

# **St Oswald's Catholic Primary School**



## **Pupil Premium Strategy**

**September 2025**

# Pupil premium strategy statement – St Oswald’s Catholic Primary School, Coppull

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	93
Proportion (%) of pupil premium eligible pupils	12
Academic year/years that our current pupil premium strategy plan covers	September 2025 – July 2028
Date this statement was published	September 2025
Date on which it will be reviewed	July 2026
Statement authorised by	N Owens (HT)
Pupil premium lead	N Owens (HT)
Governor / Trustee lead	J Woodcock

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£19,695
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>	£19,695

## Part A: Pupil premium strategy plan

### Statement of intent

St Oswald's Catholic Primary School is committed to using Pupil Premium funding to remove barriers to learning and improve outcomes for disadvantaged pupils. Our strategy prioritises high-quality teaching, targeted academic support and wider strategies that address attendance, punctuality, wellbeing and learning behaviours. We aim to ensure pupils feel safe, happy and supported, develop resilience, motivation and ambition, and make strong progress in reading. Through access to a rich, inclusive and progressive curriculum, including high-quality extra-curricular experiences, we strive to enable all disadvantaged pupils to achieve their full potential.

### Challenges

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

Challenge number	Detail of challenge
1	Increased risk of poor attendance, persistent absenteeism and poor punctuality.
2	Passive learning behaviours combined with a lack of aspiration are prevalent amongst our disadvantaged pupils – they may lack self-belief, motivation, ambition and resilience. Pupils may demonstrate increased risk of disruptive behaviours.
3	Pupils demonstrate increased need for pastoral support and safeguarding: <ul style="list-style-type: none"><li>- underdeveloped social and emotional skills, leading to inappropriate behaviour choices.</li><li>- increased risk of well-being or mental health concerns.</li></ul>
4	Standards in early language acquisition and application, reading, writing and maths, which may create barriers for learning across the curriculum.
5	Increased risk that pupils access a limited number of life experiences outside of school and have few opportunities to develop new skills and language. As a result, children's understanding of culture and the world is underdeveloped on-entry to school, creating a barrier to learning.

## 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
<b>Improved levels of attendance and punctuality</b>	<ul style="list-style-type: none"> <li>• An increased number of PPG children will have sustained attendance of 96% or more.</li> <li>• Persistent absenteeism will reduce for PPG pupils.</li> <li>• Overall attendance of PPG pupils will be in-line with that of all children.</li> </ul>
<b>Pupils will demonstrate improved learning behaviour during lessons.</b>	<ul style="list-style-type: none"> <li>• Reviews of learning will identify improved learning behaviours amongst disadvantaged pupils.</li> <li>• Within workbooks, work will be good quality, and a greater quantity of work will be completed – progress will be evident.</li> <li>• Number of in-class behaviour incidents requiring intervention from DHT/HT will reduce.</li> </ul>
<b>For pupils to feel happy and safe both in school and at home</b>	<ul style="list-style-type: none"> <li>• Reduced number of incidents of negative behaviour both during lessons, and during break-time and lunchtime.</li> <li>• Pupil conferencing will show positive improvements in terms of the pupils' perceived levels of happiness and safety.</li> <li>• The number of internal exclusions and fixed-term external exclusions will reduce.</li> </ul>
<b>Improved standards in reading</b>	<ul style="list-style-type: none"> <li>• An increased proportion of disadvantaged pupils will be working at age-related expectations or above in reading.</li> <li>• An increased proportion of disadvantaged pupils will have age-related phonics knowledge and skills.</li> <li>• Rates of reading at home will increase for PPG pupils.</li> </ul>
<b>Pupils experience a rich and progressive curriculum</b>	<ul style="list-style-type: none"> <li>• All children who come to St. Oswald's Catholic Primary School will access a rich and progressive curriculum, regardless of their personal circumstances.</li> <li>• All disadvantaged pupils will access extra-curricular activities.</li> </ul>

## 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

Budgeted cost: £4,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Learning by Questions</b> – computer-based programme to support teaching and learning in school as well as independent learning at home.	EEF studies show that well-structured homework that links to in-class teaching will create additional progress. LbQ provides immediate feedback, and the EEF research shows homework with feedback to impact most.	2 and 4
<b>National College membership</b> – Targeted CPD for teaching staff to improve quality of teaching and learning	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 to ensure good academic progress and outcomes for all pupils.  Strengthening the leadership of teaching and learning across the school will ensure that professional development plays an integral role in improving teaching and learning for all pupils.	2 and 4
<b>Nuffield Early Language Intervention</b>	Improving the teaching and learning of Early Language equips disadvantaged pupils with the communication, vocabulary and comprehension skills essential for success across the primary curriculum. A strong foundation in early language development enables pupils to access learning more confidently, engage positively in lessons, develop early reading and writing skills, and build the self-belief needed to thrive academically and socially throughout primary school.	2 and 4
<b>English Hub - Early Language Development Training</b>		

## Targeted academic support

Budgeted cost: £9,695

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>'In-house' intervention</b> – pupil groups with gaps in learning will be provided blocks of intervention by school staff.	EEF supporting evidence shows this can create up to an additional 4 months progress over a course of a year. It is important to ensure this support supplements rather than replaces quality first teaching.	4

