailed below.

Careful identification of learning gaps through ongoing assessment and high quality classroom teaching has enabled staff to provide targeted reading and writing interventions. This contributed to most disadvantaged pupils making expected progress from their starting points.

Key Stage 1 Phonics Screening

Within Year 1, there are 5 children within the disadvantaged group. It is important to recognise that 1 child out of the 5 is considered 'Pure Pupil Premium' meaning they have no additional barrier.

Out of the 5 children within the group, 2 children passed the phonics screening (40%). However, significant progress has been made with 4 out of the 5 children when completing the screening, raising their start of the year mark by at least 10 marks. 1 child was unable to access the screening due to significant additional needs.

In Year 2, there are 10 PP pupils, 4 of whom did not pass the screening last year and retook their phonics screening this year. Out of the 4, 2 children passed the screening (50%). The two that did not pass have significant cognition and learning needs. By the end of KS1, 80% of disadvantaged children passed their phonics screening.

The consistent implementation of Little Wandle, including daily keep-up sessions delivered by trained staff, has supported some disadvantaged pupils to make good progress in phonics, with 80% achieving the expected standard by the end of Year 2. In Year 1, every disadvantaged child has made positive progress with phonics due to this strategy but this is not always reflected within the screening check. Little Wandle assessments capture movement from starting points and therefore help staff identify appropriate intervention.

EYFS

In EYFS, there are 12 children within the disadvantaged group. 3 of which met GLD (25%). It is important to acknowledge that the cohort of children reaching GLD is significantly lower than we have seen in previous years (62%). Within the disadvantaged cohort, 5 children have an additional SEND need and one has experienced safeguarding involvement, creating further barriers to achieving GLD, therefore there are 8 'pure' pupil premium pupils. When considering progress from starting points, 100% of disadvantaged pupils made expected progress, presenting a much more positive picture than the attainment alone. The careful interventions planned have allowed for children to be more ready to learn and consolidate basic skills as they move into Year 1. Although expected progress is positive, not as many children have made accelerated progress. The 3 children who have reached GLD, have made accelerated progress, showing the impact of interventions in Early Years.

When looking at communication and language development in the Early Years, the team used WellComm. It is clear that WellComm support has had a significant impact on the progress of our disadvantaged children in EYFS. This is a speech and language screening toolkit used to identify children who may need extra support with their speech, language and communication skills. Within this includes a screening assessment which is RAG rated. Progress with communication skills are shown below for disadvantaged children:

	September Screening	June Screening

Red (Significant concerns)	33% (4)	17% (2)
Amber (Some areas need support and monitoring)	50% (6)	17% (2)
Green (Expected speech and language skills)	17% (2)	67% (8)

The data demonstrates significant improvement in communication and language, with all but 2 children (83%), making progress within the assessment. Both of these children have significant learning needs, with one child moving to a specialist provision next year.

Actions

- Identify the new Year 6 disadvantaged pupils at risk of not achieving expected standards in reading and writing by the end of Autumn Term and implement targeted intervention with termly pupil progress reviews.
- Maintain fidelity to Little Wandle across KS1, ensuring disadvantaged pupils receive daily keep-up interventions delivered by trained staff and that progress is reviewed every six weeks, in line with Little Wandle assessments.
- Use WellComm outcomes as part of transition between EYFS and Year 1 to ensure targeted language interventions can begin from September for identified disadvantaged pupils.
- Continue implementing WellComm intervention plans in EYFS, prioritising disadvantaged pupils with communication needs to improve readiness for phonics and early literacy.

In relation to outcome 2: To provide targeted emotional and pastoral support that supports Pupil Premium children manage their emotions and an environment that allows them to flourish.

Targeted emotional and pastoral support has enabled disadvantaged pupils to improve their emotional regulation, wellbeing and engagement in school life, resulting in calmer behaviour, increased readiness to learn and improved attendance for many pupils..

