Pupil premium strategy statement – Ss Aidan and Oswald RC Primary School (Year 2: 2025-26)

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 (**2025-26**) and the outcomes for disadvantaged pupils last academic year (**2024-25**).

School overview

Detail	Data
Number of pupils in school	392
Proportion (%) of pupil premium eligible pupils	28% (104)
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 **Year 2; 2025-26**
Date this statement was published	November 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Governing Board
Pupil premium lead	Catherine Brogan
Governor lead	Mr. Michael Madden

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£160,830
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£160,830

Part A: Pupil premium strategy plan

Statement of intent

Taking into account Best Practice advice from the DfE and EEF, Ss. Aidan and Oswald's now publishes a three-year Pupil Premium strategy statement from September 2020 onwards. The impact will be reviewed annually and any concerns addressed. The barriers to learning set out below reflect some deep-seated socio-economic issues which do not lend themselves to 'quick fixes.' Therefore, Ss. Aidan and Oswald's uses a large part of its pupil premium money to focus on these barriers consistently over a number of years as a longer-term investment in the academic future of our children.

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment 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 attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

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 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 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 excel. 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.

EEF Research

Teaching Spending on improving teaching might include professional development, training and support for early career teachers and recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending.

Targeted academic support Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.

Wider strategies Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. While many barriers may be common between schools, it is also likely that the specific features of the community each school serves will affect spending in this category.

Within this overall approach, there will be a degree of variation in how pupil premium money is spent on an annual basis in response to specific performance data and the particular concerns this may highlight. Furthermore, the senior leadership of the school does look critically at the impact this spending is having on outcomes for all children, but especially the disadvantaged. Expenditure that does not improve outcomes is redirected as and when necessary to make the best possible use of public monies.

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 indicate **poor attainment on entry to the EYFS.**
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have **greater difficulties with phonics** than their peers. This negatively impacts their development as readers. This is evident from Reception through to KS2.
3	Assessments, observations, and discussions with pupils indicate underdeveloped **oral language skills and vocabulary gaps** among many disadvantaged pupils in Nursery and Reception.
4	Attendance data has seen an increase in **in-year mobility** with disadvantaged pupils having attended a range of schools; sometimes from countries outside the UK.
5	Internal assessments indicate that the **greater depth maths and reading** 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
1. The majority of children are at achieve the GLD at the end of the EYFS.	Assessment and observations indicate significantly that the majority (66%+) of the EYFS achieve GLD at the end of the EYFS. This is evident when triangulated with other sources of evidence, including engagement in lessons, learning walks, discussions with pupils and teaching staff and ongoing formative assessment.
2. The majority of children improve their phonic ability by the end of KS1.	Assessments and observations indicate significantly improved phonic ability among al pupils including disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, learning walks, discussions with pupils and teaching staff and ongoing formative assessment. The proportion of pupils achieving the phonics screening check is similar to the national average at the end of year 1.
3. All the children in the EYFS make progress in their speech and language development.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils in the EYFS. This is evident when triangulated with other sources of evidence, including engagement in lessons, learning walks and ongoing formative assessment including WelCOMM In Nursery approximately 66% will achieve the WelCOMM assessment and at the end of Year R 66%+ will achieve the Listening and Attention ELG and the Speaking ELG.
4. Disadvantaged children have an attendance that is higher than 90%.	Attendance of disadvantaged children matches at least the national for disadvantaged pupils.
5. The disadvantaged pupils who are 'on track' to achieve GD in reading and maths achieve this standard.	KS2 reading and maths outcomes show that more disadvantaged pupils meet the higher standard in reading and maths overtime.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year (2025-26)** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £90,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils. Teaching staff are accessing the writing training that is being provided by the Local Authority: year group training, headteacher, adaptations, assessment and greater depth. Staff are encouraged to continue to develop themselves professionally..	Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment. In some cases, this may include the selection of high-quality curriculum materials, or investment in the use of standardised assessments. Supporting resources: • The EEF's guidance reports offer practical, evidence-based advice to schools on a range of topics to support high quality teach- ing, such as improving literacy, maths, sci- ence and improving teacher feedback. The EEF Toolkit includes summaries of the best available evidence on approaches. • Evidence Based Education's Great Teaching Toolkit provides an accessible summary of high-quality evidence on components and	1,2,3,5

