

# Pupil premium strategy statement – Our Lady of Lourdes RC 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	141
Proportion (%) of pupil premium eligible pupils	23%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2025/2026 to 2027/2028
Date this statement was published	November 7 <sup>th</sup> 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Meg Wilson, Head Teacher.
Pupil premium lead	Meg Wilson and Theresa Gee
Governor / Trustee lead	Jo Johnson

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£51,110.
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£51,110.

# Part A: Pupil premium strategy plan

## Statement of intent

At Our Lady of Lourdes Catholic Primary school we seek to create a unique and enabling environment whereby children and staff are encouraged to journey beyond their expectations – academically, socially and spiritually – within a culture based upon Gospel Values.

It is our intention that all pupils have the very best education, irrespective of their social circumstances, including progress for disadvantaged pupils who are already high attainers. All members of the school community are committed and responsible for ensuring we meet the academic, social and emotional needs of all pupils. We aim to diminish the difference and, ultimately, close the gap between our disadvantaged and non-disadvantaged pupils. We continuously monitor the progress of all our pupils to ensure that all pupils are appropriately challenged and supported whilst on this learning path. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers.

We are free to spend this funding as we see fit, to raise attainment and ensure a package of support is in place to remove the barriers for our disadvantaged pupils. Using the presenting evidence, it is imperative that we prioritise the spending of this money on targeting high quality teaching, in which disadvantaged pupils require the most support, through support for both teachers and teaching assistants. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Where specific intervention work is needed, these are evidence based and focused on school priorities, especially early reading and maths skills. To ensure they are effective we will: ensure disadvantaged pupils are challenged in the work that they're set; act early to intervene at the point need is identified; adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Given that a large proportion (above the national average picture) of our disadvantaged pupils have English as an additional language, we feel that it is important that they are immersed in a language rich environment. We also understand that attendance of our disadvantaged pupils needs to be a priority, and aim to remove social and emotional barriers which may affect school attendance. If this is targeted it can improve their readiness, help to reduce gaps in learning and therefore their overall outcomes.

Our Governors are a key part in the decision making and evaluation process.

## Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills, grammatical and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers. In 2024/25, 50% of our disadvantaged in reception class did not achieve GLD.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. Internal records show that disadvantaged pupils in Y1 and Y2 are more likely to be off track in our phonics scheme, compared to their non-disadvantaged peers. In 2024/25, 29% of Disadvantaged pupils passed their phonics in year 1 compared to 68% of non-disadvantaged. In KS2, 44% of disadvantaged achieved expected compared to 48% of their non-disadvantaged peers.
3	Internal and external assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. In 2024/25, KS2 outcomes were both below the national average, however PP were significantly below national average at 22% compared to their non-disadvantaged peers at 57%.
4	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, and impact on their attainment. In 2024/25 67% of the disadvantaged pupils were in receipt of intervention linked to SEMH.
5	Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils was lower than for non-disadvantaged pupils. In 2024/25, 63% of the disadvantaged pupils had attendance below 96%.

## 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
1. Improved oral language skills and vocabulary among disadvantaged pupils.	By July 2028, 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 scrutiny and ongoing formative assessment.
2. Improved outcomes in phonics and reading	By July 2028, at least 62% (national average for Pupil Premium) will achieved expected standard in reading. By July 2028, at least 68% (national average for Pupil Premium) will meet the expected standard in the phonics screening check in year 1.
3. Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2027/28 show that more than 59% (national average for Pupil premium) of disadvantaged pupils will meet the expected standard in Maths.
4. Improved writing attainment for disadvantaged pupils at the end of KS2.	KS2 writing outcomes in 2027/28 show that more than 58% (national average for Pupil premium) of disadvantaged pupils will meet the expected standard in Writing.
5. Sustained and improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2027/28 demonstrated by qualitative data from pupil voice, parent surveys and teacher observations.
6. Improved attendance for all pupils, particularly our disadvantaged pupils.	Pupil Premium attendance is 96%.
7. Improved independence in their learning for all pupils, particularly our disadvantaged pupils	All pupils, including the disadvantaged, have strategies which show independence in learning, especially when they find learning challenging. This is demonstrated by qualitative data from pupil voice, parent surveys and teacher observations.
8. Improved opportunities for disadvantaged pupils.	All pupils have access to class trips, visits and opportunities beyond the classroom to enhance life experiences.

