

# Pupil premium strategy statement – St Osburg’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
School Name	St Osburg’s Catholic Primary School
Number of pupils in school	227
Proportion (%) of pupil premium eligible pupils	25.1%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	September 24- July 27
Date this statement was published	December 25
Date on which it will be reviewed	July 2026
Statement authorised by	Nicola Rynott
Pupil premium lead	Sarah McDevitt
Governor / Trustee lead	Eveline Lappin

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£74235
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> <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>	£74235

# Part A: Pupil premium strategy plan

## Statement of intent

*The aim of St Osburg's School is to provide an innovative yet academically rigorous curriculum that inspires, empowers, and enables all our students to recognise their full potential and respond to what God calls them to be. We form a partnership with parents to support them in their role as primary educators and aim to create a welcoming, compassionate, diverse and vibrant community that develops within our students a greater global awareness and encourages both their academic and spiritual growth.*

*Evidence shows that children from disadvantaged backgrounds face additional challenges in reaching their potential and that this starts from a very early age (see Word exposure graph).*



*Therefore, vocabulary is placed at the core of all learning. Even more worrying is the sustained impact that COVID has had on making Pupil Premium children even more disadvantaged. The national KS2 SATS*

*Disadvantaged Gap Index was 3.2 in 2023. This represents only a 0.03 improvement from the previous year and remains 0.28 points greater than pre-pandemic levels. Through effective use of the additional funding, sharing of best practice (internally and externally), careful consideration of research and application of our wider calling, our aim is:*

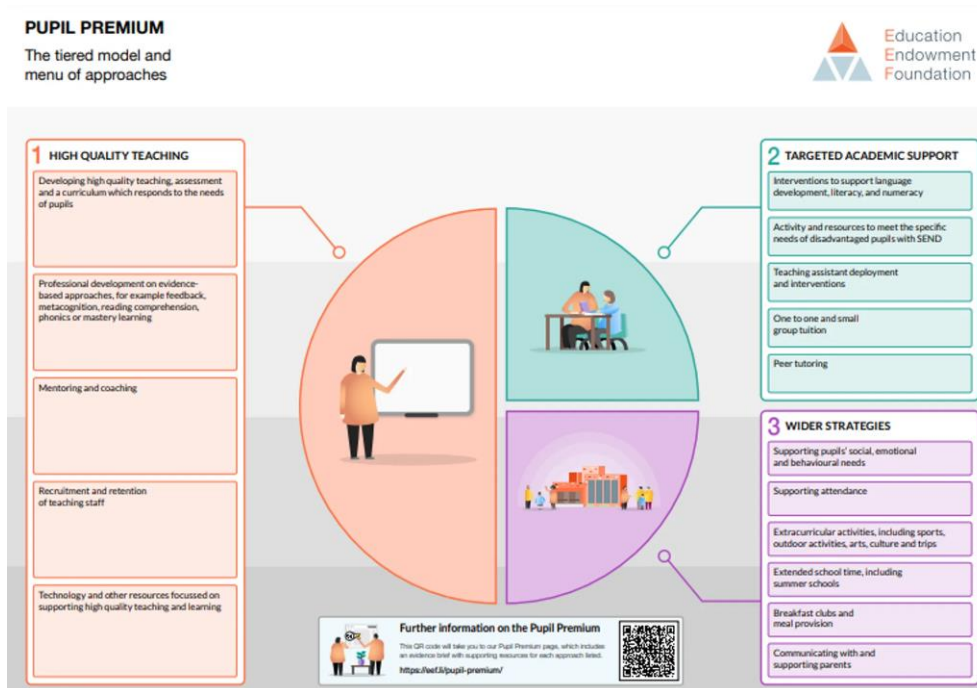
# Implementation Statement

We have taken guidance from the Department for Education's Using Pupil Premium: Guidance for School Leaders, and the Education Endowment Fund's Guide to Pupil Premium to successfully implement our actions. The tiered model of High Quality Teaching, Targeted Academic Support, and Wider Strategies are at the centre of our planning and reflections.

