

Pupil premium strategy statement Oswald Road Primary School 26-27

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	659
Proportion (%) of pupil premium eligible pupils	12.4% (82pupils)
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)	2025-2028
Date this statement was published	October 2025
Date on which it will be reviewed	October 27 (Midpoint review in March)
Statement authorised by	Deborah Howard Peter Martin
Pupil premium lead	Donna Wealleans
Governor / Trustee lead	Peter Martin

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£136,450
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£136,450

Part A: Pupil premium strategy plan

Statement of intent

We are an inclusive school and are committed to securing excellent outcomes of all pupils, especially those who are educationally disadvantaged. 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. We are also passionate about ensuring that all pupils are part of a learning journey that develops them not only academically but also socially and emotionally. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

It is our aim that:

- every child is provided with high-quality teaching and pastoral care with a focus on areas in which disadvantaged pupils require the most support.
- every child achieves their potential;
- we accelerate progress and close the attainment gap between those who are educationally disadvantaged and those who are not;
- attendance is above 96% or if not, show strong evidence of school intervention to promote rapid improvement;
- children are active, independent, motivated learners who demonstrate resilience both inside and outside the classroom.

These aims flow from our School ethos of believe, achieve and aspire for every child, they underpin the decisions we make and how we allocate resources to support those most in need.

Children who are entitled to Pupil Premium Funding:

- Have SEND Support (21 Children) and EHCP (6 Children) mainly SLCN or Social Emotional
- Are currently in receipt of Free School Meals (89%)
- Have English as an additional language (23.2%)
- Are from a Minority Ethnic Background (75.6%)
- Joined our School after EYFS (22%)
- Have a Summer birthday (30%)
- Have SLCN and SEMH needs
- Are LAC, Adopted or Post-LAC

- Have experienced one or more ACES

Challenges

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

Challenge number	Detail of challenge
1	Progress in Writing is on average slower than their peers. Progress does accelerate into Key stage 2 however remains lower than their peers until the end of Year 6. Attainment on average is lower than their peers. (Information Insight data system)
2	Internal and external assessments indicate that among disadvantaged pupils Speech, language and Communication needs are frequently highlighted. These challenges will impact our children in both their attainment and social/emotional development.
3	Our assessments (including SEMH), observations and discussions with pupils and families have identified complex and high levels of social and emotional issues for many pupils, notably due to complex backgrounds and aces. These challenges particularly affect disadvantaged pupils including their attainment.
4	Our Attendance data over the last few years indicates that attendance amongst disadvantaged pupils has been between 5-6% lower than for non-disadvantaged pupils. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.

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
Strong progress measures for our disadvantaged pupils in Writing.	Evidence of progress becoming more rapid over the monitoring period of the plan.
Attendance gap improved by 1-2% each year or if not, evidence of rapid intervention and support.	Attendance gap between disadvantaged pupils and non-disadvantaged pupils is improved by 1-2% or accelerated progress towards. Fewer disadvantaged pupils are persistent absentees (below 90%). Strong support provided by School for pupils/parents who attendance is class as persistently absent.
Strong progress over Early Years in Listening, Attention and Understanding and Speaking for the disadvantaged pupils.	Progress data across Early Years shows at least 0 in both areas.

To achieve and sustain improved wellbeing and SEMH for all pupils in our School, particularly our disadvantaged pupils.	Evidence that pastoral support for a pupil has a positive impact on their welfare, happiness and attainment. Pastoral Interventions show effective support in place and impact. Staff observations and pupil/parent discussions evidence show improvement at home and in school.
---	--

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: £ 10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching and learning leadership and CPD Writing and Spelling £3,000	EEF Toolkit Potential impact of metacognition and self-regulation approaches is high (7 months additional progress). The evidence indicates that explicitly teaching strategies to help plan, monitor and evaluate specific aspects of their learning can be effective. EEF Toolkit Access to high quality teaching is the most important lever schools have to improve outcomes for the pupils. EEF Toolkit Teachers can demonstrate effective use of metacognitive and self-regulatory strategies by modelling their own thought processes. EEF Toolkit The average impact of metacognition and self-regulation strategies is an additional seven months' progress over the course of a year. Metacognition and self-regulation strategies can be effective when taught in collaborative groups so that learners can support each other and make their thinking explicit through discussion.	1 2 3
Staff CPD Package for Inclusion £7000 *New 2026	DFE SEN Guidance	1 2 3