## 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: £3265 (4 x LSA 1 Hour per day Phonics), £17121pa (1 x LSA = 3 days), £29034 (1 x LSA 5 days)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Appointment of LSA's across KS1 classrooms to support phonics and early reading development in small groups and 1:1 interventions.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils. Reading comprehension strategies have also shown to be a crucial element of early reading instruction. <a href="#">Phonics   EEF</a> <a href="#">Reading comprehension strategies   EEF</a>	2
Appointment of LSA's for KS2 classrooms with higher percentages of PP to support with reading, writing and maths interventions and pre-teaching of vocabulary.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. <a href="#">Phonics   EEF</a>	1, 2, 3, 4

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

Budgeted cost: £6867pa (Appointment of ELSA structured intervention support)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued appointment of an ELSA trained member of staff delivering emotional literacy interventions.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): <a href="#">Social and emotional learning   EEF</a>	3, 4, 5 and 7.

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

Budgeted cost: £3655 (Team Teach training), £930pa (Attendance Officer) £900 PP (school trips and camp costs),

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve dedicated time for the attendance champion/officer for our EWO consult to build relationships with families, monitor attendance across the school, communicate concerns and check-in regularly with families.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	6
Team Teach Training level 1 and 2 for all members of staff.	De-escalation techniques aim to reduce a variety of behaviours, from low-level disruption to aggression, violence, bullying, and general anti-social activities, which have an impact pupils experiences of every aspect of school life. <a href="#">Behaviour interventions   EEF</a>	5, 7 and 8.
Supporting families with costs for Breakfast Club.	Providing pupils with breakfast can help support children be ready for their learning for the day, and allow increased engagement. <a href="#">The importance of breakfast for school-aged children</a>	8
All children to be included in enrichment opportunities regardless of background. • Half payment by school of all trips and camps for Pupil Premium.	Children who are fully included within all aspects of school life are likely to have stronger friendships and improved relationships within the school community.	8

**Total budgeted cost: £ 61772**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Our end of year data for 2024-2-25 shows that out of 9 pupil premium pupils, 45% of them achieved expected standard in reading against 47% of their non pupil premium peers, 22% achieved expected standard in Maths against 57% of their non pupil premium peers, and 33% in Writing against 42% of their non pupil premium peers. 22% of pupil premium achieved expected across all three areas, against 28% of their non pupil premium peers.

Internal assessments during 2024-2025 showed that the performance of disadvantaged pupils was: Reading: 30%, Writing: 17% and Maths: 39%.

Internal progress of pupil premium pupils across all year groups from 2023-24 until the end of the year 2024-25 show: 67% made expected progress in reading, 67% made at least expected progress in writing and 80% made at least expected progress in maths.

It is important to note that pupil mobility in the school is high. Only 54% of pupils who started with us in Reception, remain with us up until year 6.

Many children have lacked confidence in their social and emotional skills particularly to manage anxiety, emotional resilience and conflict resolution skills but this data shows that interventions are beginning to have an impact on disadvantaged pupils' attainment.

We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required from the family link worker/Emotional Learning Support Assistant (FLW/ELSA).

The pupil premium grant has been used for academic support in reading, phonics and writing and maths through targeted one to one or small group interventions to support children with reading comprehension, targeted phonics interventions (Read Write Inc). There have also been one to one and small group interventions for maths for disadvantaged pupils requiring additional support. The pupil premium grant has allowed children to benefit from subsidised places to enable participation on schools trip to aerospace, year 5 camp and year 6 camp.