



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	170
Proportion (%) of pupil premium eligible pupils	36.8% (63)
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 2024
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	£79,800
Pupil Premium Funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£79,800

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 has been compounded by the effects of the Covid-19 pandemic. The data from the October 2023 School Census highlighted that 66% of our families live in 25% most deprived areas of the UK, and over 25% of our families live in the areas of highest deprivation nationally. We currently have 36.8% of children entitled to Pupil Premium. The national figure for 2023 was 24.6%. 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.

Challenge number	Detail of challenge
1	Expressive and receptive language skills on entry are lower for children eligible for Pupil Premium than for other children, which slows progress in phonics and reading

2	To close the Good Level of Development (GLD) gap which is beginning to appear in Reception. Analysis of the data shows that only 50% of children who are eligible for Pupil Premium achieved GLD at the end of Reception, compared to 76.9% of their peers.
3	Outcomes in phonics and early reading are lower for children eligible for Pupil Premium than for other children; this is impeded by lack of access to books at home to support reading. Analysis of the data shows that only 50% of children who are eligible for Pupil Premium achieved 'Working At' in Phonics at the end of Year 1. This compares with 79.2% of their peers.
4	To close the gaps in attainment in Reading, Writing and Mathematics at the end of Key Stage One. Analysis of the data shows that 25% of boys eligible for Pupil Premium achieved the expected level for Reading, Writing and Mathematics at the end of Year 2, compared to 60% of their peers.
5	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 overall attendance rate is 92.7%. Attendance rate for children who are eligible for Pupil Premium is 90.1%. Attendance rates for boys eligible for Pupil Premium are lower than their peers (87.5%)
6	To ensure that children and families for whom English is an additional language (EAL) feel included and are able to access their learning.
7	Pupil Premium children engage less in learning at home (eg reading at home, completion of homework activities), which impacts on the overall progress of these children. Digital and financial poverty are potential factors for these families.

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"> Expressive and receptive language skills on entry are lower for children eligible for Pupil Premium than for other children, which slows progress in phonics and reading 	<ul style="list-style-type: none"> Continue with the programme of Quality First Teaching CPD for teachers to enable them to improve their practice in key areas (deeper thinking, impact on learning, challenging expectations and engaging in learning) Half termly visits from a Speech and Language Therapist to provide bespoke SALT interventions for identified children, along with CPD for staff Oral Language Interventions to deliver individualised programmes of work to identified children (eg Elklan, Language Link, Tales Toolkit)

	<ul style="list-style-type: none"> • Talk Boost CPD for teachers and teaching assistants across Key Stage 1 and Key Stage 2 to enable them to effectively deliver interventions • Additional Cognition and Learning teaching through the Inclusion Service to deliver bespoke interventions to identified children
<ul style="list-style-type: none"> • To close the Good Level of Development (GLD) gap which is beginning to appear in Reception 	<ul style="list-style-type: none"> • Elklan, Language Link and Talk Boost implemented in Reception • Embed in subsequent years • Bespoke CPD for staff in Early Years to support the delivery of Quality First Teaching for our youngest children
<ul style="list-style-type: none"> • Outcomes in phonics and early reading are lower for children eligible for Pupil Premium than for other children; this is impeded by lack of access to books at home to support reading 	<ul style="list-style-type: none"> • Baseline phonics attainment across the Infants • Restructuring of phonics across Year 1 and Year 2 • Additional CPD for Key Stage 1 staff to ensure high quality phonics teaching • Audit phonics resources to support high quality provision • Bespoke phonics intervention groups for identified children • Provision of book packs for children to take home
<ul style="list-style-type: none"> • To close the gaps in attainment in Reading, Writing and Mathematics at the end of Key Stage One 	<ul style="list-style-type: none"> • Continue to focus on Quality First Teaching to ensure the best possible provision for all children • Bespoke interventions for identified children
<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Attendance Champion to analyse attendance data to identify trends / pupils in need of direct support • Engagement in Team Around School meetings to identify vulnerable children / families in need of support • Family Help Worker to work with identified families • Continue with First Day Response Calling • Teaching Assistant to provide pastoral support to identified children
<ul style="list-style-type: none"> • Ensure that children and families for whom English is an additional language (EAL) feel included and are able to access their learning 	<ul style="list-style-type: none"> • 'Healing Classrooms' CPD for all staff facilitated by the Ethnic Diversity Service, which aims to help children in times of crisis such as conflict, forced displacement and resettlement • Timetabled 'Diversity' lessons to enable all children to feel valued and included • Continue to purchase the services of Beacon Counselling to support identified children

<ul style="list-style-type: none"> • Pupil Premium children engage less in learning at home (eg reading at home, completion of homework activities), which impacts on the overall progress of these children 	<ul style="list-style-type: none"> • Continue to implement Homework Club which enables children to be supported to successfully complete homework activities and access to IT facilities when appropriate • Booster Groups for identified children (Year 6) • 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) • Pastoral support focused on wellbeing available to all classes • Participation in Stockport's MHST programme, which provides school with a Mental Health Support Worker in school each week • Continue to purchase Letterbox Club (Book Trust) packs for identified children • Continue to subsidise a range of enrichment and engagement activities such as educational visits and residential. • 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. • 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. • School to provide a PE Kit for every child in school to ensure consistency of uniform. • Continue to provide cost of school photographs, book bags etc to eligible families.
---	--

