

Pupil premium strategy statement 2024-25

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This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils for the academic year 2024-25.

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
St Oswald's RC Primary School	
Number of pupils in school	133
Proportion (%) of pupil premium eligible pupils	51%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/2027
Date this statement was published	30/09/24
Date on which it will be reviewed	01/07/2025
Statement authorised by	John Jordan
Pupil premium lead	Cath Kippax
Governor / Trustee lead	Jessica Collinge

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£87,240
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	£87,240

Part A: Pupil premium strategy plan

Statement of intent

As research shows from EEF, Ofsted and DFE reports, the most important factor in the achievement of our pupils is quality teaching and learning, timely and effective interventions and the holistic development of our pupils wellbeing. This is particularly true for pupils from areas of high social and economic deprivation. Children who attend St Oswald's come from the highest quintile of deprivation. Within our school improvement plan, specific focus is given to the development of a broad balanced and rich curriculum, the mental health and wellbeing of pupils and their spiritual growth. Having this whole school focus ensures that all is being done to close the gap between the different groups within school- specifically the advantaged and disadvantaged. As well as our children and families, staff CPD opportunities are at the heart of our school development. In order for all children to make the desired progress, continuous staff upskilling is fully supported to give all staff members the skills needed to assist the children with their accelerated progress.

At St Oswald's we are acutely aware that all children learn in different ways and need different experiences and teaching approaches to succeed in the best way possible. Providing children with experiences both in and out of the classrooms is proven to boost learning and personal development. Experiencing the wider world is a crucial part of the St Oswald's school life and something we aim to provide for our children before they continue their educational journey at high school.

Finally, all children learn at different speeds as evidenced in DFE and LCC reports. At St Oswald's we want to give all children every opportunity to achieve their full potential. To facilitate this, we ensure that children are given extra time/support if needed. Targeted, focused and purposeful interventions are put in place by school staff across the school. The impact of these are regularly reviewed.

Challenges

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

Challenge number	Detail of challenge
1	The majority of pupil premium children fit into most groups within the school for example, SEN, CLL and SEMH.
2	Some children are missing aspects of key life experiences which contributes to a limited understanding of the world.
3	Lack of punctuality and availability of breakfast at home impacts on being ready to learn and subsequently their academic progress.
4	Our children arrive in school with very low starting points in all areas, specifically oral language skills and addressing significant gaps in vocabulary
5	Challenging home circumstances and external influences can have an impact on the children's emotional and mental health and wellbeing.
6	Parental mental health and wellbeing can impact children's academic progress and thus affecting the ability to support their children academically at home.

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. Improve the outcomes for our SEND, CLL, SEMH children ensuring they will make good progress from their starting point.	- Children receive daily targeted intervention in small groups or 1:1. - Children make good progress from their starting points monitored through termly pupil progress meetings, data submitted on a termly basis to senior leaders and SENDCO. - Educational psychologist and specialist teacher input where required to further support appropriate teaching strategies. - Close links with NHS Speech and Language services to ensure parents attend appointments. - Family support worker to work with small groups and 1:1 to ensure mental health and wellbeing isn't a barrier to learning.
2. Increase cultural capital ensuring children have key life experience to	Children will have a range of experiences working with creative practitioners coming into school and

improve their knowledge and understanding of the world.	visiting places they would not have access to at home. • Children have access to a range of extra-curricular provision to broaden their experiences. • School will fund some enrichment activities for children taking away the financial barriers for families.
3. Improve punctuality and children's readiness to learn.	• An affordable breakfast provision is in place which taking away financial barriers and enabling accessibility for all. • All children have access to snacks at breaktime. • Early intervention from SLT and family support worker for those families struggling to arrive at school on time. • Family support worker utilised to support identified families.
4. Ensure the best outcomes for all pupil premium pupils through targeted support and intervention	• Daily English/Maths/Phonics interventions • Small group work to target individual needs across the school. • Daily reading support • Lego Therapy
5. Improve childrens mental health and wellbeing	• Fully utilise family support worker to support children experiencing bereavement and separation anxiety. • Small group work and 1:1 sessions targeting individual need. • Lego therapy sessions to improve social skills. • Resilience training to be in place for Family Support Worker • TAs to be trained in Lego Therapy
6. Increased support and parental engagement with school	• Increased active parental engagement and supported learning. • Family worker role fully utilised and accessible by all parents. • Parents given the tools to effectively support their children at home. • Parents signposted and supported in accessing external agencies to help with mental health and wellbeing.