Our systems are continually reviewed and refined to meet the needs of the cohort. The outcomes of our children are at the heart of all that is planned. Stable and experienced staffing ensures that Quality First teaching is the initial strategy, and we believe has a successful impact on closing the attainment gap and enabling more pupils to achieve the are related standard.

Support for pupils with SEND needs, or those requiring additional progress to be made, takes the form of targeted intervention groups, Speech and Language support, quality first teaching, pastoral care, and counselling.

An individualised package of care and support ensures that children and families 'feel safe and secure' in our school community, leading to children making accelerated progress. The St Osburg's Promise is fulfilled giving children a breadth of experiences which has been created to meet the needs of our disadvantaged children.



## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils. Working with academic, pastoral and office staff, we have identified these to be the key challenges for our children and families.

<b>Challenge number</b>	<b>Detail of challenge</b>
<b>1 Limited Vocabulary</b>	Children start school in YR well below national expectations. This slows progress in subsequent years.
<b>2 Few Enrichment Opportunities</b>	Children have limited experiences out of school
<b>3 Attendance and Punctuality</b>	Persistent absences and regular lateness for specific families
<b>4 English as an additional language</b>	High percentage of EAL children. Many children converse in their own language out of school and as a result their access to spoken English language, including books, is limited.
<b>5 Family engagement and support.</b>	Many parents struggle to engage with school and in supporting their children's learning at home.
<b>6 Poor physical and mental health</b>	Many of our children, who are eligible for PP, are affected by social, emotional and mental health issues.

## 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
<i>Ensuring every pupil premium child has the best possible start to Early Reading</i>	Achieving 100% pass rate/ in line with above National in Phonics Screening Check. All children leave KS2 able to read fluently Pupil voice shows a strong reading culture
<i>Ensure a wide enrichment offer is available to every pupil premium child</i>	All PP children to attend at least one extra-curricular club All PP children to represent the school in competition by the end of Y6 All children (including PP) learn to play a musical instrument by end of KS2
<i>Pupil Premium children make rapid gains in their oracy and vocabulary development</i>	Triangulation (book looks, pupil voice and lesson observations) to show PP children applying language skills and using ambitious and subject-specific vocabulary correctly. Children receiving Sp&L intervention to make rapid progress. Vocabulary development embedded in every subject Curriculum knowledge checkers demonstrate PP children have secure knowledge of curriculum key vocabulary Writing moderation shows evidence of higher-level vocabulary in PP children's writing
<i>Provide a broad, balanced and enriching curriculum offer</i>	PP children have the opportunity to fulfil every aspect of the St Osburg's Promise. Pupils are tracked from their entry into school PP pupil voice and low stakes assessment shows that children are enjoying, learning and retaining more across a wide range of curriculum subjects. Strong evidence in PP books etc to support wide curriculum offer
<i>Ensure quality first teaching of writing leading to being at least in line with National figures by the end of KS2</i>	KS1 and KS2 children to be 'on track' for progress (using our own progress tracking system). Increase in percentage of PP children achieving ARE in every year group. Bottom 20% across year groups receive pre-teaching and early intervention to aid rapid progress.
<i>Raise Self-confidence, self-esteem and learning behaviours, and lower anxieties to ensure children are able to fully engage in learning and succeed</i>	Pupil voice articulates increased self-confidence and self-esteem High resilience and excellent behaviour for learning is evident in the classroom

