Pupil premium strategy statement – Our Lady & St Edward's Catholic Primary 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
Number of pupils in school	432
Proportion (%) of pupil premium eligible pupils	41.4%
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)**	2026-2028
Date this statement was published	Dec 2026
Date on which it will be reviewed	Dec 2027
Statement authorised by	Sarah Kaupe
Pupil premium lead	Sarah Kaupe
Governor / Trustee lead	Julie Farrelly

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£243,985
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£0
Total budget for this academic year *If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year*	£243,985

Part A: Pupil premium strategy plan

Statement of intent

At Our Lady & St Edward's Catholic Primary School, we serve a larger-than-average inner-city primary school of 432 pupils aged 2–11 in an area of high social deprivation. Our community faces significant socio-economic challenges, with Free School Meal eligibility almost double the national average and reaching 52% in one year group. Many families experience financial hardship, housing instability, parental mental health difficulties and other factors associated with poverty.

With 25.5% of pupils identified as having SEND (well above national averages), 20.4% from minority ethnic backgrounds and 26 different languages spoken across our families, our school community is both richly diverse and complex. Many pupils enter school below national expectations, particularly in communication and language and personal, social and emotional development. Attendance remains below the national average, with disproportionately high levels of persistent absence among disadvantaged and vulnerable pupils.

In light of this context, our Pupil Premium strategy is sharply focused on removing barriers to learning and ensuring equity of opportunity so that disadvantage does not determine destiny.

Our Key Challenges and Strategic Intent

1. To Improve Attendance and Reduce Persistent Absence

Persistent absence is a significant barrier to achievement for our disadvantaged pupils. Many absences are linked to wider family vulnerabilities, including parental mental health needs, financial hardship and complex home circumstances.

Our intent is to:

- *Reduce persistent absence rates for pupil premium pupils so they move closer to national figures*
- *Strengthen early identification of attendance concerns through rigorous monitoring*
- *Provide targeted pastoral, family and multi-agency support to address root causes of absence*

- *Develop strong relationships with families to reinforce the importance of daily attendance*

We recognise that improving attendance is fundamental to improving outcomes and narrowing attainment gaps.

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2. To Ensure Early Identification of Pupil Barriers and Needs Supports Effective Intervention

A high proportion of our disadvantaged pupils present with overlapping vulnerabilities, including SEND, speech and language delay, emotional regulation difficulties and the impact of adverse childhood experiences.

Our intent is to:

- *Strengthen early assessment systems to identify academic, social and emotional barriers as soon as possible*
- *Ensure swift implementation of targeted support and intervention*
- *Align pupil premium provision with SEND strategies to maximise impact*
- *Use robust tracking and evaluation systems to monitor progress and adapt support responsively*

Early identification and precision in intervention are critical to preventing gaps from widening over time.

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3. To Improve Pupil Outcomes and Close the Attainment Gap

Many of our pupils enter school below age-related expectations. Without strategic intervention, disadvantaged pupils risk remaining below national attainment benchmarks at key transition points.

Our intent is to:

- *Improve attainment in reading, writing and mathematics so that outcomes move closer to national averages*

- *Reduce the gap between disadvantaged pupils and their non-disadvantaged peers*
- *Prioritise high-quality teaching as the primary driver of improvement*
- *Deliver targeted interventions that are evidence-informed and carefully evaluated*

We are committed to ensuring that pupil premium pupils leave Year 6 as confident, competent learners equipped with strong foundational skills.

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4. To Improve Pupil Mental Health, Wellbeing and Engagement with School Life

The impact of poverty and parental mental health difficulties can affect pupils' emotional wellbeing, behaviour and readiness to learn. Some children experience anxiety, low self-esteem and difficulty regulating emotions, which in turn affects engagement and progress.

Our intent is to:

- *Develop trauma-informed and relational approaches across the school*
- *Provide targeted pastoral and therapeutic support for vulnerable pupils*
- *Strengthen social, emotional and mental health provision*
- *Increase engagement in enrichment, clubs, trips and wider curriculum opportunities to build confidence and aspiration*

We aim to ensure that all pupils feel safe, valued and emotionally supported so that they can engage fully in school life.

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5. To Improve Parent Engagement and Strengthen Home–School Partnerships

In an area of high deprivation, some families may feel disconnected from formal education or lack confidence in supporting learning at home. Language diversity and socio-economic pressures can further impact engagement.