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

Budgeted cost: £25 500

Activity	Evidence that supports this approach	Challenge number(s) addressed
SALT £1000	EEF Toolkit On average oral language approaches have a high impact on pupil outcomes of 6 months additional progress. Children in crisis: the role of public services in overcoming child vulnerability. Access to a range of programmes to support a child's school readiness...such as speech and language therapy.	1 2 3
Staffing to support flexible grouping. £20,000	EEF Toolkit Teaching Assistants can provide a large positive impact on learner outcomes, however how they are deployed is key. Access to high quality teaching is the most important lever schools have to improve outcomes for the pupils. It is particularly important to ensure that when pupils are receiving support from a TA this supplements teaching but does not reduce the amount of high quality interactions they have with their teacher both in and out of class.	1 2 3
Interventions in EYFS £3000	EEF EY Toolkit: The systemic review commissioned by the EEF 'Early Language Development' reinforces the above approaches to be online with best practice, especially in terms of adult interactions – hence the need for additional staff to model this. EEF Toolkit Teaching Assistants can provide a large positive impact on learner outcomes, however how they are deployed is key. Access to high quality teaching is the most important lever schools have to improve outcomes for the pupils. It is particularly important to ensure	1 2 3

	that when pupils are receiving support from a TA this supplements teaching but does not reduce the amount of high quality interactions they have with their teacher both in and out of class.	
SpLD teacher £1,500	EEF Toolkit 1.Small group tuition has an average impact of four months' additional progress over the course of a year. 2.Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support. Interventions for Specific Learning Difficulties, July 2020 Based on the available evidence, steps must be taken to provide improved identification and support of SpLDs within schools to effectively meet learner needs. EEF Toolkit Access to high quality teaching is the most important lever schools have to improve outcomes for the pupils. It is particularly important to ensure that when pupils are receiving support from a TA this supplements teaching but does not reduce the amount of high quality interactions they have with their teacher both in and out of class.	1 2 3

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

Budgeted cost: £100 950

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral Support and Leadership and home liaison/family support £10,000	EEF Toolkit Social and emotional learning interventions seek to improve pupil's decision making skills, interaction with others and their self-management of emotions rather than focusing directly on the academic or cognitive elements of learning.	3 4

	Promoting children and young people's mental health and well being, HM Government, Sept 21 It is widely recognised that a child's emotional health and wellbeing influences their cognitive development and learning as well as their physical and social health and their mental wellbeing in adulthood. Schools and colleges have an important role to play in supporting the mental health and wellbeing of their pupils and students, by developing approaches tailored to the particular needs of their pupils and students. Taking a coordinated and evidence-informed approach to mental health and wellbeing in schools and colleges can also help foster readiness to learn. Early intervention to identify issues and provide effective support is crucial. The school's role in supporting and promoting mental health and wellbeing can be summarised as: 1. Prevention: creating a safe and calm environment where mental health problems are less likely, improving the mental health and wellbeing of the whole school population, and equipping pupils and students to be resilient so that they can manage the normal stress of life effectively. This will include teaching pupils and students about mental wellbeing through the curriculum and reinforcing this teaching through school activities and ethos. 2. Identification: recognising emerging issues as early and accurately as possible. 3. Early support: helping pupils and students to access evidence informed early support and interventions. 4. Access to specialist support: working effectively with external agencies to provide swift access or referrals to specialist support and treatment.	
Therapeutic sessions Total £34 555 Place2Be x2 days per week £27,645	EEF Toolkit Social and emotional learning interventions seek to improve pupil's decision making skills, interaction with others and their self-management of emotions rather than focusing directly on the academic or cognitive elements of learning.	3 4

Specialist in Arts delivering pastoral interventions and Arts Enrichment £13 500 Additional therapeutic sessions £1,500		
Attendance – developed role (including addition of full time admin to Allow attendance officer to work more with families) £8,000	Manchester City Council It is widely recognised that the educational outcomes and future life chances for children and young people can be significantly impacted upon by periods of absence and poor punctuality. Therefore we want to encourage parents to ensure that their child attends school every day and on time. Framework for improving School attendance, Updated Aug 24 Use attendance, pastoral and SEND staff who are skilled in supporting pupils and their families to identify and overcome barriers to attendance. Create action plans in partnership with families and other agencies that support. Working Together to Improve School attendance, 2024 Good attendance is a learned behaviour and the most effective schools recognise the importance of developing good patterns of attendance from the outset. Schools that have good attendance recognise that it is not a discrete but rather that is an integral part of the school's ethos and culture. In building a culture of good school attendance, all schools are expected to recognise improving attendance is a school leadership issue and have a designated senior leader with overall responsibility for championing and improving attendance in school.	3 4
Release for additional Communication meetings with parents £500	Working in partnership with parents and carers (gov.uk) It's about working together to share knowledge, understand children's interests and discover how best to support their learning.	1 2 3 4
Release for additional meetings with external professionals and training £2000	National Council for Special Education It is important that schools have Established procedures / protocols for liaising with these services and bodies in order to optimise the quality of	1 2 3 4