	routes to improve teacher effectiveness. • Cognitive science approaches offer principles that hold promise for improving the quality of teaching. The EEF 'Cognitive Science Approaches in the Classroom: A Review of the Evidence' summarises the evidence for teachers.	

Professional development on evidence-based approaches, for example feedback, meta- cognition, reading comprehension, phonics or mastery learning: RWI will continue to be used across EYFS and KS1(and some children in KS2) as we have experienced success with this programme. All the staff have been re-trained in RWI this academic year and a development day has been arranged for January 2025. The RWI home book scheme was purchased to support home learning.	Supporting continuous and sustained professional development (PD) on evi- dence-based classroom approaches is important to develop the practice of teachers in your setting. The content of PD should be based on the best avail- able evidence. Effective PD is likely to require a balanced approach that in- cludes building knowledge, motivating teachers, developing teachertech- niques, and embedding practice. Sup- porting resources: • The EEF Toolkit and guidance re- ports. • The EEF's 'Effective Pro- fessional Development' guidance report offers support indesigning and delivering PD and select- ing external PD. • The EEF has developed sup- port tools to go alongside the 'Effective Professional Development' guidance, such as 'Considering a bal-anced de- sign', and more here. Supporting the recruitment and retention of teaching staff, for example, providing cover time to undertake professional development such as National Professional Qualifications (NPQs) Professional coaching provided for teaching staff.	1,2,3,5

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

Budgeted cost: £46,830

Activity	Evidence that supports this approach	Challenge number(s) addressed
Interventions to support language development,l iteracy, and numeracy; we use a number of interventions including WellComm and Inference. We invest in programmes such as LbQ and Literacy Shed.	Pupils may require targeted academic support to assist language development, literacy, or numeracy. Interventions should be carefully linked to classroom teaching and matched to specific needs, whilst not inhibiting pupils' access to the curriculum. Supporting resources: • The EEF's 'Selecting Interventions' tool offers evidence-informed guidance to select an apt programme. The EEF has dedicated web pages on effective approaches to support literacy and numeracy.	1,2,3,5
Activity and resources to meet the specific needs of disadvantaged pupils with SEND: children are grouped at times, work is differentiated and alternative means of recording are used at times.	Disadvantaged pupils with SEND have the greatest need for excellent teaching. Specific approaches to support these pupils may include explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping, and the targeted use of technology. Supporting resources: The EEF guidance report on Special Educational Needs in Mainstream Schools includes 5 evidence- based	1,2,3

	recommendations to support pupils with SEND Targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEND. Teaching assistant deployment and interventions, for example by supporting high-quality provision within the classroom or delivering structured interventions	
Teaching assistant deployment and interventions: interventions such as inference and WellComm are delivered by the teaching assistants. They also support individuals / groups of children to access learning at their level.	Strategic deployment of TAs is important toensure priority pupils are supported. This will include ensuring TAs are fully prepared for their role and supplementing rather than replacing high-quality provision from the class teacher, including providing targeted interventions. Supporting resources: • The EEF guidance report on Making the Best Use of Teaching Assistants includes 6 recommendations, including adopting evidence- based interventions to support small group and one to one instruction. The EEF Toolkit has a strand on teaching assis-tant interventions.	1,2,3,5

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

Budgeted cost: £24,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supporting attendance:we employ a Family and Pupil Support Officer to monitor attendance and intervene when necessary.	There are a range of approaches which aim to improve school attendance. Some parental communication approaches and targeted parental engagement interventions show promise in supporting pupil attendance. Supporting resources: The EEF guidance report on 'Working with Parents to Support Children's Learning' includes a focus on offering more intensive support, which can include approaches to support attendance	4

Total budgeted cost: £*160,830*

Part B: Review of the previous academic year 2024-25

Outcomes for disadvantaged pupils

Challenge 1
Improve outcomes at the end of YR:

SC: Assessment and observations indicate significantly that the majority (66%+) of the EYFS achieve GLD at the end of the EYFS. This is evident when triangulated with other sources of evidence, including engagement in lessons, learning walks, discussions with pupils and teaching staff and ongoing formative assessment.