Our intent is to:

- *Build trusting, supportive relationships with parents and carers*
- *Improve communication so families clearly understand the importance of attendance and academic progress*
- *Provide practical guidance and opportunities for parents to support learning at home*
- *Reduce barriers to engagement through flexible and inclusive approaches*

We believe that when parents see the value of education and feel empowered to support their child, outcomes improve significantly.

Our Long-Term Ambition

Through strategic and evidence-informed use of pupil premium funding, we aim to ensure that disadvantaged pupils at Our Lady & St Edward's:

- *Attend school regularly and develop positive learning behaviours*
- *Achieve outcomes increasingly in line with national averages*
- *Experience improved mental health and wellbeing*
- *Feel fully included and engaged in school life*
- *Develop resilience, aspiration and a belief in their own potential*

Our commitment is rooted in social justice and our Catholic ethos: every child is uniquely gifted and deserving of the highest quality education. Through focused action on attendance, early identification, attainment, wellbeing and parental engagement, we strive to ensure that disadvantage does not define life chances.

Challenges

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

Challenge number	Detail of challenge
1	Low attendance with high levels of persistent absence Whole school: Attendance 93.5% PA 22.3% Pupil Premium: 90.4% PA 37.7% SEND 92% PA 26.4% PP+SEND 89.1% PA 38.9%
2	Low level attainment on entry – in particular communication and language development
3	The impact of deprivation in the local area Based on the Indices of Deprivation 2019, the area surrounding Price Street in Birkenhead (Birkenhead and Tranmere ward) is within one of the most deprived neighbourhoods in England. Here are the key details regarding deprivation in this area: ● IDACI (Income Deprivation Affecting Children Index): The area surrounding Price Street (specifically Lower Super Output Area E01006853 based on 2019 data) is ranked in the top 1% to 5% most deprived areas in England for child income deprivation, indicating high levels of poverty. ● Context of Birkenhead: The general area, often referred to in Wirral Council reports as part of the Birkenhead Central regeneration zone, has consistently high levels of child poverty
4	Family trauma
5	Parents trust in the education system and value for 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
To improve pupil attendance and reduce persistent absentees	Attendance figures in line with national attendance rates for whole school attendance and persistent absentees
Children's needs are being met which impacts positively on their outcomes both academic and personal	Pupil's needs are identified early interventions and support is put into place in a timely way Parents are informed of their child's needs and relevant support
To improve pupil outcomes	Pupil attainment is in line with national averages Identified pupils make accelerated progress The gap between disadvantaged pupils and non disadvantaged pupils is reduced
All pupils are fully engaged with school life	All pupils are in class and accessing the curriculum successfully All pupils demonstrate they feel safe in school and have positive attitudes towards school life
There is an increase in parent engagement with the school	Parents demonstrate they feel listened to and can approach the school Parents demonstrate an understanding of how to support their child's learning

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: £ *11,065*

Activity	Evidence that supports this approach	Challenge number(s) addressed

CPD – School Improvement Liverpool, Ruth Swailes, Kelly Butler, Steplab	The Education Endowment Foundation (EEF) highlights that the quality of adult-child interaction is one of the most important factors influencing outcomes in the Early Years, particularly for disadvantaged children.	2
Early years staffing, HLTA training	Research consistently shows that: ● Well-trained Early Years practitioners are more effective in extending vocabulary, modelling language and developing sustained shared thinking. ● High-quality professional development improves staff subject knowledge in early literacy, phonics, mathematics and communication. ● Skilled adults are better able to identify developmental delays early and implement evidence-informed interventions. ● Strong pedagogical knowledge improves the impact of play-based learning and intentional teaching. EEF guidance on Early Years emphasises that professional development has the greatest impact when it: ● Is sustained over time rather than one-off training ● Includes coaching, modelling and feedback ● Focuses on improving specific classroom practice **Impact for disadvantaged pupils:** High-quality training ensures that disadvantaged children benefit from precise language modelling, structured vocabulary development and targeted early literacy instruction, helping to narrow gaps before they widen. Research in early childhood education demonstrates that smaller group sizes and higher ratios are linked to: ● Improved language development ● Better social and emotional regulation ● Increased engagement in learning ● Reduced behavioural difficulties ● Stronger early foundations in literacy and numeracy	2