## 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: £14800

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Writing CPD</i>	Evidence indicates that high quality teaching is the most powerful way for schools to improve attainment, especially for socio-economically disadvantaged pupils. <a href="https://educationendowmentfoundation.org.uk/education-evidence/using-pupil-premium">https://educationendowmentfoundation.org.uk/education-evidence/using-pupil-premium</a>  <a href="https://writing4pleasure.com/wp-content/uploads/2021/12/the-eefs-improving-literacy-in-ks2-guidance-report-our-review-and-implications-for-teaching-writing.pdf">https://writing4pleasure.com/wp-content/uploads/2021/12/the-eefs-improving-literacy-in-ks2-guidance-report-our-review-and-implications-for-teaching-writing.pdf</a>	1, 4
<i>Moderation Training</i>	Developing high quality teaching, assessment and a broad and balanced, knowledge-based curriculum which responds to the needs of pupils.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/using-pupil-premium">https://educationendowmentfoundation.org.uk/education-evidence/using-pupil-premium</a>	1,4
<i>Phonics Training</i>	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>	1,4
<i>Fresh Start Training</i>	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>	1,4

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

Budgeted cost: £26735

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Additional targeted phonics groups</i>	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>	1,4
<i>Intervention for bottom 20% of readers - Phonics 1:1 - Freshstart</i>	Intervention and therapies targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	1,4
<i>Welcomm, Language Link and Flash Academy – diagnostic tools and intervention and NELI</i>	The average impact of Oral language interventions is approximately an additional six months’ progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a> <a href="https://educationendowmentfoundation.org.uk/early-years/toolkit">https://educationendowmentfoundation.org.uk/early-years/toolkit</a>	1,4
<i>Additional Intervention therapy support</i>	<i>Intervention and therapies targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind:</i> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	1,4
<i>Speech and Language TA</i>	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a>	1,4
<i>Intervention for the lowest 20% in maths LBQ scheme and devices investment</i>	Targeted support for identified pupils in small group, 1:1 or whole class situations: <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a>	1,4

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

Budgeted cost: £32700

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Pastoral Team consisting of 2 full time members of staff</i>	There is an established link between the home learning environment at all ages and children's performance at school: <a href="https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Guidance_Report.pdf?v=1704207818">https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Guidance_Report.pdf?v=1704207818</a>	5
<i>School Mental Health Lead</i>	Evidence shows that both universal support for all pupils and targeted work for specific groups and individuals can be very effective, and connected school systems lead to sustained positive impacts. <a href="https://www.wcpp.org.uk/wp-content/uploads/2018/04/PPIW-Report-Promoting-Emotional-Health-Well-being-and-Resilience-in-Primary-Schools-Final.pdf">https://www.wcpp.org.uk/wp-content/uploads/2018/04/PPIW-Report-Promoting-Emotional-Health-Well-being-and-Resilience-in-Primary-Schools-Final.pdf</a>	6
<i>Parental Workshops</i>	Working with parents is proven to be high impact low cost strategy for closing the gap. <a href="https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Guidance_Report.pdf?v=1704207818">https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Guidance_Report.pdf?v=1704207818</a>	5
<i>Extra-Curricular Club Funding</i>	As part of our whole school push towards widening our afterschool club offer we have ensured our PP children have full access to clubs. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</a>	2, 6
<i>Wider opportunities funding</i>	Ensuring that all children have access to wider opportunities including learning a musical instrument and taking part in Pop Choir: <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>	2, 6

**Total budgeted cost: £74235**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Aim	Actions Delivered	Evidence	Summary
<p>Improved oral language skills and vocabulary among disadvantaged pupils.</p>	<p>CPD for all staff on vocabulary development Welcomm &amp; NELI interventions used in Reception</p> <p>Sp&amp;L TA targeted specific children</p> <p>Vocabulary promotion across all subjects- Golden Vocabulary</p> <p>Vocabulary focused English lessons across whole school</p>	<p>Reading KS2 72.4%</p> <p>PP 20% (3 of the 4 children who did not meet the standard were on the SEND register)</p> <p>Non PP 76%</p>	<p>There has been a consistent approach to teaching vocabulary across the school showing good progress; however, Reception baseline and Welcomm assessments show that children continue to enter Reception with poor language and communication skills so this continues to be an important focus.</p> <p>Lowest 20% school initiative launched 2025 to improve outcomes for these children.</p>
<p>All children have access to mental health support where required. To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils</p>	<p>Mental Health Lead appointed - Bid made to have a Mental Health practitioner linked with school</p> <p>School Counsellor Abacus who has been available for pupils and parents as required.</p>	<p>Over half of the pupils seen by Abacus were disadvantaged.</p> <p>Pupil Voice evidence showed that 100% of pupils felt 'loved and listened to'.</p> <p>Exit interviews shared children felt</p>	<p>This has been a successful area; however, due to the ongoing needs of current pupils, and cohorts of families and children as they join our school, it will continue to remain a priority. Our data shows that PP children access these services twice</p>