GLD	2025	2026	2027
ALL	63%		
D children	57%		

Comment September 2025:
The children start school from a very low starting point but make good however, this will continue to be a priority and it is included in the subject leader's action plan and school development plan. There is only 6% difference between the disadvantaged and non-disadvantaged children. We have a significant number of children with EAL (54%) and a high level of mobility.

Challenge 2: .
Improve phonics skills so early reading outcomes are improved

SC: Assessments and observations indicate significantly improved phonic ability among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, learning walks, discussions with pupils and teaching staff and ongoing formative assessment.

Phonics: PSC	2025	2026	2027
Yr 1 ALL	85%		
Yr1 (D)	67%		
National	80%		
Y2 ALL	84%		
Y2 (D)	82%		

Comment September 2025:
The children in Year 1 made significant progress in phonics and the children in Year 2 made good progress – 1:1 Tutoring was an intervention that was used in both year groups. There is a vast improvement in the phonics data in Year 1 from last year. The percentage of disadvantaged children in Year 1 matched the national figure of 67%. While we have seen improvement, we remain committed to sustaining and developing the plans introduced last year to ensure continued progress.

Challenge 3:
All the children in the EYFS make good progress in their speech and language development.

SC: Assessments and observations indicate significantly improved oral language among disadvantaged pupils in the EYFS. This is evident when triangulated with other sources of

evidence, including engagement in lessons, learning walks and ongoing formative assessment including WellComm.

WellComm	2025	2026	2027
Yn ALL	59%		
YN (D)	75%		
Listening & Attention	2025	2026	2027
YR ALL	76%		
YR (D)	86%		
Speaking	2025	2026	2027
YR ALL	80%		
YR (D)	93%		

Comment September 2025:
Significant progress was made with the children's oral language skills and vocabularygaps. The children are identified early using the WellComm screening tool and interventions are started immediately.

Challenge 4:
Improve the attendance of ALL and D pupils.

SC Attendance of disadvantaged children new to the school is tracked and interventions are put into place if it falls below 90% and so attendance improves

Attendance	2025	2026	2027
ALL	94.9%		
D pupils	92.2%		
PA	2025	2026	2027
ALL	13.4%		
D pupils	23.8%		

Comment September 2025:
There is an improving picture as we have worked closely with identified families, however, a significant number of families had holidays during term time and our attendance procedures were followed, e.g. penalty notices etc.

There is some improvement in attendance, but it will continue to be a priority and is a part of the current school development plan.

Challenge 5:
The disadvantaged children who are expected to be GD in reading and maths achieve this standard.

SC: KS2 reading and maths outcomes show that more disadvantaged pupils meet the higher standard in reading and maths over time..

GD	2025	2026	2027
Reading ALL	27%		
Reading D pupils	24%		
Maths ALL	24%		

Maths D pupils	**19%**		

Comment September 2025:
As shown by the data, a significant number of the disadvantaged children achieved the GD standard in reading and maths.
While we have seen improvement, we remain committed to sustaining and developing the plans to ensure continued good progress.

Externally provided programmes

Programme	Provider
Counselling	Connect Counselling / Place to Be
RAINBOWS	In-house (Rainbows Charity)
Taking time to Talk / Parental Conversations	In-house (AFA)
Spelling Shed	Education Shed Ltd
LbQ	Learning by Questions
English Consultant	John Murray

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