	For children experiencing poverty or adverse experiences, consistent and responsive adult relationships are particularly protective and support brain development, emotional regulation and resilience. **Impact for disadvantaged pupils:** Higher ratios allow adults to provide intensive language-rich interaction and personalised scaffolding for children who may have limited language exposure at home. They also enable swift intervention where speech, communication, emotional or developmental needs are identified.	
Resources for curriculum assessments -Boxhall Profile, B-Squared	The Education Endowment Foundation (EEF) identifies early years and early primary intervention as having some of the highest long-term impact on disadvantaged pupils. Evidence shows that attainment gaps are already evident by age five and, without targeted intervention, widen as pupils move through school. High-quality baseline assessment: ● Enables accurate identification of starting points ● Supports precise curriculum adaptation ● Prevents under-identification of disadvantaged pupils' needs ● Reduces the risk of "wait to fail" approaches EEF guidance emphasises that responsive teaching, informed by accurate assessment, has a strong evidence base for improving outcomes. **Impact for disadvantaged pupils:** When low attainment is identified immediately on entry, teaching can be adapted and targeted support implemented before gaps become entrenched.	2
Teacher release time for SEND meetings		2
Curriculum revision e.g. history, art, DT, maths	The Education Endowment Foundation (EEF) identifies high-quality teaching as the most important in-school factor affecting pupil outcomes, particularly for disadvantaged pupils. A coherently planned, knowledge-rich and well-sequenced curriculum: ● Secures strong foundations in literacy and numeracy ● Builds cumulative knowledge and reduces gaps over time	1,2

	● Enables pupils to make meaningful connections across subjects ● Supports long-term retention Research shows that disadvantaged pupils benefit disproportionately from explicit instruction, clear modelling, structured practice and regular retrieval — all core elements of a carefully designed curriculum. In addition, Ofsted highlights that curriculum coherence and ambition are critical in ensuring that all pupils, including the disadvantaged, access the full breadth of learning rather than a narrowed or diluted offer. **Impact on achievement:** A well-sequenced and ambitious curriculum reduces the risk of disadvantaged pupils falling behind due to gaps in prior knowledge. It ensures that all pupils, regardless of background, access the same core knowledge and skills. Research demonstrates a clear relationship between pupil engagement, belonging and attendance. When pupils: ● Experience success in learning ● Find lessons meaningful and stimulating ● Feel represented and valued in the curriculum ● Participate in enrichment opportunities they are more likely to attend regularly. Studies in educational psychology consistently show that intrinsic motivation and a sense of belonging are strong predictors of school attendance. Engaging curriculum experiences — including practical learning, cultural enrichment, arts, sport and real-world application — increase pupils' connection to school. The EEF also identifies social and emotional learning (SEL) approaches as having positive impacts on academic attainment and attitudes to learning, which are closely linked to attendance behaviours. **Impact on attendance:** A highly engaging curriculum strengthens pupils' sense of purpose and belonging, reducing avoidance behaviours and contributing to improved attendance, particularly among vulnerable pupils.	

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

Budgeted cost: £ 74,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staffing for interventions	The Education Endowment Foundation (EEF) identifies small-group interventions as having **high impact for moderate cost**, particularly for pupils who are falling behind. Key findings include: • **Targeted support accelerates learning:** Small groups allow instruction to be focused on pupils' specific needs, providing more frequent opportunities for guided practice and immediate feedback. • **Disadvantaged pupils benefit disproportionately:** Evidence shows that pupils from lower-income backgrounds make significant gains in reading, writing, numeracy, and social-emotional skills when supported in targeted small groups. • **Frequency and regularity matter:** Interventions delivered consistently over time produce larger effect sizes than sporadic support. EEF guidance emphasizes that interventions are most effective when they are **well-structured, time-limited, closely monitored, and delivered by trained staff**.	2
Wellcomm		2
SALT		2
Precision Teach		2
Lego Therapy		2
Little Wandle		2
Number Stacks		2
Pre-teach		2

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

Budgeted cost: £170,095

Activity	Evidence that supports this approach	Challenge number(s) addressed
Home School Support Worker	Research demonstrates that effective parental engagement and strong home–school partnerships are critical for improving pupil outcomes: • **Education Endowment Foundation (EEF, 2019)**: Parental engagement has a moderate	1
Resources		1