	provision for pupils with special educational needs at the individual, group or whole-school level. This is especially important for those pupils with more significant and enduring needs who benefit from a multi-disciplinary approach to identification of need and the development of interventions.	
Provide financial support for families to enable access to school experiences involving external projects/trips £2000	'Tackling non academic barriers to academic success' Using Pupil premium guidance for school leaders 25	1 2 3 4
New Designated Teacher for Adopted Children to continue to be trained up to support higher levels of need. £250 *New 2026	Virtual School	1 2 3 4
Release for additional Communication meetings with Parents £1000 *New 2026	SIP focus. Allowing more teacher/Carer interaction	1 2 3 4
Parental Development offer and launch. Network and education events. £2000 *New 2026	Request for specialist family support and flexible courses. Support, scaffolding and community belonging events requested by Parents and noted as a source of support by external specialist and partners.	1 2 3 4

Total budgeted cost: £136 450

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Intended outcome	Success criteria and review			
Strong progress measures for our Pupil Premium children in reading, writing and maths.	No progress measures below 0 for reading, writing or maths. Evidence of more rapid progress for our pupil premium children to support narrowing of attainment gap where there is one.			
	March update:			
	Years 2 and 3 (from EYFSP)	0	-0.3	0
	All	+0.4	0	+0.2
	Years 4 and 5 (from Y2 SATs)	+0.4	+0.2	+0.1
	All	+0.2	+0.1	+0.1
	Year 6 (from EYFSP)	+0.1	-0.2	+0.2
	All	+0.3	-0.1	+0.2
	OVERALL AVERAGE (PP)	+0.17	-0.1	+0.1
	All	+0.3	0	+0.17
July update:				
	Reading	Writing	Maths	
Year 1 (from Reception entry)	Word reading: -0.3 Comprehension: 0	-0.3	Number: +0.3 Numerical patterns: +0.3	
Year 2 (from EYFSP)	0	-0.3	+0.1	
Year 3	-0.2	-0.2	-0.4	

(from EYFSP)			
Year 4 (from EYFSP)	+0.1	-0.1	+0.1
Year 5 (from Year 2 SATs)	+0.2	0	0
Year 6 (from Year 2 SATs)	+0.6	+0.3	+0.3

Progress accelerated across Key stage 2; writing flagging as slowest progress for PP. Action in place moving forward: With autumn data / PP meetings, Assessment lead to analyse individual notes for PP children to unpick in more detail and to gain depth in analysis understanding.

Progress of Pupil Premium children

Year 6 July 2026 (from Year 2 SATs)

Reading

		Y6 Sum SAT Scaled Score				
		90-99	100-104	105-109	110-114	115-120
Y2 Sum SAT TA	No Data	1 pupil (5%)		1 pupil (5%)		
	Pre KS	3 pupils (15%)	1 pupil (5%)			
	WTS	3 pupils (15%)	1 pupil (5%)	1 pupil (5%)		
	EXS			3 pupils (15%)	2 pupils (10%)	3 pupils (15%)
	GDS		1 pupil (5%)			