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.

Emotional health and wellbeing (for example, family support worker, external agencies)

Budgeted cost: £15,482

Target	Activity	Evidence that supports this approach	Challenge number(s) addressed
Emotional needs of all children are met.	Targeted use of Lego therapy for children who are or have experienced difficulties with social interaction, turn taking, sharing, language and motor skills.	Improving social and emotional learning in primary schools (EEF) Public Health England – The link between pupil health and wellbeing and attainment.	5
	Targeted sessions to support Year 6 children in their transition to Secondary school.	Successful and smooth transition of pupils to Secondary School	5
	Supporting new intake of pupils into Reception class and in year admissions.	Successful and smooth transition of pupils into Primary School	5
	1:1 sessions with family support worker to support children suffering from bereavement or loss and	EEF – Behaviour Interventions	5

	separation anxieties. Targeted sessions for children to develop resilience and emotional wellbeing.	EEF – Behaviour Interventions	5
Improve parents ability to support their children at home.	Family support worker to support families with attendance and safeguarding matters, attending TAF, CIN and CP meetings. Family Support worker to liaise with local service providers in order to support families who require access to these services such as - foodbanks, financial support, CAB, housing, HARV (domestic abuse) Home visits as required by Family Support Worker during term time and during the school holiday closure periods.	EEF guidance report – working with parents to support children’s learning. EEF toolkit ‘Parental Engagement’. Lancashire Safeguarding Early Help Offer. Lancashire Safeguarding Early Help Offer.	5 6 6 6

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

Budgeted cost: £56,818

Target	Activity	Evidence that supports this approach	Challenge number(s) addressed
All Pupil Premium children make at least good progress from their starting points	All teachers and teaching assistants are aware of the children eligible for Pupil Premium and the factors of their eligibility.	Pupil premium children's academic levels below expected.	4
	Additional phonics sessions and support for targeted pupils in KS1.	Phonics toolkit strand - EEF	4
	Daily readers for at least the lowest 20% of children in each year group.		4
	Additional reading support for targeted pupils to narrow the gap between disadvantaged and non-disadvantaged children.	One to one tuition EEF	4
		Small group tuition toolkit strand – EEF	4
	Additional writing support for targeted pupils to narrow the gap between disadvantaged and non-disadvantaged children.	One to one tuition EEF	4
		Small group tuition toolkit strand - EEF	4
	Additional maths support for targeted pupils to narrow the gap between disadvantaged and non-disadvantaged children.	One to one tuition EEF	4
		Small group tuition toolkit strand - EEF	4
	Interventions targeted at specific needs and		

	knowledge gaps can be an effective method to support low attaining pupils or those falling behind in both 1:1 and in small groups. Additional adults in place to provide specific intervention programmes for those pupils with SEND (Toe by Toe, Plus One Maths, Power of Two Maths, Wellcomm) Teaching assistant support 'Quality First' teaching occurring in the classrooms. CPD for teaching assistants in order to provide effective speech and language support. Teaching assistants provide speech and language sessions for children who have been identified as having a need which is impacting academic progress. Teaching assistants provide social skills and listening skills sessions to boost children's ability to access and retain their learning in a full class setting. Teaching assistants to provide children with appropriate methods to use on their end of keystage SATS tests.	Special Educational Needs in mainstream schools EEF EEF – use of teaching assistants EEF pupil premium guide EEF pupil premium guide EEF preparing for literacy	4 4 4 4 4 4
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Wider strategies (for example, related to attendance, pupil wellbeing, broaden life experiences)