Staffing release time	impact on pupil achievement (average 3–4 months' additional progress), with greater impact for disadvantaged pupils. Targeted support for families in areas of high deprivation shows larger effect sizes. ● **National Foundation for Educational Research (NFER)**: Named key workers increase communication and trust between school and families, ensuring that vulnerable children access appropriate support, attend regularly, and participate fully in learning. ● **Department for Education (DfE) Guidance, 2020)**: Effective home–school liaison helps reduce persistent absence, improve parental understanding of the curriculum, and ensures that children receive early intervention where barriers are identified. A dedicated, named contact is more effective than generic outreach because it builds **trust, continuity, and accountability**.	1
Additional office staff		1,3,4,5
Achievement mentor		1,3,4
Counsellor	The Education Endowment Foundation (EEF) identifies SEL interventions as having a moderate impact on academic outcomes (+4 months progress on average), particularly for disadvantaged pupils. ○ Targeted emotional support helps pupils manage anxiety, stress, and trauma, leading to improved classroom engagement, behaviour, and learning. 2. **Counselling Reduces Barriers to Learning** ○ Research shows that children experiencing high levels of adversity benefit from **individual or small-group counselling**. ○ Counselling improves emotional regulation, resilience, and self-esteem, which are strongly associated with higher attainment and engagement. 3. **Impact on Attendance and Engagement** ○ Pupils receiving counselling are more likely to **attend school regularly** and engage positively with learning. ○ A trained counsellor can work with pupils to address the underlying causes of	1,3,4,
ELSA		3,4,5

	persistent absence, such as anxiety or trauma-related stress, which disproportionately affect disadvantaged pupils. 4. **Targeted Support for Vulnerable Groups** ○ Counselling has the greatest impact for pupils facing disadvantage, including those with SEND, adverse childhood experiences, or social-emotional difficulties. ○ Evidence shows that mental health interventions in primary settings reduce **behavioural difficulties**, improve peer relationships, and increase pupils' ability to participate fully in lessons.	
Enrichment – trips, clubs	**1. Evidence for Enrichment and Cultural Capital** ● **EEF Guidance on Arts Participation (2021)**: Participation in arts and cultural activities has a **positive impact on academic outcomes**, particularly for disadvantaged pupils. ● **EEF Evidence Review – Social and Emotional Learning (2017)**: Experiences that broaden horizons, build confidence, and develop social skills support engagement, motivation, and resilience. ● **DfE Research (2019) – Educational Visits**: School trips and enrichment activities increase pupils' engagement with learning, improve attendance, and strengthen aspiration, particularly in areas of high deprivation. High-quality, curriculum-linked experiences allow disadvantaged pupils to access opportunities they may otherwise miss, reducing gaps in background knowledge and vocabulary, and promoting equal opportunity. --- **2. Benefits of Trips, Visitors, and Experiences** 1. **Enhanced Learning and Knowledge** ○ Trips to museums, historical sites, theatres, and science centres bring	3

	curriculum content to life. ○ Visitors and workshops provide real-world context and deepen understanding. ○ Disadvantaged pupils gain exposure to experiences and knowledge that support literacy, numeracy, and subject-specific learning. 2. **Development of Social, Emotional, and Communication Skills** ○ Group visits, teamwork challenges, and interactive workshops develop collaboration, communication, and resilience. ○ Pupils learn to manage new environments and situations, building confidence and independence. 3. **Improved Engagement and Motivation** ○ Enrichment activities are highly engaging and make school more enjoyable, increasing intrinsic motivation to learn. ○ Motivated pupils are more likely to attend regularly, participate actively in lessons, and sustain effort in learning tasks. 4. **Raising Aspirations** ○ Exposure to wider cultural, scientific, and creative opportunities broadens pupils' horizons and aspirations. ○ Disadvantaged pupils are more likely to see possibilities beyond their immediate environment, influencing long-term academic and career ambitions.	
Wrap around care	**Extended school provision** — including before- and after-school care — has a growing evidence base for its positive impact on disadvantaged pupils: ● **Education Endowment Foundation (EEF, 2020)**: Evidence shows that **structured enrichment and academic support outside of standard school hours** can lead to measurable improvements in attainment,	3,4

