



# Our Lady's Catholic Primary School Pupil Premium Strategy Statement

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 effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School Name	Our Lady's Catholic Primary School
Number of pupils in school	153
Proportion (%) of pupil premium eligible pupils	45% (69)
Academic Year or years covered by statement (3 year plans are recommended – you must still publish an updated statement each academic year)	2024-2025 2025-2026 2026-2027
Publish Date	Autumn 2025
Review Date	September 2025 September 2026 September 2027
Statement Authorised By	Mrs Anna Core (Headteacher)
Pupil Premium Lead	Mrs Anna Core
Governor lead	Mr Chris Paisley

## Funding overview

Detail	Amount
Pupil Premium Funding allocation this academic year	£89,335
Pupil Premium Funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£89,335</b>

# Part A: Pupil premium strategy plan

## Statement of intent

At Our Lady's, we are committed to ensuring all children enjoy their learning and make at least good progress from their starting points, irrespective of their background or barriers to learning. However, we recognise that there are many children in our school who face additional challenges, such as special educational needs, English as an additional language, poverty, behavioural difficulties, poor attendance or less support at home. We have high aspirations and strive to create a learning environment which enables all children to flourish. The Pupil Premium Grant provides additional funding which supports us in this aim.

Having participated in a Poverty Proofing Audit with the University of Manchester, we are acutely aware that disadvantage is not just limited to those children for whom we receive Pupil Premium funding; many families are outside of this threshold, and this was compounded by the effects of the Covid-19 pandemic. The data from the October 2024 School Census highlighted that 61.6% of pupils live in the most deprived areas, and over 25% of our families live in the areas of highest deprivation nationally. We currently have 45% of children entitled to Pupil Premium. The national figure for 2024 was 25.7%. We have a growing number of children on roll for whom English is an additional language, with 16 different languages being spoken by our families.

At Our Lady's, we adopt a whole school 'Tiered Approach' to prioritise the allocation of the Pupil Premium Grant spending. We use the Pupil Premium Grant to ensure that our disadvantaged pupils receive the highest quality of education to enable them to thrive as individuals and make good academic progress to work within or above national year group expectations. Quality first teaching is the foundation for this, along with carefully planned and delivered interventions. In addition, we also ensure that all children have access to wider educational and engagement opportunities. This strategy has been designed with our knowledge of, and our relationships with, our children and our community, alongside current research and reviews of previous strategy documents. It also aligns with our School Improvement Plan.

The Pupil Premium Grant ensures we can continue to provide resources to eliminate some of the barriers faced by our families, such as free access to Breakfast Club and After School Enrichment Clubs, school uniform (including PE kit), school photographs, and learning resources (such as book bags), as well as delivering high-quality interventions to identified children.

The Pupil Premium Strategy is also integral to wider school plans for educational and emotional recovery, for pupils whose education has been worst affected during school closures, including non-disadvantaged pupils. This also includes addressing the learning and social barriers that digital and financial poverty has created. Funding will

be allocated to support individual pupils and their families to provide them with enrichment or wellbeing opportunities and to reduce the stigma that can be attached to living in poverty.

**To ensure our approaches are effective, we will:**

- Adopt a whole school approach in which all staff take responsibility for the progress, attainment and wellbeing of disadvantaged children, and have high expectations of what they can achieve
- Require class teachers to assess and report the performance of Pupil Premium Grant children (who are identified as a vulnerable group) to Senior Leaders during termly Pupil Progress Meetings
- Use Pupil Progress Meetings for early identification of barriers to learning which enables staff to provide appropriate and timely support
- Recognise that all children are unique and that their needs vary at different times, so we incorporate flexibility within the funding allocation to enable us to meet needs in a dynamic way
- Appoint a Senior Leader to oversee the progress made by the disadvantaged cohort and to support the strategic planning of the allocation
- Ensure the designated Pupil Premium Governor works with Senior Leaders to evaluate outcomes for disadvantaged pupils and their families
- Provide regular reports on the progress of pupils supported by the Pupil Premium Grant are provided for the Governing Body to ensure the impact of strategies and approaches is widely shared and robustly challenged
- Ensure that good attendance is given a high priority within school and that children and their families are supported by our Attendance Champion and wider agencies (eg Family Help) to attend school and be ready to learn
- Engage with children and families to offer emotional, social and wellbeing support when required

We want all children and families at Our Lady's to feel valued and part of our inclusive, Catholic community where we are all 'living and learning in faith'.

