



*Imagine, Believe, Achieve*

# Pupil Premium/ Recovery Spending Plan 2025/26

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	St Oswald's CE Academy
Number of pupils in school	175 (excluding Nursery)
Proportion (%) of pupil premium eligible pupils	39.4%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2025-26 to 2008-29
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Jayne Geran
Pupil premium lead	Jayne Geran
Governor / Trustee lead	Phyllis King

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ £99,750.13
Recovery premium funding allocation this academic year	£ 0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ £99,750.13

## Part A: Pupil premium strategy plan

### Statement of intent

At St Oswald's Academy we have high aspirations and expectations for all pupils, including those eligible for pupil premium funding. Our aim is that all children within school, regardless of background, make good progress and achieve to the best of their ability. Achievement is based not only on academic success but also encompasses developing positive learning behaviours and enabling all of pupils to flourish in every way.

We strive to achieve the very best outcomes we can for every child through quality first teaching, focused support, curriculum enrichment, maintenance of good attendance and pastoral care.

The aim of the pupil premium strategy is to consider the challenges faced by vulnerable children such as those who qualify for free school meals, those who have or have had a social worker, those who have a family support worker or are young carers, or those who the school considers disadvantaged for other reasons. The funding helps remove barriers to learning so we can address educational disadvantage and all our pupils reach their full potential. We reserve the right to allocate the pupil premium funding to support any pupils or groups of pupils the school has legitimately identified as being socially disadvantaged.

We are committed to 'Closing the Gap' between vulnerable pupils and their peers; the pupil premium funding is an important part of this process.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage.

Ensuring that an effective teacher is in front of every class and that every teacher is supported to keep improving is the top priority for our pupil premium spending as this is proven to have the greatest impact on closing the disadvantaged attainment gap. This will benefit not only the disadvantaged children, but those who are non-disadvantaged. Therefore, 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.

## Challenges

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

Challenge number	Detail of challenge
1	<p>Observations, assessments and discussions with pupils indicate underdeveloped literacy skills evident from Reception onwards and are more prevalent among our disadvantaged pupils than their peers. This includes oral language skills, vocabulary gaps, greater difficulties with developing reading fluency and understanding and writing fluency. Observations indicate our disadvantaged pupils are less likely to be heard read at home. Additional to this is a significant increase in pupils where English is an additional language (EAL) plus intake from a local asylum seeker hotel. The percentage of EAL children in school (42.9%) is almost double the national average (23.4%), which correlates with the percentage of children from a minority ethnic background (school at 51.8% and national at 38.4%). Children are often arriving at school with little or no spoken English, presenting additional needs requiring support. Wellcomm screening in Sept 2025 evidences the vast majority of the cohort are below the expected level on entry which demonstrates an ongoing increase.</p> <p>Furthermore, every year, a significant minority of pupils need speech and language referrals made to the SaLT service.</p>
2	<p>Social, emotional and mental health needs have been identified for many children, including many of our pupil premium children. A number of referrals have been made both this year and last to the Mental Health in Schools Team, Victim Support and Listening Ear as well as additional referrals to CAMHS. A number of pupils do not arrive at school ready to learn due to previous adverse childhood experiences and lower levels of language. Together, these factors result in pupils lacking confidence, displaying low resilience to demands, low self-esteem and often an inability to self-regulate their emotions and learning.</p>
3	<p>Assessments indicate that maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils overall. At the end of KS2 2025, 47% of PP achieved ARE+ and 13% at greater depth, as opposed to 71% non-PP and 21% at greater depth. We are continuing to focus on this area to ensure the gap is diminishing.</p>

4	Our attendance data indicates that attendance among disadvantaged pupils has been lower than non-disadvantaged pupils (PP- 91.3% and non-PP – 95.1%, Autumn 2025). Outside validation recognises that leaders have robust processes in place to tackle persistent absence, but these must continue and be further developed as assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils’ progress as attendance and punctuality impacts on pupils’ access to teaching and learning. Absence also impacts on social relationships with others in the school community and culminates in a lack of future aspirations.
5	High quality first teaching for all which encompasses adaptive teaching to meet pupils’ needs with precision. Due to budget constraints, the number of staff consistently in the classroom to support children has reduced due to the high needs of some pupils. A focus on high quality teaching for all needs to be in place to support all children to achieve the best that they possibly can and to have this complemented by high quality TA support, where possible.