Budgeted cost: £14,940

Target	Activity	Evidence that supports this approach	Challenge number(s) addressed
All children have access to a broad, balanced and culturally diverse curriculum which offers wider experiences of the world.	Access to forest school to provide first-hand experience about outdoor learning and enhance the curriculum. This in turn supports pupil wellbeing and encourages team work, problem solving and resilience.	EEF – outdoor learning shows positive benefits on academic learning.	2, 5
	All children have access to a rich curriculum offer to build cultural capital, language and vocabulary and life experience. This is achieved by subsidising trips.	St Oswald's is situated in an area of high economic deprivation therefore parents do not have surplus money to pay for trips.	2
	Enrich the curriculum with creative practitioners to ensure learning is memorable (Sticky Learning) and meaningful.	Ofsted research 2019 places emphasis on improving Cultural Capital particularly for disadvantaged pupils. SHUE data (Schools and Students Health Education unit).	2
	Access to a range of extra-curricular provisions which offer wider life experiences.	SHUE data. EEF evidence on life skills and enrichment toolkit,	2
To improve punctuality and readiness for learning.	Family support worker to support families with attendance and punctuality issues.	DFE guidance has been informed by engagement with schools that have significantly reduced absence.	3

	Ensure attendance policy is up to date and followed up with daily parental contact.	Ofsted 2022 research and analysis on securing good attendance and tackling persistent absence.	3
	An established breakfast provision club is provided at low cost to remove financial barriers for parents.	Evidence taken from EEF Magic breakfast project.	3
	Family Support Worker attends Reception new intake welcome meeting to establish links with families new to the school.	EEF – Working with parents to support children’s learning.	3
	Provide new starter uniform packs for all Reception children to remove financial barrier for parents.	EEF – Working with Parents to support children’s learning. School located in area of extremely high level of deprivation. Reducing financial burden at the start of the school year. Ensures a good grounding for the start of the child’s school life.	3

Total budgeted cost: £87,240

Part B: Review of outcomes in the previous academic year – 2023-24

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

Target 1 – Emotional needs of all children are met

	No of pupils accessing	No of PPG pupils	% PPG
Lego Therapy	38	19	50%
Y6 Resilience/Moving up	19	9	57.1%
Emotions/Feelings	45	31	68.9%

Across the school, 38 children accessed Lego Therapy, of these 19 were Pupil Premium. With these children, there was a clear improvement with their social skills, instruction following and turn taking. Cath Smith liaised closely with teachers to ensure these skills were also being demonstrated within class and during breaks and lunch times. Details of individual children's progress was logged on CPOMS weekly, which again was accessed by relevant class teachers, SLT and DSLs.

19 children accessed resilience and moving-on-up sessions throughout the Summer Term, 9 of which were Pupil Premium. These children were identified by their class teacher as needing support with their confidence, problem solving and resilience. Pupils were given a number of strategies to employ both in and out of school. Details of individual children's progress was logged on CPOMS at the end of the term, which again was accessed by relevant class teachers, SLT and DSLs and passed on to the high schools. 3 of these children also received extra visits to High School to help ensure a smooth transition.

45 children accessed support in managing their emotions and feelings, 31 of these were Pupil Premium. These children accessed weekly sessions with Cath Smith to explore a range of coping strategies. Worry journals were successfully used with children in Key Stage Two and worry keeper dolls in EYFS/KS1. Children were taught a range of mindfulness strategies to use in school and at home. Child's voice was held at the centre of all sessions and fed back to parents and staff.

A new intake meeting was held at the end of the Summer term 2024. This was very well attended by parents. They received a breakdown of what an EYFS class looks like, what they will expect when they come in September, who to contact and what they can expect their child to cover in class. The parents were given a free uniform pack to support all of our new starters. There was time given for parents to ask any questions that they had and to come back to us at any point if they had further questions.

The School Family Support Worker accompanied the EYFS teacher on home visits prior to the children starting at St Oswald's in September. This enabled her to establish relationships with parents and children to ensure a smooth transition for starting school.

Target 2 – Improve Parents ability to support their children at home

	No of pupils accessing	No of PPG pupils	% PPG
Family support with families	27	22	81.4%

Target 3 – All pupil premium children make at least good progress from their starting points

	No of pupils in cohort	% achieved	No of PPG pupils	% PPG achieved
Y1 Phonics Screening Check 2024	20	60%	10	50%
Y2 Phonics Screening Check 2024	8	62.5%	3	66.6%
EYFS	20	60%	9	55.6%

Key Stage 1 Assessments	No of pupils in cohort	% Exp+	No of PPG pupils	% PPG achieved
Reading	18	78%	6	83.3%
Writing	18	55.6%	6	66.7%
Maths	18	66.7%	6	83.3%
Key Stage 2 Assessments	No of pupils in cohort	% Exp+	No of PPG pupils	% PPG achieved
Reading	19	78.9%	9	66.7%
Writing	19	73.7%	9	66.7%
Maths	19	68.4%	9	55.6%

Target 4 – All children have access to a broad, balanced and culturally diverse curriculum which offers wider experiences of the world.