## **Challenges**

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

<b>Challenge number</b>	<b>Detail of challenge</b>
1	Assessments, observations and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to Key Stage Two, and are generally more prevalent among our

	disadvantaged pupils than their peers, which slows progress in phonics and reading
2	To close the gaps in attainment in Reading, Writing and Mathematics at the end of Key Stage One. Analysis of the data shows that 33% of children eligible for Pupil Premium achieved the expected level for Reading, Writing and Mathematics at the end of Year 2, compared to 57% of their peers.
3	Attendance rates for pupils eligible for Pupil Premium are below that of non Pupil Premium children and attendance rates across school are below the 95% threshold. Analysis of the data shows that the overall attendance rate for 2024-2025 was 94.2%. Attendance rate for children who are eligible for Pupil Premium was 92.2%. Attendance rates for boys eligible for Pupil Premium are lower than their peers (91.2%)
4	To ensure that children and families for whom English is an additional language (EAL) feel included and are able to access their 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
<ul style="list-style-type: none"> <li>Improved oral language skills and vocabulary among disadvantaged pupils</li> </ul>	<ul style="list-style-type: none"> <li>Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book looks and ongoing formative assessment</li> </ul>
<ul style="list-style-type: none"> <li>To close the gaps in attainment in Reading, Writing and Mathematics at the end of Key Stage One</li> </ul>	<ul style="list-style-type: none"> <li>Outcomes in Reading, Writing and Mathematics at the end of Key Stage One show that more than 50% of disadvantaged pupils met the expected standard</li> </ul>
<ul style="list-style-type: none"> <li>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils</li> </ul>	<ul style="list-style-type: none"> <li>Sustained high attendance by 2026-2027 demonstrated by the overall attendance rate for all pupils being no less than 95%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2%</li> </ul>
<ul style="list-style-type: none"> <li>Ensure that children and families for whom English is an additional language (EAL) feel included and are able to access their learning</li> </ul>	<ul style="list-style-type: none"> <li>Qualitative data from pupil voice, pupil and parent surveys and teacher observations demonstrate sustained levels of feeling included</li> <li>An increase in participation in enrichment activities, particularly among our disadvantaged and EAL pupils</li> </ul>

## Activity in this academic year

This details how we intend to spend our Pupil Premium **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality First Teaching: Targeted, bespoke interventions	<a href="#">EEF Teaching and Learning Toolkit</a> Pupil Progress Meetings Teacher Assessment Data	1, 2, 3, 4
EYFS Speech and Language Interventions – Elklan; Talk Boost; Tales Toolkit	<a href="#">EEF Early Years Toolkit</a> <a href="#">EEF Oral Language Interventions</a> <a href="#">EYFS: Language of Learning</a> – Alex Bedford Reception Baseline data Teacher Assessment Data Additional Cognition and Learning teaching through the Inclusion Service to deliver bespoke interventions to identified children	1, 2, 3
SALT / Language Link programmes	<a href="#">EEF Early Years Toolkit</a> <a href="#">EYFS: Language of Learning</a> – Alex Bedford Pupil Progress Meetings Teacher Assessment Data SALT Services Data	1, 2
Half termly visits from a Speech and Language Therapist to provide bespoke SALT interventions for identified children, along with CPD for staff	<a href="#">EEF Early Years Toolkit</a> <a href="#">EYFS: Language of Learning</a> – Alex Bedford Pupil Progress Meetings Teacher Assessment Data SALT Services Data	1, 2
Talk Boost Interventions for Key Stage One and Key Stage Two	Pupil Progress Meetings Teacher Assessment Data	1, 2, 3, 4
Year 6 Booster Lessons	Pupil Progress Meetings Teacher Assessment Data Year 6 SATs Practice Papers	3, 4
To implement a whole school approach to	<a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/learning-behaviours">https://educationendowmentfoundation.org.uk/guidance-for-teachers/learning-behaviours</a>	1, 2, 3, 4

effective learning behaviours	Pupil Progress Meetings Teaching Assistant to provide pastoral support to identified children	
Curriculum Development	<a href="#">Focus Learning Challenge Curriculum</a> – a curriculum that brings learning to life using an enquiry-based methodology  Pupil Book Study – an Evidence-Informed Guide to help quality-assure the curriculum <a href="#">Pupil Book Study – Alex Bedford</a> <a href="#">EYFS: Language of Learning</a> – Alex Bedford  Bespoke interventions for identified children	2, 3, 4
Widgit software	Dual coding to be implemented in the learning environment  <a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/cognitive-science-approaches-in-the-classroom">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/cognitive-science-approaches-in-the-classroom</a>	2, 4
Purchase of Letterbox Club packs for identified children	<a href="https://www.booktrust.org.uk/what-we-do/programmes-and-campaigns/letterbox-club/">https://www.booktrust.org.uk/what-we-do/programmes-and-campaigns/letterbox-club/</a>	1, 2, 3, 4

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

Budgeted cost: £5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupil Progress Meetings and robust analysis of Pupil Premium data to ensure timely interventions are implemented	Pupil Progress data highlights gaps in learning  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a>	1, 2, 3, 4
Interventions to be monitored and evaluated by SENDCo		
Delivery of tutoring / booster sessions by staff for identified children		
Motor Skills United	<a href="#">EEF Physical Development approaches</a>	2, 4