## 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
Improved literacy skills among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language, phonics acquisition, reading fluency and writing outcomes among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.  KS2 reading and writing outcomes in 2028/29 show that disadvantaged pupils’ outcomes will be at least broadly in line with national averages and the in-school gap is diminished.
Children in school can identify and self-regulate their emotions. All children in school are effectively supported with their social, emotional and mental health needs met.	The school is a calm environment, enabling all to learn. Those with behavioural and SEMH needs are well supported by effective adults who assist in co regulation and intervene prior to crisis points. Observations and assessments indicate that children demonstrate that they can learn independently (age

	<p>appropriately) and demonstrate positive learning behaviours.</p> <p>Qualitative data from student voice, student and parent surveys and teacher observations also supports this.</p>
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2028/29 show that disadvantaged pupils' outcomes will be at least broadly in line with national averages.
Achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance on an upward trend across the school by 2028/29. This will be evident by:</p> <ul style="list-style-type: none"> <li>- Improved attendance levels for those identified with current low attendance so the gap between PP and non-PP is less than currently.</li> <li>- Evident plans around a child (may be multi-agency) where attendance is identified to be a concern and thresholds have been met.</li> </ul>
All teaching for all children in school is of a high quality and encompasses adaptive teaching, with strategies used to target disadvantaged children	<p>High quality teaching for all is evidenced in internal and external monitoring. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment shows gaps being addressed. Standardised tests are used skilfully to provide reliable insights into how best fill any gaps.</p> <p>Disadvantaged pupils will be performing in line with non-disadvantaged pupils working at ARE and GDS, particularly by the end of KS2.</p>

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £28,222

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Utilise PiXL fully to support diagnostic assessments in English and maths.</p> <p>Assessment training and moderation sessions for teachers to ensure assessment is standardised and accurate.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>PiXL website:  <a href="https://www.pixl.org.uk/primary">https://www.pixl.org.uk/primary</a></p> <p>Our <b>Diagnostic Assessment Package</b> provides the tools to diagnose pupils' gaps and benchmark against thousands of pupils across the PiXL partnership</p>	1,3, 5
<p>Embedding dialogic activities across the school curriculum to support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>Use Wellcomm screening in EYFS and to further support language development.</p> <p>Further embed 'Drawing Club' within the English curriculum to further improve oracy and writing through immersion in story, vocabulary and imagination.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading.</p> <p>The Education Endowment Foundation's (EEF) trials of oral language interventions in schools have demonstrated that pupils make approximately five months additional progress over a year, rising to six months for students from disadvantaged backgrounds.</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a>  <a href="https://www.education-uk.org/documents/pdfs/2021-appg-oracy.pdf">https://www.education-uk.org/documents/pdfs/2021-appg-oracy.pdf</a></p>	1, 5
<p>Further develop the teaching of writing including planning, sequencing and modelling. Coaching for staff led by consultant and subject lead.</p>	<p>The EEF guidance is based on a range of the best available evidence for improving Literacy in KS2:  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a></p>	1, 5

<p>Continued enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance, including the use of manipulatives. We will fund subject lead and teacher release time to embed key elements of guidance in school through focussed work with Origin Maths Hub and observing best maths practice in other settings.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1017683/Maths_guidance_KS_1_and_2.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1017683/Maths_guidance_KS_1_and_2.pdf</a></p> <p>The EEF guidance is based on a range of the best available evidence: <a href="https://educationendowmentfoundation.org.uk/news/mobilising-mathematical-manipulatives?utm_source=/news/mobilising-mathematical-manipulatives&amp;utm_medium=search&amp;utm_campaign=site_searchh&amp;search_term">https://educationendowmentfoundation.org.uk/news/mobilising-mathematical-manipulatives?utm_source=/news/mobilising-mathematical-manipulatives&amp;utm_medium=search&amp;utm_campaign=site_searchh&amp;search_term</a></p>	<p>3, 5</p>
<p>Subject leaders and experienced practitioners' release time to improve the curriculum and standards in teaching, including that of trainees and ECTs. Continue to fund education consultant, subject leader and teacher release time to upskill teachers in the planning for and delivery of core and foundation subjects.</p>	<p>Supporting high quality teaching is pivotal in improving children's outcomes. Research tells us that high quality teaching can narrow the disadvantage gap. The importance of the Early Career Framework and the new National Professional Qualifications promote effective professional development and play a crucial role in improving classroom practice and pupil outcomes.</p> <p><a href="https://educationendowmentfoundation.org.uk/effective-professional-development">Effective Professional Development   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1, 3, 5</p>
<p>A focus on quality first teaching, with teachers, and TAs, and where appropriate, staff receiving support from a teaching coach and release time for other professional development including NPQ courses, so that they can best support teaching and learning across school.</p>	<p><b>EEF – Teaching and Learning Toolkit Teaching Assistant Interventions</b></p> <p>Investing in professional development for teaching assistants to deliver structured interventions can be a cost-effective approach to improving learner outcomes due to the large difference in efficacy between different deployments of teaching assistant</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</a></p> <p><a href="https://educationendowmentfoundation.org.uk/making-best-use-of-teaching-assistants">Making Best Use of Teaching Assistants   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1, 2, 3, 5</p>