Subsidised Educational Visits	No of pupils in cohort	No of PPG pupils	% PPG
Brockholes Nature Reserve YR/Y1	30	15	50%
Pantomime (Whole School)	132	59	44.7%
Clitheroe Castle Y4/5	26	12	46.2%
Rhyddings Park (Y1/Y2)	28	10	35.7%
Science Festival – Burnley College (Y5/6)	25	11	44%
WaterPark Coniston Y5/6	29	12	41.4%
Choir – Let's Go Sing (KS2)	17	10	58.9%

All children from Class 4 – 7 completed 4 weeks of forest schools. They attended an offsite setting and completed a range of different activities. These activities included team building, problem solving and demonstrating resilience. There were also activities linked to our curriculum such as animals in their natural habitats, vertebrates and invertebrates and plant identification. In Nursery and Class 3, these children accessed the onsite forest school and mud kitchen, linking these to the different areas of learning within the EYFS framework. Experiences in the forest school setting allowed the children to take on different roles within a team and to build their resilience when they had to, for example, work together to construct shelters with limited equipment.

Throughout the year, children from all classes have experienced visits and visitors. In EYFS the children went to visit Brockholes Nature reserve to carry out outdoor activities linked to the curriculum e.g. bug hunts linked to knowledge and understanding of the world. In KS1, children visited Rhyddings Park where they learned about growing fruit and vegetables, why bees are important for the environment and eco-system; found out historical facts about Rhyddings Hall; and investigated pushes and pulls. This linked to their science curriculum and history curriculum and was one of the footprints on the cultural capital. The whole school, as a part of our commitment to the environment and God's common home, planted 350 trees in our school grounds. In UKS2, Class 6 had a visit linked to their English Curriculum. They visited Clitheroe

Castle to spend a day immersed in Myths & Legends, concluding with the Tale of the Clitheroe Dragon!

Children from Y5 & Y6 had the opportunity to attend the residential trip to WaterPark, Coniston for a weekend to develop team-building skills, co-operation, resilience and independence. 29 children took up this opportunity and a fantastic time was had by all, with many children really challenging themselves beyond what they thought was possible. This ticked off another of their Cultural Capital experiences.

An Islam day was held in school to celebrate the faith that many of our children hold. This was a wonderful opportunity for our children to share their faith with each other, it also allowed our parents the opportunity to work with classes across the school, sharing their Eid celebrations with food and crafts. These sessions linked to art, sacred books, religious artefacts, stories and traditions in the home.

A whole school trip to the pantomime in Colne was held in January. All children attended and this provided them with an opportunity to visit the theatre to experience live performances; another one of their cultural capital footprints.

Visits and visitors are something that have been a bigger focus this year and we can see the impact this has had on them through the experiences they have now had.

Extra-curricular activities were offered to all children across the school. These included choir, sewing and stitch craft and arts and craft, along with a variety of different sports clubs including table-tennis, dodgeball, cricket, and football. All club places were filled.

Target 5 – To improve punctuality and readiness for learning.

No of pupils accessing Breakfast Club	No of PPG Pupils	% PPG
85	42	49.4%

Numbers in Breakfast Club have massively grown (68 to 85) as we recommend to parents that they send their children to avoid being late and to ensure children are ready to start the day in a calm and controlled manner, having eaten a substantial breakfast.

Another initiative that school has employed is Hot Spot Day and a weekly attendance award. Hot Spot days have seen lates drop dramatically across the school and attendance awards have seen whole class attendance figures improve.

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
Speech and language intervention	Wellcomm Ginger Bear Black Sheep Roscoe Speech & Language screening (EYFS)
Maths	Plus One Maths
Maths	Power of Two Maths
Phonics intervention	Bounce Back Phonics
Phonics intervention	Fast Track Phonics
Social skills intervention	Time to Talk
Spelling & Dyslexia Intervention	Toe by Toe