

Pupil premium strategy statement – St Osmund’s Catholic Primary School

Before completing this template, read the Education Endowment Foundation’s [guide to the pupil premium](#) and DfE’s [pupil premium guidance for school leaders](#), which includes the ‘menu of approaches’. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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	168
Proportion (%) of pupil premium eligible pupils	12/168 (7%)
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)	
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Michelle Lunney
Pupil premium lead	Johanna George
Governor / Trustee lead	Andrew Cole

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£18,180
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <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>	£18,180

Part A: Pupil premium strategy plan

Statement of intent

At St Osmund's it is our intention to provide a high-quality education for all our pupils to ensure they make progress, achieve well and feel that they belong to our school community. This is to ensure that each pupil's mental health and well-being is nurtured. We know that there is a body of research that demonstrates a strong link between low socio-economic status and educational disadvantage. This is driven by environmental and psychological factors that overlap to create barriers to opportunities and achievement. This does not mean our disadvantaged pupils lack talent or ambition but it does mean that they may lack some of the opportunities of their peers. Therefore, it is essential that St Osmund's teaching model and vision must allow barriers to learning to be overcome. It is imperative that all staff members have high expectations of all pupils irrespective of their socio-economic background and life experiences. We recognise that it is every member of staff's responsibility to challenge their own unconscious biases so that high expectations of all pupils can be realised.

Our strategy follows the Education Endowment Fund's (EFF) tiered approach, which is broken down into three categories:

- Quality teaching (professional development, recruitment and retention and support for early career teachers)
- Targeted academic support (interventions, one-to-one and small group support)
- Wider strategies (behaviour approaches, breakfast club, clubs and attendance)

High-quality teaching is at the heart of our approach. Evidence shows that this has the greatest impact on closing the disadvantage attainment gap so that all pupils can experience success at school. CPD is provided for all staff to help them better understand how children learn and how they can be better at helping their pupils to learn. Our curriculum has been carefully planned and designed so that all pupils experience success in their learning. It is our aim to build strong foundations for all our pupils but especially for those who need it most. Pupils who need help are targeted and interventions are designed to support them. These are monitored and discussions take place with the class teacher, our SENDCO and SLT and this informs whether or not interventions and support are working, need adjusting or can be stopped.

What does successful learning look like at St Osmund's? All pupils can remember what they have learned which is demonstrated fully in retrieval tasks across all subjects, they can make links in their learning and build on what they have learned before and finally they are able to apply their knowledge. In conjunction with the teaching model we focus on developing a sense of belonging and we want our pupils to feel happy. At St Osmund's 'belonging' equates to pupils being in school, learning together with others and seeing themselves as part of a community with a shared purpose and a sense of motivation to achieve.

Our aim is that our pupils will leave St Osmund's as positive learners ready to move on as respectful and confident young people who feel inspired and motivated to embrace the next phase of their education at secondary school. They will be able to read fluently and widely, form and articulate opinions and be able to write for a range of purposes by expressing their creativity in many forms of writing. They will be fluent in the fundamentals of mathematics and develop their problem-solving skills. In addition, our pupils will be able to communicate their ideas and opinions verbally. We recognise at St Osmund's that good speech, language and communication skills are essential for doing well at school.

At St Osmund's we fully recognise that we are well placed to enhance and enrich our pupils' cultural capital opportunities. We know that school trips such as visits to museums, residential

and access to a range of school clubs all provide rich learning opportunities and learning experiences for all of our pupils. This is why we ensure all these experiences are accessed by all of our pupils.

It is our vision that all our pupils are treated fairly, with dignity and respect. We ensure that every pupil is provided with the same opportunities to develop their potential and participate in all areas of school life, which includes academic, spiritual, physical, moral and musical. We want all of our pupils to know and feel that they belong to the school community of St Osmund's.