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

Budgeted cost: £37380

Activity	Evidence that supports this approach	Challenge number(s) addressed
Allocate support staff to increase the provision of interventions for pupils identified as having a need for improved reading, maths and key vocabulary. This includes the use of PiXL therapy resources.	Assigning TAs to pupils for individual and group support helps them develop confidence and motivation, good working habits and the willingness to finish a task. Children benefit from highly skilled TAs who complement the role of the teacher and impact on pupil progress. <a href="https://educationendowmentfoundation.org.uk">Making Best Use of Teaching Assistants   EEF (educationendowmentfoundation.org.uk)</a>	1, 3, 5
Additional phonics sessions targeted at disadvantaged pupils who require further support to make accelerated progress; including pupils in KS2 who did not pass the PSC.  Release time for phonics lead to continuously update and train those leading phonics sessions	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: <a href="https://educationendowmentfoundation.org.uk">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	1, 5

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

Budgeted cost: £34,148

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Embedding principles of good practice as set out in the DFE's advice: 'Working Together to Improve School Attendance'.</p> <p>This will involve training and release time for staff to develop and implement new procedures.</p> <p>Time spent understanding children and family barriers to attendance, many of whom include our PP families.</p> <p>Regular sharing of information between the Inclusion Team and SLT.</p> <p>Attendance and Wellbeing Lead to provide support for families including Early Support.</p>	<p>The DFE has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p><a href="http://www.gov.uk">Working together to improve school attendance - GOV.UK (www.gov.uk)</a></p> <p><b>Supporting the attainment of disadvantaged pupils (DfE Nov 2015)</b>  <i>NFER research found that schools which are more successful in promoting high attainment have a number of things in common. It identified seven building block to success, number 3 of which is addressing attendance.</i></p>	4
<p>Further improve the quality of social and emotional (SEL) support through the Mental Health and Well-being Policy including CPD to support early identification of emotional barriers and referrals.</p>	<p>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):</p> <p><a href="http://educationendowmentfoundation.org.uk">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p> <p><b>EEF – Improving Social and Emotional Learning in Primary Schools Guidance report.</b>  Social and emotional skills are protective factors for mental health. They equip children with the tools and resources to address mental health challenges that interfere with life, learning and wellbeing (for example, difficulty regulating emotions, concentrating, and interacting with peers).</p> <p>Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.</p> <p><a href="http://educationendowmentfoundation.org.uk">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	2

<p>Funding set aside to support pupil premium pupils with uniform, trips and enrichment experiences.</p>	<p>Pupils from lower socioeconomic households are less likely to be able to afford the full cost of school uniforms, trips and enrichment.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">School uniform   EEF</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a></p>	<p>2</p>
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**Total budgeted cost: £ £99,750**

## Part B: Review of outcomes in the previous academic year

### Outcomes for disadvantaged pupils

Over the past three years, the main focus of the Pupil Premium has been linked to attendance, pupil behaviours and regulation, literacy skills and quality first teaching.

To assess the impact of last year's Pupil Premium spend, the school have undertaken a variety of self-evaluation activities including formal assessments, pupil voice, book scrutiny, lesson observations, attendance data, scrutiny of statutory test data. This information has been used to evaluate the impact.