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: £45,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality First Teaching: Targeted, bespoke interventions	EEF Teaching and Learning Toolkit Pupil Progress Meetings Teacher Assessment Data	1, 2, 3, 4
EYFS Speech and Language Interventions – Elklan; Talk Boost; Tales Toolkit	EEF Early Years Toolkit EEF Oral Language Interventions EYFS: Language of Learning – Alex Bedford Reception Baseline data Teacher Assessment Data	1, 2
SALT / Language Link programmes	EEF Early Years Toolkit EYFS: Language of Learning – 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	5
To implement a whole school approach to effective learning behaviours	https://educationendowmentfoundation.org.uk/guidance-for-teachers/learning-behaviours Pupil Progress Meetings	2, 3, 4, 6, 7
Curriculum Development	Focus Learning Challenge Curriculum – 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 Pupil Book Study – Alex Bedford EYFS: Language of Learning – Alex Bedford	3, 4, 5, 6, 7
Widgit software	Dual coding to be implemented in the learning environment	1,3, 6

	https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/cognitive-science-approaches-in-the-classroom	
Purchase of Letterbox Club packs for identified children	https://www.booktrust.org.uk/what-we-do/programmes-and-campaigns/letterbox-club/	3, 4, 6, 7

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 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	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	EEF Physical Development approaches	2

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

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Beacon Counselling	EEF Improving Social and Emotional Learning in Primary Schools Observations and feedback from parents and staff	5, 6, 7
TA with pastoral responsibility	EEF Improving Social and Emotional Learning in Primary Schools	5, 6, 7

	Increasing number of children requiring support to enable them to access learning	
Rolling programme of Restorative Approaches CPD	Implementation of Restorative Approaches strategies already in place in school; rolling programme to upskill staff and embed this practice	5, 6, 7
ELSA	EEF Improving Social and Emotional Learning in Primary Schools	5, 6, 7
Zones of Regulation	EEF Improving Social and Emotional Learning in Primary Schools	5, 6, 7
Access to free Breakfast Club for childcare	Flexible provision needed to enable families get to work on time	5, 7
National Schools' Breakfast Programme	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 https://family-action.org.uk/services/national-school-breakfast-programme-nsbp/ EEF: Breakfast Clubs found to boost primary pupils' reading and writing: https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/free-school-breakfast-provision	5, 7
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	5, 6, 7
Embedding principles of good practice set out in the DfE's Improving School Attendance advice	Deployment of staff to support families to improve attendance and reduce persistent absence https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/413197/The_Pupil_Premium_-_How_schools_are_spending_the_funding.pdf EEF supporting Attendance	5
Providing access to additional opportunities	EEF : 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 Metacognition and self-regulation) may also be involved. https://digitalpovertyalliance.org/	5, 6, 7

Total budgeted cost: £80,000 (additional costs to be met from school budget)

Part B: Review of outcomes in the previous academic year 2023-2024

Outcomes for Disadvantaged Pupils

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

School data (assessments and observations) indicated that children's wellbeing, mental health and behaviour were significantly impacted as a result of Covid19. The impact on disadvantaged children was more marked. Attainment data for 2024 reflects the impact of our focus on wellbeing and the relentless drive to close the gaps in learning that had inevitably arisen as a result of lockdowns and school closure. Although these outcomes are encouraging, we are not complacent and acknowledge that the Covid19 pandemic will continue to have a significant impact on our children's wellbeing, mental health, behaviour and attainment for some time, especially for our disadvantaged children.

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 24) **62.5%** N 67.7% LA 68.7%

GLD FSM (Cohort 10) **50%** N 51.6 % LA 43.3%

Girls LIT (9) **77.8%** N 77% LA 77.1% Boys LIT (15) **53.3%** N 63.5% LA 65%

Gap -24.5%

Girls CL **100%** N 85.3% LA 86.9% Boys CL **73.3%** N 73.7% LA 74.8%

Girls PSED **100%** N 89.2% LA 90% Boys PSED **66.7%** N 77% LA 77.3%

Girls PD **100%** N 91.6% LA 92% Boys PD **73.3%** N 78.3% LA 78%

GLD down from 73% in 2023 and is below LA and National.

80% of FSM achieved Prime Goals, which is above national; 77% of non-FSM achieved Prime Goals, which is also above national; FSM boys – 3/6 achieved GLD, which is better than national.

Phonics:

Phonics Y1 (Cohort 29) **75.9%** N 80.4% LA 82.6%

The average points score (APS) for non FSM was 30.7, compared with an APS of 18 for FSM children. Only 50% of FSM children achieved the expected standard of 32 marks, compared with 79.2% of their peers.

Multiplication Tables Check:

The average score on the multiplication tables check was 19.5, which compares with a national average of 20.6 and a local authority average of 21.4. The average score for disadvantaged children was 18.6, which compares with an average of 20.2 for their peers. This is also below the national and local authority averages.

Key Stage Two SATs:

KS2 Y6 (29)						
	Met (Exp +)			GDS		
	School	Nat Ave	LA Ave	School	Nat Ave	LA Ave
R/W/M	82.8%	60.5%	63.8%	20.7%	7.6%	8.4%
Reading	89.7%	74.2%	77.4%	37.9%	28.4%	30.7%
Writing	82.8%	71.7%	75%	20.7%	12.8%	13.8%
Maths	89.7%	73%	76.7%	34.5%	23.8%	27.3%
GPS	79.3%	72.1%	75.9%	51.%	31.9%	33.9%

Disadvantaged (11) R/W/M = 72.7% N 45.4% LA 44.9%

Non-Disadvantaged (18) R/W/M = 88.9 % N 67.1% LA 69.8% Gap 16.2%

Although there is a gap between Disadvantaged and Non-Disadvantaged, outcomes for our Disadvantaged cohort are still above LA and National.

Attendance

Attendance rates for children eligible for Pupil Premium remains below 95% and also below that of their peers. Improving attendance remains a target for 2024-2025.

	Attendance
Whole School	92.7%
Pupil Premium	90.%
Non Pupil Premium	94.1%

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 also offered to eligible children. School purchased a PE kit for every child in school 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.

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.