Challenges

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

Challenge number	Detail of challenge
1 Attainment	Observations and discussions with pupils indicate that underdeveloped language skills and vocabulary gaps remain a primary barrier for our disadvantaged pupils from Early Years through to the end of KS2. This deficit in English fluency creates a "bottleneck" that prevents pupils from accessing the wider curriculum and negatively impacts attainment across all subjects. Crucially, these language gaps often result in limited prior knowledge connections; without these essential "building blocks," pupils struggle to anchor new concepts to existing understanding, making new learning more fragile. Furthermore, these pupils often have reduced opportunities for consolidation and extended overlearning outside of the classroom. Consequently, we must review and monitor our curriculum through the eyes of our disadvantaged learners, ensuring that every learning experience provides the explicit vocabulary instruction, knowledge scaffolding, and deliberate repetition required to move skills into long-term memory and break down the barriers to academic success.
2 Reading	Internal assessments indicate a noticeable gap in phonics progress between disadvantaged pupils (PPG) and their non-disadvantaged peers. This delay in early literacy creates a "Matthew Effect," where early struggles in decoding lead to a compounding disadvantage across the entire curriculum. For disadvantaged learners, slow and inaccurate word decoding increases cognitive load, leaving fewer mental resources for reading comprehension and critical thinking.
3 Oracy	Evidence from internal assessments and speech and language observations identifies an attainment gap in early literacy for disadvantaged pupils. This cohort demonstrates significantly weaker phonics acquisition and fluency, underpinned by underdeveloped oral language structures and a lack of vocabulary breadth. This deficit not only slows their reading attainment but also acts as a barrier to effective communication, preventing them from expressing themselves as concisely as their non-disadvantaged peers.
4 Executive functioning and self-regulation	Social, emotional, and mental health (SEMH) needs are a growing barrier for our disadvantaged learners. Weaknesses in executive functioning and self-regulation are increasingly impacting these pupils' ability to engage with learning and manage classroom transitions. When pupils can't self-regulate, their 'cognitive load is taken up by emotional stress rather than learning.

	Addressing these emotional needs is essential to closing the attainment gap and ensuring PPG pupils can demonstrate the focus required for academic success.
5 Attendance	Securing consistent attendance and punctuality remains a primary barrier to closing the attainment gap for some of our disadvantaged (PPG) pupils. Data indicates that these learners are not only absent more frequently than their peers but are also disproportionately represented in persistent absence (PA) figures. Without regular punctuality and attendance, the school's efforts to improve reading and numeracy outcomes are fundamentally undermined. Frequent absence and lateness can lead to a reduced sense of school belonging, which creates a "vicious cycle" where pupils feel socially and academically disconnected, further increasing the likelihood of future school absence.

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 language skills and use of vocabulary for all pupils. All disadvantaged pupils to achieve EXS or make accelerated progress in reading, writing and mathematics.	• Lesson observations will reflect high engagement by all pupils • All learning areas to be language rich • Integrate oracy-focused activities into subject structure e.g. turn-and-talk, structured group discussions that use explicit sentence stems • Oracy specific CPD for all staff to build confidence in facilitating talk • Ensure that high quality conversations and discussions are taking place in all classrooms (high quality is equal to 5 back and forth within a conversation) • Book looks to show all pupils are meeting non-negotiables, even coverage of work for both disadvantaged and non-disadvantaged pupils • Formative and summative assessment to demonstrate all pupils are meeting age related expectations and if not they are making accelerated progress from their starting points
Disadvantaged pupils will make accelerated progress in phonics so that the gap between them and non-disadvantaged pupils narrows rapidly. By the end of Key Stage 1, the vast majority of disadvantaged pupils will meet or exceed age-related expectations in phonics, with an increased proportion passing the Year	• High-quality, systematic phonics teaching, supported by targeted intervention, will ensure disadvantaged pupils develop secure decoding and early reading fluency,