Within the disadvantaged group across school, there have been over 65 interventions with different children throughout this academic year. These were carefully matched to pupils' individual needs and focused on improving emotional regulation, resilience, attendance and engagement with learning. A breakdown below shows the type of intervention:

Pastoral Support Intervention	Number of pupils this academic year
ELSA	10
Lunch club	12
Wellbeing Worker	2
Inclusion Base Access	14

Forest Schools	9
Specialist Support (External)	5
Sports Pastoral Support	13

When gathering pupil voice, some feedback has included:
“I love Forest Schools. I never want to go home when I know it is Forest Schools.” - Y1

“Mr Sellers [Sports Pastoral Support] always plays and shares with me and I share too.” - Y1

“[Name of wellbeing working] has given me lots of things I can use to help me when I’m feeling down” - Y6

“I know I can always use lunch club if it is too much outside” - Y2

ELSA support evaluations have also continued to show ELSA as a positive intervention. Evaluation comments have included:

‘[Name] started not really understanding the Zones of Regulation but when we finished could match at least one feeling at each zone’.

‘Discussed and understood that it is ok not to always feel ok as this is what we always say so looked and understood different scenarios and feelings’

Behaviour incidents and episodes of regulation have reduced slightly compared with the previous academic year. Although several factors contribute to this, staff observations, pupil voice and external evaluations suggest that the school’s graduated pastoral support has played an important role in improving pupils’ ability to self-regulate and engage positively in school.

Feedback has included:

‘The Burrow was observed to be a warm, calm and welcoming environment. The room had been thoughtfully organised, with resources readily available for pupils to access independently from different workstations and tables.’ - Governor Visit, Summer Term 2026

‘ Targeted CPD has improved staff confidence and skill, enabling earlier identification of triggers and more effective support for pupils to regulate, contributing to improved behaviour and readiness to learn.’ - CYC Visit, Summer Term 2026

Attendance for disadvantaged pupils has decreased slightly but is broadly in line from last year. Falling from 92% to 90.5%. Although this remains below the school’s target, the number of severely absent disadvantaged pupils is now identified as one PP child, demonstrating the positive impact of personalised attendance support and adaptive provision. This remains an area of continued focus.

Actions

- Maintain the graduated pastoral offer, including ELSA, Forest School, sports mentoring, wellbeing support and inclusion base provision, ensuring disadvantaged pupils continue to receive timely support matched to their needs.
- Further develop the inclusion bases (The Hive and the Burrow), monitoring their impact on behaviour, attendance, emotional regulation and pupils' readiness to learn.
- Continue personalised attendance support for disadvantaged pupils below 90%. Working with families to improve attendance and reduce persistent attendance.

In relation to outcome 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.

This year, the school's cultural capital offer has been significantly strengthened to ensure disadvantaged pupils access a wider range of enriching experiences that broaden their horizons, develop aspirations and deepen their understanding of the world. With the development of inclusion bases, '50 things to achieve before you leave' list and development of spirituality, this outcome is moving forward significantly to ensure that disadvantaged pupils have equitable access to experiences they may otherwise not receive.

Staff have reviewed, adapted and developed a new 'Cultural Capital' document that exemplifies the opportunities that all children will have at school. Staff training has increased teachers' confidence in embedding meaningful cultural capital opportunities through the curriculum, resulting in more memorable and engaging learning experiences for pupils.

Pupil voice demonstrates that these experiences are having a positive impact on engagement, confidence and aspirations. This includes:

'I got a chance to share with my Mum and I don't do that normally!' - Taken from a child following a 'share a story' session with parents.

''Now when I get home, I want to plant an apple tree too!' - Taken from a child following an active science lesson on growing plants.

The launch of the '50 Things to achieve before you leave' programme has ensured that disadvantaged pupils have access to experiences that build confidence, independence, creativity and curiosity. Early pupil voice suggested children are developing new interests and greater confidence in trying unfamiliar activities. This includes items such as 'Make a difference to the environment' and 'Stop, look, listen and reflect amongst art'.

Pupil voice has reflected what children are taking from these experiences:

'I've got better at Computing and can make games at home on my own now.' - Following building a game from scratch

‘’I found out I can play any instrument when I try’ - Following trying an instrument never tried before.

Staff have also reflected a positive impression through the development of this list:

‘I have found that children who you would expect to have had these experiences have not and it is important that we are delivering these to ensure memorable experiences are made throughout childhood.’

