

Pupil Premium Strategy Statement Sept 2025 - July 2028

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 of Lourdes RC Primary School
Number of pupils in school	211 (23 Nursery Children)
Proportion (%) of pupil premium eligible pupils	21% (43/211)
Academic year/years that our current pupil premium strategy plan covers	Sept 2025 - July 2028
Date this statement was published	Oct 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Mrs L Chadwick Headteacher
Pupil premium lead	Mrs J Hindle SENDcO
Governor lead	Mrs Maureen Longworth

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£84,360
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

Part A: Pupil Premium Strategy Plan

Statement of Intent

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. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already in our Greater Depth group. We will consider the challenges faced by vulnerable pupils. The actions we have outlined in this statement is intended to support all pupils' needs, regardless of whether they are disadvantaged or not.

Quality first teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. 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. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers. We want to equip pupils with key skills to move them through the reading process towards becoming competent and fluent readers. We want to enhance vocabulary through high quality discussion and rich language.

We want to address SEMH concerns and will provide pastoral support for pupils and will work with families to support school attendance so that all children are able to engage with the full learning experience at Our Lady of Lourdes.

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 achievement.

Challenges

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

Challenge number	Detail of challenge
1	Lower attainment in combined Reading, Writing and Maths for a small number of disadvantaged children in Reception to Year 6.
2	Poor language and communication skills on entry to school, compounded in some instances with English being an additional language
3	Limited opportunities and life experiences
4	Growing number of SEND children entering school who have social, communication and interaction needs
5	Limited access to high quality reading materials outside school.
6	Maintaining attendance above National and ensuring disadvantaged group remain within 2% of non-disadvantaged

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
Maintain the good attainment levels of our disadvantaged group in all areas.	KS2 data shows our disadvantaged group performing in line with their peers
Ambitious curriculum offer that fosters aspiration amongst our pupils. Disadvantaged pupils will have a parity of experience and opportunity in line with their peers.	All children will have access to a wide range of curricular and extracurricular activities. All children will speak positively about their hopes and aspirations
Children with social and emotional needs will be identified, supported and monitored with their well-being and mental-health	Well-being buddies embedded in our every-day practice, children can verbalise their role. Senior mental health co-ordinator has a strong focus of this within her action plan
Gaps between SEND and other children will reduce	Quality provision will support pupils with SEND to narrow gaps between SEND and other children

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: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding the key focus on the entitlement of all children to QFT/ explicit teaching of links in learning/ building of learning initiative – regular monitoring and evaluation of feedback.	Rauch and Coe research on quality of teaching being most important focus in making a difference to children's learning. Williams research shows all teachers can learn to be better. Therefore effective CPD is essential	1
Regular discussions of outstanding learning and teaching with SIP and co-ordinator interviews		
Funding available to enhance further curriculum resources if needed Curriculum with clear focus on cultural capital and life experiences		
Appropriate support, coaching and mentoring provided to ensure teaching remains good		
Schoot training platform to identify and provide CPD to further develop subject knowledge to provide a broad and engaging curriculum (ECM)		
Effective training for those teaching Reading and delivering Little Wandle		1, 5

Additional transition meetings for all year groups, so that all year groups have clear starting points and aware of the needs of all pupils so no learning time is lost	EEF: Transition between phases of education – notably early years to Primary and Primary to Secondary is a risk point for vulnerable learners	1,2,4
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Interventions to support language development, English and Maths.	Interventions to support pupil's gaps in knowledge, support sticky knowledge and additional practice to apply skills. <u>Teaching Assistant Interventions </u>	1,2
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks <u>Phonics Toolkit Strand Education Endowment Foundation EEF</u>	1,2,5

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

Budgeted cost: £ £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supporting essential educational experiences (e.g. outdoor pursuits trips/cultural capital) for disadvantaged pupils.	To ensure that no child gets left behind; bridging the gap.	3
Continued support of Senior Mental Health Lead to work with disadvantaged pupils if needed	Good mental health and well-being are imperative to children being able to thrive academically	4
Embedding principles of good practice set out in the DfE's <u>Improving School Attendance</u> By DSL training. RAG rating pupil attendance. Updated Attendance policy. Communicate attendance with parents.	This will involve training and non-teaching time for Senior Leaders to develop and implement new procedures which will identify and tackle attendance issues in a number of disadvantaged families.	6

Total budgeted cost: £ 85,000

Part B: Review of Outcomes in the Previous Academic Year

Pupil Premium Strategy Outcomes

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

Current Attainment

2025 KS2 SAT's Expected or above	Pupils eligible for PP	Pupils not eligible for PP (School, LA and National Average)		
% Combined Reading, Writing and Maths	67%	81%	67%	69%
% Reading	89%	81%	78%	80%
% Writing	89%	86%	76%	78%
% Maths	78%	86%	80%	80%
2025 KS2 SAT's Above Expectations				
% Combined Reading, Writing and Maths	0%	29%	12%	10%
% Reading	22%	43%	34%	39%
% Writing	0%	38%	18%	16%
% Maths	33%	29%	32%	31%