1 Phonics Screening Check. Improved phonics attainment will enable disadvantaged pupils to read fluently and confidently, supporting success across the wider curriculum.	enabling them to access the wider curriculum confidently. • This approach is informed by EEF guidance, which identifies systematic phonics and timely intervention as having a high impact on early reading outcomes, particularly for disadvantaged pupils.
Improving executive functioning aligns with the EEF's guidance on metacognition and self-regulation and behaviour interventions, supporting pupils to plan, monitor, and evaluate their learning and manage attention and behaviour effectively. By the end of the academic year, KS1 pupils in receipt of Pupil Premium will demonstrate improved executive functioning skills, enabling them to access learning with increasing independence. By the end of the academic year, KS2 pupils in receipt of Pupil Premium will demonstrate secure executive functioning skills, supporting independent learning, self-regulation, and positive behaviour for learning.	(KS1): • Pupils can follow 2-3 step instructions with reduced adult support. • Improved ability to sustain attention during whole-class and independent tasks. • Increased use of self-regulation strategies (e.g. calming techniques, turn-taking, waiting). • Pupils complete learning tasks more consistently and transition between activities smoothly. • Reduction in behaviour incidents linked to impulsivity or inattention. • Develop strategy based on age appropriate self-scaffolding procedures. (KS2): • Pupils independently plan, organise, and complete tasks across the curriculum. • Improved working memory, enabling pupils to retain instructions and key learning points. • Increased ability to manage emotions and impulses, particularly during challenging tasks. • Pupils demonstrate effective meta-cognitive strategies, such as self-checking and reflecting on learning. • Reduced reliance on adult prompts and improved engagement in lessons. • Develop strategy based on age appropriate self-scaffolding procedures.
The attendance and punctuality gap between disadvantaged and non-disadvantaged pupils continues to reduce.	• The School Attendance Champion monitors individual attendance and this is discussed weekly with members of the SLT. • School to contact parent/carer of any child who has an unexplained absence

	• Attendance figures are analysed weekly to identify patterns of absence • The Education Welfare Officer will visit the school half termly to review cases that fall below 90%. • The school and the EWO will work with families to support them so that there is an improvement in attendance. • Letters/emails will be sent to families who have made an improvement with their attendance. This is in recognition of the family's effort to improve.
--	--

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: £ 6,140

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teachers and support staff will implement adaptive teaching strategies across all core and foundation subjects to meet the academic and pastoral needs of disadvantaged pupils. Adaptations will be planned and responsive, based on ongoing assessment and knowledge of individual pupils, rather than relying on fixed interventions. Key strategies include: • Careful scaffolding of learning through modelling, worked examples, and guided practice • Use of targeted questioning to check understanding and deepen thinking • Flexible grouping to provide support, challenge, or peer collaboration as needed	Pupils are likely to learn at different rates and to require different levels and types of support from teachers to succeed. Seeking to understand pupils' differences, including their different levels of prior knowledge and potential barriers to learning, is an essential part of teaching. Adapting teaching in a responsive way, including by providing targeted support to pupils who are struggling, is likely to increase pupil success. (Exploring the Evidence: 'Adaptive Teaching' and Effective Diagnostic Assessment.)	1, 2, 3 and 4

• Pre-teaching of key vocabulary and concepts to build confidence and access to learning • Adjusting pace, task complexity, or level of support during lessons • Use of visual aids, concrete resources, and structured learning supports • Regular feedback that is timely, specific, and focused on next steps		
To support disadvantaged pupils in developing confidence, vocabulary and spoken language skills, a teacher has been selected to spearhead oracy across St Osmund's. This role includes leading targeted oracy activities within classrooms, modelling high-quality talk strategies, and supporting staff to embed structured speaking and listening opportunities across the curriculum. The oracy lead will focus particularly on improving outcomes for Pupil Premium pupils by developing their ability to articulate ideas, participate in discussions and use subject-specific vocabulary effectively. This approach aims to raise engagement, confidence and overall attainment, especially for pupils who may have limited opportunities for high-quality spoken language outside of school.	Evidence overwhelmingly shows that embedding oracy in classrooms boosts attainment by deepening understanding, improving vocabulary, enhancing reasoning, and supporting literacy, with studies indicating significant progress (up to six months) for students, especially disadvantaged ones, while also building confidence, wellbeing, and crucial life skills for future employment and citizenship. (Education Endowment Foundation)	1, 2 and 3
The attendance and punctuality gap between disadvantaged and non-disadvantaged pupils continues to reduce.	Attendance and punctuality expectations to be prominent across whole school. Clear signposting and communication with families. New Attendance policy in place and parents aware of strong message around the importance of attendance and punctuality. Targeted support in place for families who need additional support.	