All disadvantaged pupils were supported to access educational visits unless attendance was deemed unsafe due to significant additional needs. 96% of disadvantaged children have attended every visit planned for their cohort this year. Only two disadvantaged pupils (4%) missed one or more visits, following a joint decision with parents to ensure their safety and wellbeing. Disadvantaged children have really enjoyed the visits planned with 100% of the pupils who attended stating they have enjoyed the visits. 83% of PP children in Y6 attended the residential. Staff noted their enjoyment and resilience developing during these visits.

One child, following a visit, has stated ‘The walk was really long but once we got there it was so worth it. I have never been somewhere so fun!’

St Oswald’s continues to strive to have more pupil premium access wider opportunities outside of the school day. This year, the following uptake has taken place

Club	Pupil Uptake
Wrap around care (Early Birds/Night Owls)	15
External Sports Club (agency led)	14
Internal Sports Clubs (staff led)	16
Internal Enrichment Clubs (non-sports clubs)	2
Instruments	0

This reflects a good uptake of PP children accessing wrap around care and sports clubs, however there are fewer accessing wider curriculum clubs that differ from sport. As we enter the next academic year, a consideration around incentives and support may be appropriate to allow more PP children to access.

In a recent parent survey, the following comments were made as strengths:

- The curriculum and learning opportunities planned keep my child really engaged and excited to learn. Thank you for all you do!
- The numerous educational visits which support in class learning.

Actions

- Continue embedding the cultural capital curriculum so that every disadvantaged pupil accesses a broad range of planned experiences across all year groups.

- Monitor and evaluate the impact of the '50 things to achieve before you leave' programme through pupil voice, participation data and staff evaluation.
- Continue to remove financial and practical barriers to educational visits and residentials so that disadvantaged pupils can participate wherever appropriate.
- Further explore barriers to PP children accessing different school clubs.

In relation to outcome 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.

St Oswald's has continued to strengthen relationships with disadvantaged families through personalised pastoral support, safeguarding, Early Help and multi-agency working. This has improved engagement with school, strengthened trust between home and school and enabled families to access support at an earlier stage.

Throughout the year, disadvantaged families accessed a range of targeted support depending on their individual needs. This included safeguarding support, Early Help assessments and ongoing pastoral guidance, ensuring that families received timely intervention before concerns escalated where possible. The following uptake has taken place:

Family Involvement Strategy	Pupil Uptake
Safeguarding Support (agency involvement and meetings attending)	10
Early Help	5

As mentioned within outcome 2, Attendance for disadvantaged pupils has remained stable at 90.5%. Although this remains below the school's target, the number of severely absent disadvantaged pupils has reduced to one child, demonstrating the positive impact of personalised attendance support and adaptive provision. This remains an area of continued focus.

External professionals recognised the strength of the school's work with vulnerable families.

"You have really supported the family and cannot be doing anymore currently" - Educational Psychologist.

Staff also reported improved engagement from families following pastoral involvement.

"Since involvement with pastoral, [child] has arrived on time more." - Teacher

Throughout the year, we have also held a variety of different workshops with a significant number of families attending the events. Some have included:

- 'Our Stories' day which focussed on celebrating ourselves and our school community
- Stay and Learn workshops where families have been able to complete topic-focussed activities

- Arts Evening events, performances and weekly celebration collective worship

In a recent parent survey, all responses from Pupil Premium families reflected that issues were dealt with appropriately.When considering strengths of the school, parents identified strengths such as:

- Attentive and caring team
- The school is an incredibly nurturing, caring place that's supported my child in his first year of school. So much so, my child absolutely loves school and gets excited on a Sunday night when I tell him it's school tomorrow!
- All the teachers clearly care and are passionate about what they do. Mrs Waind, Mrs Cooke and the EYFS team are brilliant! It's a fantastic school. The curriculum and learning opportunities planned keep my child really engaged and excited to learn.

Actions

- Continue to seek more support from agencies to engage with families
- Continue to work with families to ensure the feel supported

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)

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**
2026/27 Details: ● Pupil Premium Champion/Deputy Head supports in monitoring the whole package for service children - a further assessment document has been in place to track pupil uptake ● Supporting service pupils at times of transition through use of ELSA (2 children this academic year) ● Resources used to support the work of the Pupil Premium Champion

- Little Troopers (an initiative purely to support our services children) continued to take place.
- Specific, personalised support to those with barriers to learning and not working at expectations.

The impact of that spending on service pupil premium eligible pupils

2025/26 Details:

- 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.