		staff had supported them through the Lockdown years 20-22	as much as no PP children.
Provide a variety of opportunities to the enrich the lives of disadvantaged pupils.	<p>Subsidise educational visits, including residential, across the curriculum</p> <p>Provision of kit or equipment as needed</p> <p>Subsidise music lessons</p> <p>Author visits, theatre visits, library books</p> <p>Support for families to access outside help</p>	<p>All PP children were able to attend external school trips and residential (as year group appropriate)</p> <p>All PP children attend a subsidised school club/activity</p> <p>Improved continued coverage of St Osburg's Promise for PP children</p>	<p>PP families are offered a 50% discount on residential trips. For all activities and trips, families are targeted by the Pastoral Team to ensure that finances are not a barrier to their children taking part in extra- curricular activities and wider opportunities. Going forward, we will prioritise PP children o our after-school club lists.</p> <p>Families are identified and offered a personalised package based on need.</p>
To ensure the transience of children is smooth and that parents are engaged with school and children's learning.	<p>Entrance meeting with child and family</p> <p>Invite parents into school: workshops, meetings, classroom visits, prayer services.</p> <p>Parent questionnaires and regular phone calls to parents of</p>	<p>Parents report that their children feel safe and secure at school, and that their children feel happy and settled.</p> <p>Parental engagement in activities has increased.</p>	<p>Parents are overwhelmingly positive about the partnership that they have with school. Lead by the Headteacher and Pastoral Team, families are supported with a</p>

	<p>disadvantaged pupils</p> <p>Staff accessible daily on the school gate, and parents of disadvantaged pupils are targeted.</p>		<p>personalised service.</p>
<p>To continually prioritise attendance and punctuality</p>	<p>Pastoral Managers tracked attendance of all PP children.</p> <p>Rapid and robust procedures for low attendance including phone calls and second day home visits (first day if no contact). Specific families received tailored provision including phone calls, house visits, wake up calls, and support to get children into school.</p> <p>Vulnerable children are tracked at the half-termly Safeguarding meeting for attendance and punctuality.</p> <p>Letters are sent half termly for attendance and punctuality</p> <p>Video calls to pupils who have had to</p>	<p>Evidence:</p> <p>Safeguarding meeting documents show that targeted pupils' attendance has improved from percentages in the 80s to 100% or at least above 95%.</p> <p>PP children attendance: 95.1%</p> <p>Non PP children attendance: 96%</p>	<p>The systems are successful; through this work the difference between PP and Non PP attendance is negligible. The current package is always under review and refined as needed. This will be a continuous challenge for our school.</p> <p>St Osburg's attendance is always above local and national level.</p>

	travel and have extended stay.		
Lost Learning Recovery	Quality First Teaching Pupil progress meetings Additional targeted therapies and boosters Robust assessment procedures	KS2 PP data Reading 20% Writing 40% GaPS 40% Maths 60% Science 80% KS2 non PP data Reading 76% Writing 80% Maths 80% Science 84%	Our results are now higher than Pre-Covid.  60% of PP children in this cohort were also on the SEND register

## 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
NA	
NA	

## Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b>
NA
<b>The impact of that spending on service pupil premium eligible pupils</b>

NA