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

Budgeted cost: £35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Art Therapy / Counselling	<p><a href="#">EEF Improving Social and Emotional Learning in Primary Schools</a></p> <ul style="list-style-type: none"> <li>• Observations and feedback from parents and staff</li> <li>• Implementation of 'Healing Classrooms' CPD which aims to help children in times of crisis such as conflict, forced displacement and resettlement</li> <li>• Timetabled 'Diversity' lessons to enable all children to feel valued and included</li> <li>• Continue to purchase the services of Art Therapy / Counselling to support identified children</li> </ul>	3, 4
TA with pastoral responsibility	<p><a href="#">EEF Improving Social and Emotional Learning in Primary Schools</a></p> <ul style="list-style-type: none"> <li>• Increasing number of children requiring support to enable them to access learning</li> </ul>	3, 4
Rolling programme of Restorative Approaches CPD	<ul style="list-style-type: none"> <li>• Implementation of Restorative Approaches strategies already in place in school; rolling programme to upskill staff and embed this practice</li> </ul>	3, 4
ELSA	<p><a href="#">EEF Improving Social and Emotional Learning in Primary Schools</a></p>	3, 4
Zones of Regulation	<p><a href="#">EEF Improving Social and Emotional Learning in Primary Schools</a></p>	3, 4
Access to free Breakfast Club for childcare	<ul style="list-style-type: none"> <li>• Flexible provision needed to enable families get to work on time</li> </ul>	3, 4
National Schools' Breakfast Programme	<ul style="list-style-type: none"> <li>• A healthy school breakfast can set up children to succeed and give them the best chance to learn. It enables children to focus and increases their ability to access learning. This is a DfE subsidised provision; additional costs (eg staffing; oncosts) to be taken from Pupil Premium Grant</li> </ul> <p><a href="https://family-action.org.uk/services/national-school-breakfast-programme-nsbp/">https://family-action.org.uk/services/national-school-breakfast-programme-nsbp/</a></p> <p>EEF: Breakfast Clubs found to boost primary pupils' reading and writing:</p>	3, 4

	<a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/free-school-breakfast-provision">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/free-school-breakfast-provision</a>	
Team Around School (TAS) Meetings	Successful TAS model in other area of Stockport; regular TAS meetings with core team of services (eg Social Worker; School Nurse; School Age Plus Worker; Education Welfare Officer) enables school to build relationships with parents and carers as well as external agencies; Early Help is offered in a timely fashion to prevent escalation of need	3, 4
Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice	<p>Deployment of staff to support families to improve attendance and reduce persistent absence</p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/413197/The%20Pupil%20Premium%20-%20How%20schools%20are%20spending%20the%20funding.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/413197/The%20Pupil%20Premium%20-%20How%20schools%20are%20spending%20the%20funding.pdf</a></p> <p><u>EEF supporting Attendance</u></p> <ul style="list-style-type: none"> <li>• Attendance Champion to analyse attendance data to identify trends / pupils in need of direct support</li> <li>• Engagement in Team Around School meetings to identify vulnerable children / families in need of support</li> <li>• Family Help Worker to work with identified families</li> <li>• Continue with First Day Response Calling</li> </ul>	3
Providing access to additional opportunities	<p><u>EEF</u>: Adventure education usually involves collaborative learning experiences with a high level of physical (and often emotional) challenge. Practical problem-solving, explicit reflection and discussion of thinking and emotion (see also <a href="#">Meta-cognition and self-regulation</a>) may also be involved.</p> <p><a href="https://digitalpovertyalliance.org/">https://digitalpovertyalliance.org/</a></p> <ul style="list-style-type: none"> <li>• Continue to implement Homework Club which enables children to be supported to successfully complete homework activities and access to IT facilities when appropriate</li> <li>• Continue with subscription to Parental Engagement Network in order to increase the number of parents who are actively involved in children's learning (eg Mouse Club for Reception)</li> <li>• Pastoral support focused on wellbeing available to all classes</li> <li>• Participation in Stockport's MHST programme, which provides school with a Mental Health Support Worker in school each week</li> <li>• Continue to purchase Letterbox Club (Book Trust) packs for identified children</li> <li>• Continue to subsidise a range of enrichment and engagement activities such as educational visits and residential.</li> </ul>	3, 4

	<ul style="list-style-type: none"> <li>• Continue to provide free access to Breakfast Club for eligible children to ensure they have the opportunity to be at school on time and ready to learn.</li> <li>• Continue to provide free access for eligible children to After School Wraparound Clubs to ensure these children have the opportunity to participate in extra-curricular activities.</li> <li>• Provide a PE Kit for every child in school to ensure consistency of uniform.</li> <li>• Continue to provide cost of school photographs, book bags etc to eligible families.</li> </ul>	
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**Total budgeted cost: £90,000 (additional costs to be met from school budget)**

## Part B: Review of outcomes in the previous academic year 2024-2025

### Outcomes for Disadvantaged Pupils

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

We have analysed the performance of our school's disadvantaged pupils during the previous academic year (2024-2025), drawing on national assessment data and our own internal summative and formative assessments.