## Wider strategies

Budgeted cost: £6,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Attendance support</b> <ul style="list-style-type: none"> <li>- Attendance officer</li> <li>- Targeted breakfast club provision</li> <li>- HT intervention</li> <li>- Attendance awards</li> </ul>	<p>Regular attendance at school means that pupils can make the most of their education.</p> <p>School can also help your child's social skills such as making and developing friendships. A regular and punctual attendance pattern will help children to learn effectively.</p> <p><b>The link between attendance and attainment in school is clear. The more a pupil is in school the more they increase their opportunity to fulfil their potential.</b></p>	1
<b>Pastoral support from Emotional Literacy Assistant</b> <ul style="list-style-type: none"> <li>- Targeted disadvantaged pupils will be provided with emotional support sessions.</li> </ul>	<p>EEF states that social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.</p> <p>Being able to effectively manage emotions will be beneficial to children personally, socially and academically.</p>	3
<b>Chorley Inclusion Support Service</b> <ul style="list-style-type: none"> <li>- Targeted children will be provided with bespoke behaviour support.</li> </ul>	By supporting our most vulnerable pupils we will improve the quality of teaching for all.	2

<b>Safeguarding:</b> <ul style="list-style-type: none"> <li>- CPOMs</li> <li>- National College Training</li> </ul>	Maslow's 'Hierarchy of Needs' shows that pupils must have their safety needs met before they are able to succeed in any environment.	3
<b>Wider opportunities - sport</b> <ul style="list-style-type: none"> <li>- Extra-curricular sports clubs for all disadvantaged pupils Y2 – Y6</li> </ul>	EEF evidence states there is a small positive impact of physical activity on academic attainment (+1 month). While this evidence summary focuses on the link between physical activity and academic performance, it is crucial to ensure that pupils access to high quality physical activity for the other benefits and opportunities. There is evidence to show this approach can improve attendance.	1, 2 and 5
<b>Wider opportunities - music</b> <ul style="list-style-type: none"> <li>- All disadvantaged pupils have access to music lessons</li> <li>- Talented pupils to be supported in accessing further musical tuition</li> </ul>	Wider benefits such as more positive attitudes to learning and increased well-being have consistently been reported in EEF studies.	1, 2 and 5
<b>Wider opportunities – Outdoor and adventurous activity</b> All disadvantaged pupils to access	EEF evidence shows that both physical activity and social and emotional learning will create a beneficial impact on pupil progress in addition to the personal development value of this approach.	1, 2 and 5

**Total budgeted cost: £19,695**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments. This analysis has been informed by the Education Endowment Foundation (EEF) guidance on the effective use of Pupil Premium, particularly the emphasis on high-quality teaching, targeted academic support and wider strategies to remove barriers to learning.

The data demonstrated that disadvantaged pupils at St Oswald's Catholic Primary School made positive progress overall, particularly in reading, where average scaled scores at Key Stage 2 were above both local authority and national averages

Although the proportion of pupils achieving the combined expected standard in reading, writing and mathematics was broadly in line with local and national benchmarks, the small cohort size of 7 pupils in total limits direct comparison and requires cautious interpretation of published outcomes. Internal school assessment data indicates that disadvantaged pupils are increasingly secure in core knowledge and skills, with reading remaining a relative strength.

To help us gauge the performance of our disadvantaged pupils, we compared their outcomes to those of disadvantaged and non-disadvantaged pupils nationally and locally, as well as to outcomes achieved by non-disadvantaged pupils within school. We recognise that pupils included in the performance data experienced varying levels of disruption earlier in their schooling due to Covid-19, which has affected pupils and schools differently. Despite this, disadvantaged pupils at St Oswald's achieved strong average scaled scores in reading and mathematics, suggesting that they are well supported to access the curriculum and make progress from their starting points

The data demonstrates that disadvantaged pupils' attendance is a significant strength. Current attendance data shows that pupils eligible for free school meals attend at a rate well above the national average and that persistent absence is substantially lower than national figures

Attendance for disadvantaged pupils has also improved compared to the same period last year, indicating that strategies to promote regular attendance and punctuality are having a positive impact.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing. The data demonstrated that improved attendance is closely linked to positive learning behaviours, increased engagement in lessons and improved emotional wellbeing. Observations and



pastoral records show that disadvantaged pupils feel safe, supported and confident in school, which aligns with our wider Pupil Premium strategy and Catholic ethos of love, care and inclusion.

Based on all the information above, the performance of our disadvantaged pupils **met expectations**, and we are at present **on course** to achieve the outcomes we have set out to achieve by 2027/28, as stated in the Intended Outcomes section above.

Our evaluation of the approaches delivered last academic year indicates that a strong focus on high-quality teaching, early reading development and targeted pastoral support has been particularly effective. Strategies to improve attendance and strengthen pupils' sense of belonging have had a measurable impact. However, analysis also highlights the need to further strengthen writing outcomes and ensure that disadvantaged pupils consistently achieve at the higher standard where appropriate.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, ensuring continued alignment with EEF guidance and DfE expectations.