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

Budgeted cost: £ 9,560

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted support for pupils to help boost language, English and mathematics. These interventions are linked to classroom teaching and are matched to individual pupil needs whilst not limiting their access to the wider curriculum.	Targeted support helps to meet the individual learning needs of pupils as they learn at different rates and may struggle with particular skills such as phonics, vocabulary, comprehension, number sense, or problem-solving. Targeted support allows teaching to focus on the exact areas a pupil finds difficult, rather than using a one-size-fits-all approach. Difficulties in language, English, and maths often widen over time if not addressed. Early targeted interventions prevent small misunderstandings from becoming long-term barriers. Therefore, helping pupils keep pace with age-related expectations. The Education Endowment Foundation Guide (September, 2025)	1,2,3 and 4.
Phonics one-to-one tuition in KS1 (with keep up in KS2 for identified pupils)	Evidence strongly supports one-to-one phonics tuition for struggling readers, showing significant progress (often +5 to +8 months) through focused, short, regular sessions, especially when delivered by trained teachers or TAs using structured programmes, leading to rapid skill development and boosted confidence, though balancing phonics with whole-text reading is key for overall literacy. (The Education Endowment Foundation)	1,2,3 and 4.

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

Budgeted cost: £ 2,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
The school attendance officer monitors pupil attendance on a weekly basis by reviewing the school's attendance data, identifying patterns of absence, punctuality issues, and any emerging concerns at individual, group, or whole-school level. This analysis allows the officer to track trends over time, such as persistent absenteeism, improvements following interventions, or spikes linked to particular year groups or external factors. A concise summary of these findings is then shared with the Senior Leadership Team (SLT), highlighting key trends, pupils of concern, and recommended actions. This regular feedback enables SLT to make informed decisions, evaluate the impact of strategies, and ensure timely support is put in place to improve attendance outcomes.	Removing barriers to learning by improving attendance, behaviour and well-being through positive school climate, teacher-pupil connections and enrichment activities aims to close the attainment gap for disadvantaged pupils. The Education Endowment Foundation Guide (September, 2025)	1,2,3,4 and 5
Continue to embed discovery time (KS1) and enrichment (KS2) with a range of activities that help to motivate and engage. Organise theatre trips for the whole school. Inclusion of all pupils in sporting activities and school workshops/trips.	Enrichment activities break down barriers to learning by making education more accessible, inclusive, and engaging, while supporting pupils' confidence, wellbeing, and personal development alongside academic progress. The Education Endowment Foundation Guide (September, 2025)	1,2,3,4, and 5

Total budgeted cost: £ 6140 + 9560+2500 = £18,200

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

National Data Comparisons (2024-2025)

Reception GLD N/A

Phonics Year 1 PPG (4) 50% Av Score 31.5

Non PPG (22) 95% Av Score 36

Phonics Year 2 Retake – N/A due to 100% pass in Year 1

MTC (Yr4) PPG (2) 50% Av score 24.5

Non PPG (14) 92% Av score 24.8

Year 6 SATS (Cohort 12, PPG 33%, SEN 42%, EHCP 25%)

PPG **RWM** 50% **R** 50% **W** 50% **M** 75%

Non PPG **RWM** 100% **R** 100% **W** 100% **M** 100%

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

Service pupil premium funding (optional)

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