The data demonstrated that our disadvantaged pupils achieve at least as well as our non-disadvantaged pupils, and reflects the impact of our focus on wellbeing and the relentless drive to close the gaps in learning.

Our Pupil Premium funding has been used to provide wellbeing and academic support for all children where identified, and targeted interventions where required.

#### **Early Years Foundation Stage Profile – Good Level of Development (GLD):**

GLD (Cohort 20) **70%** **N** 68.3% **LA** 68%

GLD FSM (Cohort 7) **71.4%** **N** 51.3% **LA** 43.9%

Girls LIT (9) **88.9%** **N** 77.1% **LA** 78%; Boys LIT (11) **54.5%** **N** 64.2% **LA** 63.3%

#### **Gap -34.4%**

Girls CL **100%** **N** 85.1% **LA** 86.1%      Boys CL **63.6%** **N** 74.2% **LA** 75.2%

Girls PSED **100%** **N** 89% **LA** 88.7%      Boys PSED **90.9%** **N** 77.4% **LA** 77.6%

Girls PD **100%** **N** 91.1% **LA** 91.5%      Boys PD **90.9%** **N** 78.6% **LA** 78.8%

GLD up from 62.5% in 2024 and is above LA and National.

Children eligible for FSM achieved above national averages.

#### **Phonics:**

Phonics Y1 (Cohort 25) **83.3%** **N** 79.9% **LA** 80.9%

70% of FSM children achieved the expected standard of 32 marks (National 67%), compared with 93% of their peers (National 84%).

#### **Multiplication Tables Check:**

The average score on the multiplication tables check was 20, which compares with a national average of 21.1 and a local authority average of 20.8. The average score for disadvantaged children was 21.1, which compares with an average of 18.7 for their peers. This is above the national and local authority averages.

### Key Stage Two SATs:

KS2 Y6 (30)						
	Met (Exp +)			GDS		
	School	Nat Ave	LA Ave	School	Nat Ave	LA Ave
R/W/M	<b>83%</b>	62.2%	65.6%	<b>10%</b>	8.4%	9.5%
Reading	<b>93%</b>	75.1%	78.9%	<b>40%</b>	38.6%	33.3%
Writing	<b>83%</b>	72.3%	73.7%	<b>13%</b>	12.8%	13%
Maths	<b>100%</b>	<b>74%</b>	<b>78.8%</b>	<b>10%</b>	26.2%	30.6%
GPS	<b>93%</b>	72.6%	76.3%	<b>57%</b>	29.6%	33.3%

**Disadvantaged (6) R/W/M = 83.3% N 47.3% LA 43.1%**

**Non-Disadvantaged (24) R/W/M = 83.3% N 68.9% LA 73.9% Gap 0%**

Outcomes for disadvantaged children are well above LA and National (48%).

### Attendance

Attendance rates for children eligible for Pupil Premium remains below 95% and also below that of their peers. Improving attendance continues to be a target for 2025-2026.

	Attendance
Whole School	94.2%
Pupil Premium	92.2%
Non Pupil Premium	94.5%

### Wider Strategies

A range of enrichment and engagement activities such as educational visits have continued to be subsidised. Free access to Breakfast Club is available for eligible children to ensure they have the opportunity to be at school on time and are ready to learn. Free access to After School Clubs is offered to eligible children. Every child in school is provided with a PE kit to ensure all children are in the correct kit and able to participate in PE lessons.

Cost of school photographs, book bags etc continue to be provided to eligible families. These will continue to be provided in subsequent years.

Based on all the information above, the performance of our disadvantaged pupils exceeded expectations, and we are on course to achieve the outcomes we set out to achieve by 2027, as stated in the Intended Outcomes section above. We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
None	

## Further information (optional)

Our Pupil Premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback through a ‘lesson study staff research project’. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- when planning our new pupil premium strategy, evaluating why activity undertaken in previous years had not had the degree of impact that we had expected.
- triangulating evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, children and teachers in order to identify the challenges faced by disadvantaged pupils.
- looking at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.
- using the [EEF’s implementation guidance](#) to help us develop our strategy, particularly the ‘explore’ phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.
- We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.

Our Pupil Premium Strategy is informed by resources from the Education Endowment Foundation (EEF), such as [Guide to the Pupil Premium](#) (Autumn 2021), [Putting Evidence to Work – A School’s Guide to Implementation](#), and [Diagnostic Assessment Tool](#).

This strategy will be reviewed annually.