+0.6

6% slow progress (1 child GDS to EXS); 61% accelerated progress

Writing

	Y6 Sum SAT TA <table><tr><td></td><td></td><td>WTS</td><td>EXS</td></tr><tr><td rowspan="4">Y2 Sum SAT TA</td><td>No Data</td><td>1 pupil (5%)</td><td>1 pupil (5%)</td></tr><tr><td>Pre KS</td><td>3 pupils (15%)</td><td></td></tr><tr><td>WTS</td><td>5 pupils (25%)</td><td>2 pupils (10%)</td></tr><tr><td>EXS</td><td></td><td>8 pupils (40%)</td></tr></table> +0.3 29% accelerated progress Maths Y6 Sum SAT Scaled Score <table><tr><td></td><td></td><td>79-89</td><td>90-99</td><td>100-104</td><td>105-109</td><td>110-114</td><td>115-120</td></tr><tr><td rowspan="5">Y2 Sum SAT TA</td><td>No Data</td><td></td><td></td><td></td><td>1 pupil (5%)</td><td>1 pupil (5%)</td><td></td></tr><tr><td>Pre KS</td><td>1 pupil (5%)</td><td>1 pupil (5%)</td><td></td><td></td><td></td><td></td></tr><tr><td>WTS</td><td></td><td>3 pupils (15%)</td><td>2 pupils (10%)</td><td></td><td></td><td></td></tr><tr><td>EXS</td><td></td><td>1 pupil (5%)</td><td>2 pupils (10%)</td><td>4 pupils (20%)</td><td>2 pupils (10%)</td><td>1 pupil (5%)</td></tr><tr><td>GDS</td><td></td><td></td><td></td><td>1 pupil (5%)</td><td></td><td></td></tr></table> +0.3 11% slow progress (2 children – 1 GDS to EXS; 1 EXS to WTS); 39% accelerated progress			WTS	EXS	Y2 Sum SAT TA	No Data	1 pupil (5%)	1 pupil (5%)	Pre KS	3 pupils (15%)		WTS	5 pupils (25%)	2 pupils (10%)	EXS		8 pupils (40%)			79-89	90-99	100-104	105-109	110-114	115-120	Y2 Sum SAT TA	No Data				1 pupil (5%)	1 pupil (5%)		Pre KS	1 pupil (5%)	1 pupil (5%)					WTS		3 pupils (15%)	2 pupils (10%)				EXS		1 pupil (5%)	2 pupils (10%)	4 pupils (20%)	2 pupils (10%)	1 pupil (5%)	GDS				1 pupil (5%)		
		WTS	EXS																																																											
Y2 Sum SAT TA	No Data	1 pupil (5%)	1 pupil (5%)																																																											
	Pre KS	3 pupils (15%)																																																												
	WTS	5 pupils (25%)	2 pupils (10%)																																																											
	EXS		8 pupils (40%)																																																											
		79-89	90-99	100-104	105-109	110-114	115-120																																																							
Y2 Sum SAT TA	No Data				1 pupil (5%)	1 pupil (5%)																																																								
	Pre KS	1 pupil (5%)	1 pupil (5%)																																																											
	WTS		3 pupils (15%)	2 pupils (10%)																																																										
	EXS		1 pupil (5%)	2 pupils (10%)	4 pupils (20%)	2 pupils (10%)	1 pupil (5%)																																																							
	GDS				1 pupil (5%)																																																									
Sustained good behaviour choices, in line with whole school data.	Behaviour data report shows no disproportionate amounts of reflections for the PP cohort. Weekly behaviour meeting notes show discussions of amendments needed and impact of any support put into place. March update: 15% of reflections in Spring were PP children 14% of reflections in Autumn were PP children July update: In Summer term behaviour incident spikes due to individuals. Specific interventions planned and showed impact for these individuals including family support. New Behaviour Policy and Strategy planned throughout the year launching in September.																																																													
Narrowed gap between whole	Gap to narrow to 2% by summer 2025 (ready to challenge further in the next academic year).																																																													

school attendance data and Pupil Premium attendance data.	Attendance meeting notes show impact of any support put into place. March update: Compulsory school age: PP 92%; All 95.6% Non-compulsory school age: PP 91.4% ; All 95% July update: Compulsory school age: PP 91%; All 95.5% Non-compulsory school age: PP 90.8% ; All 95.1% Gap analysis linked to individual pupils with extensive support in place. Further support planning meetings to be introduced to support gap reduction. Specific action plan in place for new academic year.
Strong progress over Early Years in Listening, Attention and Understanding and Speaking for our Pupil Premium cohort.	Progress data across Early Years show at least 0 in both areas. March update: Nursery (4 children): -0.3 LAU (1 child with slower progress); 0 S Reception (2 children): 0 LAU; 0 S July update: Nursery (4 children): -0.3 LAU (1 child with slower progress); +0.3 S Reception (2 children): +0.3 LAU; 0 S (all making expected progress)
Pupil Premium children in need of pastoral support are effectively supported in the classroom and via our pastoral team and external support as appropriate.	Termly pastoral report shows effective support in place and impact. Parents understand fully what the pastoral team can offer. Where needed, parents have planned additional meetings with class teachers to support a further joined up approach. The continued additional counsellor and play therapist offer allows for children in most need to access, with clarity on the waiting list and support whilst on this. March update: Additional meetings are proving to be an effective support. Pastoral report continues to detail level of access clearly. Next steps: Pastoral support systems to be considered and refined. July update: Additional meetings are proving to be an effective support. Pastoral report continues to detail level of access clearly and impact. New Pastoral tiered system designed to launch in September.