<b>EYFS Outcomes</b>	
<b>Pupil Premium</b>	67%
<b>Not Pupil Premium</b>	60%

<b>Phonics Outcomes</b>			
	<b>Y1 phonics</b>	<b>Y2 phonics re-take</b>	<b>Phonics Score by Y2</b>
<b>Pupil Premium</b>	75%	33%	80%
<b>Not Pupil Premium</b>	86%	80%	88%

<b>KS1 Outcomes</b>								
<b>Premium Pupil</b>	<b>Reading</b>		<b>Writing</b>		<b>Maths</b>		<b>Science</b>	
	<b>ARE +</b>	<b>Above</b>	<b>ARE +</b>	<b>Above</b>	<b>ARE +</b>	<b>Above</b>	<b>ARE +</b>	<b>Above</b>
	60%	20%	60%	10%	60%	20%	60%	0%
<b>Not Pupil Premium</b>	83%	22%	78%	11%	78%	28%	89%	0%

KS2 Outcomes										
	Writing		Science		Reading		Maths		GPS	
	ARE +	Above	ARE +	Above	ARE +	Above	ARE +	Above	ARE +	Above
Pupil Premium	73%	7%	80%	0%	67%	20%	47%	13%	53%	20%
Not Pupil Premium	71%	14%	86%	0%	79%	29%	71%	21%	71%	36%

Activity	Evidence that supports this approach
Improved literacy skills among disadvantaged pupils.	<p>61% attained GLD. This reflects an upward trend in outcomes at the end of Reception and is the highest outcome in 4 years. More disadvantaged pupils (67%) achieved GLD than non-disadvantaged. Ofsted inspection, Nov 2024 and November continued to validate EYFS as 'good' overall.</p> <p>Year 1 phonics screening - 82% children passed. This is above national and the highest percentage in the past 4 years. By the end of Y2, 80% of PP have achieved PST.</p> <p>Writing outcomes at the end of KS2 2025, evidences that 73% of PP attained ARE+ (7% GDS). PP writing attainment was higher than non-pp. Reading outcomes for PP were at 67%, which was lower than the previous year but reflects outcomes for a Covid-affected EYFS cohort and a cohort with a higher percentage of PP overall. Focus on improving PP reading outcomes for reading will remain.</p>
<p>Children in school can identify and self-regulate their emotions.</p> <p>All children in school are effectively supported with their social, emotional and mental health needs met.</p>	<p>The school is a calm environment, enabling all to learn. Those with behavioural and SEMH needs are well supported by effective adults who assist in co regulation and intervene prior to crisis points. Outside validation from various bodies supports this judgement, including Ofsted November 2024 where behaviour was judged as good.</p> <p>A minority of pupils continue to require on-going input and support, including in-year new to school pupils.</p>

Improved learning behaviours across the school.	Observations and assessments indicate that children demonstrate that they can learn independently (age appropriately) and demonstrate positive learning behaviours. External validation evidences that the vast majority of children engage with lessons and learning tasks. Statutory assessments have been mixed, with GLD and phonics demonstrating a continued upward trend, however maths in KS2 needs to further improve so at least in line with National for all pupils.
Achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	2024-2025 attendance overall: 93.6% - National 94.8% PP attendance was 91.3% which was just below National at 92.2%. Tracking of individual PP pupils shows specific pupil attendance improvement attendance data from the previous academic year. A small number of pupils have reduced timetables to support wellbeing and progress towards accessing school more fully long term which has impacted on PP attendance data. Specific, holistic work involving a multi-agency approach, wherever possible, is used to provide bespoke support for pupils and their families where attendance has become an issue and this is led by the academy's Attendance & Welfare Officer.
All teaching for all children in school is of a high quality and encompasses adaptive teaching, with strategies used to target disadvantaged children	The continued investment in high quality CPD for teachers and teaching assistants developments, plus on-going support and development from curriculum consultants has ensured the quality of teaching and learning across the school is good so we can continue to ensure that children are receiving the highest quality teaching possible. This will continue this academic year. PiXL assessments are used skilfully to provide reliable insights into how best fill any gaps. Outcomes have been shown to be improved in a number of key statutory test points. Where this has not been the case, due the number of children with SEND being one factor at the end of KS2 statutory tests, from their starting points children made good progress.

## 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
Use of diagnostic assessments and curriculum materials to support closing the gaps identified.	PiXL