	particularly in literacy, numeracy, and social-emotional skills. ● **Department for Education (DfE) – Extended Schools Research (2015)**: Schools offering targeted after-school provision report improved attendance, behaviour, and engagement for disadvantaged pupils. ● **National Foundation for Educational Research (NFER, 2014)**: Pupils who participate in regular structured before- and after-school activities demonstrate improved motivation, homework completion, and readiness to learn. Structured provision is most effective when it combines **academic support, enrichment, and pastoral care**, rather than unstructured childcare.	
School uniform, clothes, shoes	1. **Attendance and Engagement** ○ Research indicates that when pupils lack appropriate clothing or resources, they may **feel embarrassed, isolated, or disengaged**, impacting attendance and participation. ○ The **Joseph Rowntree Foundation (JRF, 2014)** highlights that poverty-related clothing stress can lead to social exclusion and reduced school engagement for low-income pupils. ○ Ensuring pupils have the correct uniform and resources increases **attendance, punctuality, and readiness to learn**. 2. **Academic Outcomes** ○ Access to essential learning resources such as stationery, books, and technology supports independent study, homework completion, and classroom participation. ○ **EEF (2019) – Parental Engagement and Resources**: Providing necessary learning materials has a positive impact on academic outcomes, particularly for disadvantaged pupils who may not have resources at home. 3. **Social-Emotional Benefits**	3,

	○ Uniform and resources promote a sense of **belonging, inclusion, and equality**, reducing stigma associated with poverty. ○ Studies show that pupils who feel socially included are more likely to engage in learning and participate in extracurricular activities. ○ Improved self-esteem and confidence from feeling "part of the school community" supports positive behaviour and classroom engagement. 4. **Equity and Access** ○ Providing uniform and resources ensures that all pupils can **participate fully in school life**, including trips, sports, and enrichment activities. ○ Research indicates that access to clothing, books, and materials mitigates disadvantage-related barriers and improves pupils' ability to access the curriculum.	
Parent workshops	**Impact on Academic Outcomes** ● **Education Endowment Foundation (EEF, 2019)**: Parental engagement interventions have an average impact of **+3–4 months' progress**, with higher effects for disadvantaged pupils. ● Workshops that teach parents how to support reading, phonics, numeracy, and learning at home improve pupils' literacy and numeracy outcomes. ● Consistent evidence shows that children whose parents are actively involved in learning make faster progress and achieve higher attainment levels than peers with lower parental engagement. **Attendance, Behaviour, and Motivation** ● Parental engagement positively influences attendance, behaviour, and attitudes to learning. ● The **National Foundation for Educational Research (NFER, 2014)** found that pupils with	5

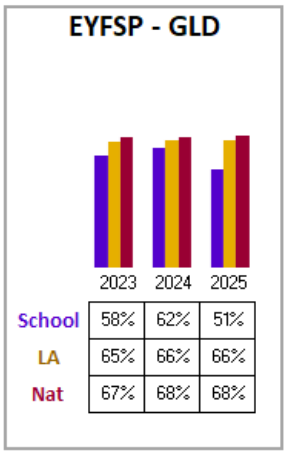
	engaged parents are more likely to attend regularly and demonstrate motivation and persistence in school. ● Workshops that raise awareness of the importance of school routines, homework, and attendance have a measurable impact on reducing persistent absence. **Closing the Attainment Gap** ● Disadvantaged pupils benefit disproportionately from parental engagement initiatives because such workshops **reduce barriers created by lack of home resources, limited parental confidence, or limited knowledge of the curriculum**. ● Research indicates that structured guidance and support for parents helps narrow the attainment gap between disadvantaged and non-disadvantaged pupils.	

