

Pupil premium strategy statement – St Oswald’s School

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	86
Proportion (%) of pupil premium eligible pupils	12% (11)
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)	2024-2027
Date this statement was published	October 2025
Date on which it will be reviewed	October 2026
Statement authorised by	
Pupil premium lead	Gill White
Governor / Trustee lead	Alison Blair

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£30,509
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>	£30,509

Part A: Pupil premium strategy plan

Statement of intent

At St. Oswald's, we are committed to creating a school environment where:

- Strong, respectful relationships are fostered among all members of the school community, built on mutual respect, trust, and cooperation.
- A happy, safe, and highly stimulating environment supports effective teaching and learning for every child.
- High-quality learning opportunities are provided—challenging, relevant, and meaningful—drawing wherever possible on first-hand experiences.
- Disadvantaged pupils are consistently challenged with appropriately demanding work to support their progress.
- Early intervention strategies are implemented promptly when a need is identified.
- A whole-school approach is adopted, where all staff take collective responsibility for improving outcomes for disadvantaged pupils and raising expectations of their potential.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties within reading and writing, than their non-disadvantaged peers.
2	Children's reduced self-esteem and resilience and managing challenges at home (often linked to cost of living and/or impacts of COVID lockdowns/reduced services)
3	Lack of independence and stamina for extended periods of focus particularly in writing.
4	Internal and external assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.

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
Children who have experienced trauma and change will have accessed support to help them cope rather than waiting for CAHMs appointment. Increased resilience and self-esteem.	- Children who need it are able to access weekly counsellor support from 0-19 services (previously Action for Children) - ELSA support is in place for children who may not need access to counsellor but need time to develop their emotional literacy. - Evidence from parents and staff about their observations about the children.
Improved number work to enable smooth transition across KS2 and beyond	- Daily target group for basic skills with TA - TA support for small groups within normal maths lessons to catch mistakes quickly and support children to recognise them. - KS2 results at least in line with results at end of KS1
Improved English attainment among disadvantaged pupils.	- Disadvantaged pupils make at least expected progress in reading and writing from their starting points, with an increasing proportion making accelerated progress. - The gap between disadvantaged pupils and their peers in reading and writing attainment diminishes over time.
Improved maths attainment for disadvantaged pupils at the end of KS2	- Assessment data and pupil work show improved fluency, reasoning, and problem-solving skills. - Pupils demonstrate increased confidence in applying mathematical skills across the curriculum.

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: £12,000 over 4 TA

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support for staff to ensure assessments are interpreted and used to identify gaps in reading, writing and maths for disadvantaged pupils, including those who are mobile.	When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups.	1, 4
Further training for all staff on our chosen DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils.	1
Writing, adaptation of our current framework purchase of a tested scheme for the teaching of writing to provide a clear support structure for teachers and support staff to work within	High-quality teaching frameworks support consistency across classes and reduce variability in teaching, particularly benefiting disadvantaged pupils. Approaches that include planning, drafting and editing improve writing quality and pupils' ability to write for different purposes and audiences.	1, 3
Enhancement of our maths teaching and curriculum planning in line with DfE guidance. We will fund teacher release time to embed key elements of guidance in school	The DfE non-statutory guidance, produced with the NCETM, is based on evidence-informed approaches to maths teaching, including small steps, representation and structure, and the use of manipulatives. Professional development and dedicated time to embed new approaches are key drivers in	4

	improving teaching quality and pupil outcomes.	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 12,000 *Elsa training and additional support*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Counsellor support, weekly to support for wellbeing and emotional resilience to enable processing of trauma and emotional wellbeing including increased self esteem	Children are able to cope with school and are able to support their emotions Improving Social and Emotional Learning in Primary Schools	2
TA apportioned to deliver ELSA (emotional literacy support assistant) for children stepped down from counsellor with long term intention of reducing need for counsellor if support is put in earlier.	Sustain high levels of well-being by 2024/25 Early intervention to develop emotional literacy can reduce the need for more intensive support later. Structured programmes such as ELSA support pupils to understand and manage emotions, improving classroom engagement.	2
Small group & individual teaching for pupils who need to catch-up. A significant proportion of the pupils who receive small group teaching will be disadvantaged, including those who are high attainers. See targeted pupil list 2025- 26	Small group tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind. One-to-one and small group support are most effective when linked closely to classroom teaching and focused on identified needs. Regular targeted intervention helps disadvantaged pupils to close attainment gaps more quickly.	1, 4
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support, as	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have	1

identified through ongoing assessment,	been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Teaching and Learning Toolkit	
To continue to foster a love of reading through enrichment opportunities.	Evidence suggests that reading for pleasure is strongly linked to improved attainment in reading and writing. The DfE Reading Framework highlights the importance of developing positive reading habits alongside explicit teaching. Increased engagement with reading supports vocabulary development, comprehension and writing stamina.	1, 3

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

Budgeted cost: £6,420

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in the updated 2024 DfE's guidance on working together to improve school attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	2 Cost of living
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	2 social skills

Total budgeted cost: £ 30,420

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

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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