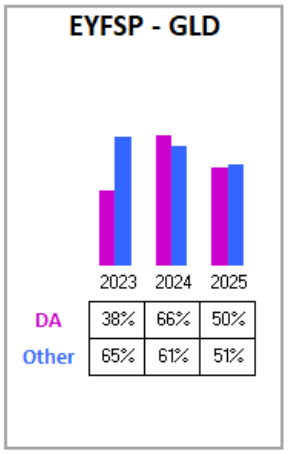
Total budgeted cost: £ 255,260

Part B: Review of the previous academic year

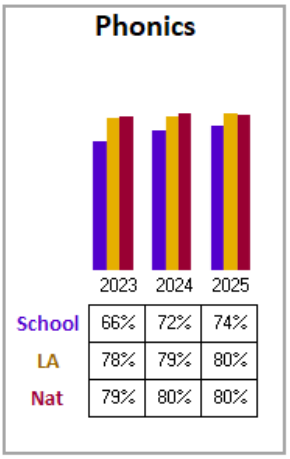
Outcomes for disadvantaged pupils

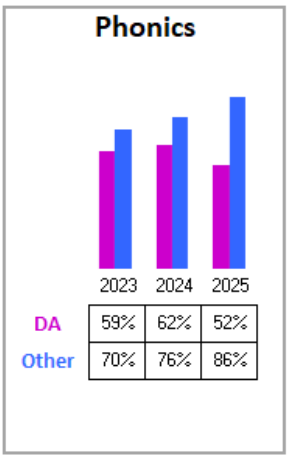
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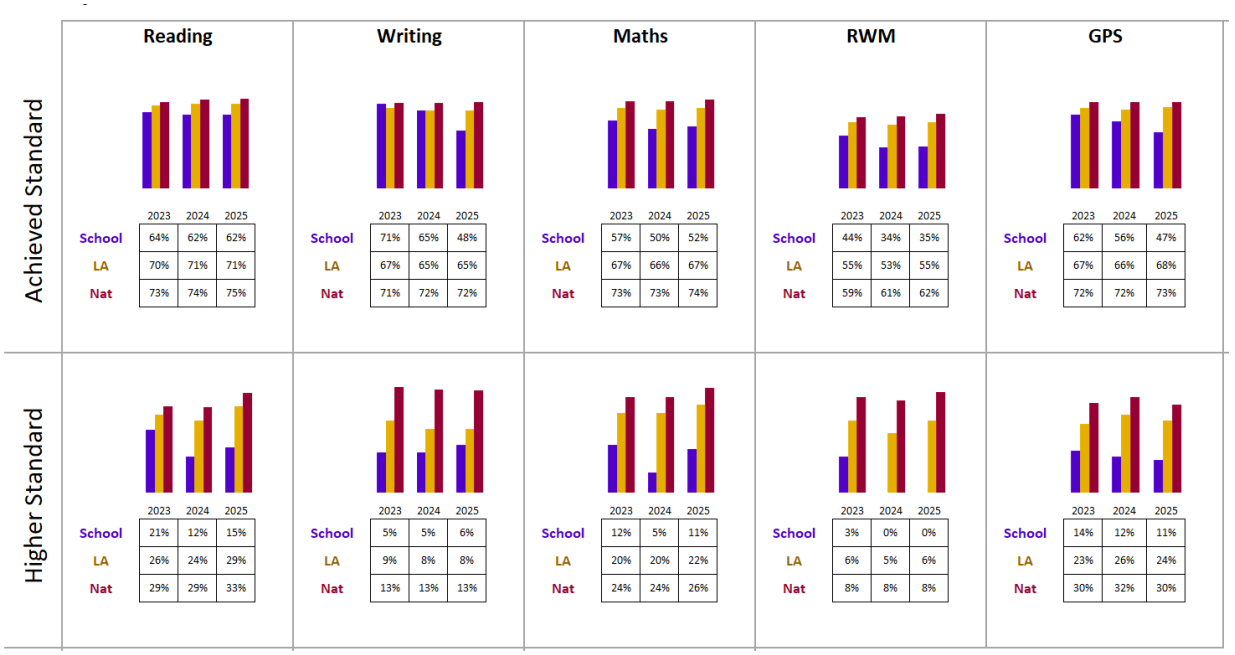


KS1 Phonics





Key Stage 2



Disadvantaged vs Other



The majority of pupils join Our Lady and St Edward's Catholic Primary School, below age related expectations developmentally. While most pupils, in most subjects, make good progress and begin to catch up with their national peers, that progress is not currently rapid enough for the school to attain pupil outcomes in line with national by the time they leave school in Year 6.

Pupil outcomes across the school are lower in all areas than national expectations. This is the case at every national check point eg end of EYFS, KS1 phonics screening and Y6 SATs. This trend is even more pronounced for disadvantaged pupils (apart from 'good level of development' at the end of EYFS). The gap between disadvantaged and

not disadvantaged pupils remains statistically significant across the school. By the end of year 6 only 24% of disadvantaged pupils achieved age related outcomes in reading, writing and maths compared to 69% of not disadvantaged pupils. 76% of disadvantaged pupils left Our Lady and St Edward's Catholic Primary School without achieving the expected outcomes in the core areas of the curriculum.

Alongside this, disadvantaged pupils have poorer, more erratic attendance compared to their peers who are not categorised as disadvantaged. This compounds difficulties around regularly accessing the curriculum and closing gaps in learning.

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**
Wellcom	GL Assessments

Service pupil premium funding (optional)

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