

Our Lady's Catholic Primary School

Pupil Premium Strategy 2025-27

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	195
Proportion (%) of pupil premium eligible pupils	24%
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)	2022-2024 2025-2027
Date this statement was published	November 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Kathy Weston Headteacher
Pupil premium lead	Kathy Weston
Governor	Dr Philip Dixon

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£82,840
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	nil
Total budget for this academic year <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>	£82,840

Part A: Pupil premium strategy plan

Statement of intent

At Our Lady's School, our intent is always to ensure that all pupils are fully included in all aspects of the curriculum and the life of the school and hence have opportunities to succeed. We know that disadvantage can show itself in a wide range of ways and this plan is used to focus the PP budget in ways that can support all our disadvantaged pupils - and families where we can.

We place a high importance on the early years and the development of key skills linked with language learning and developing good levels of attention and concentration. We know that all learning will be hampered if these are not suitably developed.

Based on research, we are aware that the best quality teaching in all classrooms is one of the best ways we can support our disadvantaged pupils. This will enable them to succeed at whatever level and result in raised self-esteem and personal confidence. Ensuring all staff members are highly trained in delivering the most effective teaching and learning to all is one of our core aims and funding from the PPS is used to facilitate this outcome.

We also know that some pupils need to have additional support in small groups to enable their learning to be more specific. This is true of all subject but especially for the development of essential skills in language – both oral and written – and in mathematics. Our support staff members are highly trained to deliver such learning intervention programmes.

Working to support families is also given high priority in our plan with our pastoral staff providing advice and help where needed. This links with the recognised need for high attendance from all pupils.

At Our Lady's, we pride ourselves in knowing our pupils and families well. We have excellent relationships with them which means we can provide support and intervention as soon as needed. We recognise that this can take many forms and use the PP funding to respond to needs as and when they arise.

Leaders at the school take a proactive approach and ensure that:

- Observations and assessment data are shared with staff as appropriate to ensure the needs of pupils with PP entitlement are part of everyone's responsibility.
- Target setting with teachers and subject leaders considers the progress and attainment of pupils from the PP group.
- Progress, attainment and attendance data of pupils with PP is closely analysed and discussed with leaders throughout the year.

- Where possible, interventions used are in line with Education Endowment Fund recommendations.
- All interventions are closely monitored for impact.

Challenges

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

Challenge number	Detail of challenge
1 Speaking, Listening and Attention	<p>Baseline on entry to EYFS and initial observations and interaction with children show that at least 40% enter school with low levels of Speaking and Listening, Attention and Understanding.</p> <p>Continuing through the Reception Class and Year 1, expressive language remains low.</p> <p>Speech, Language and Communication Needs are currently at their highest with almost 40% of pupil with PP entitlement taking part in a SLC programme.</p>
2 Phonics and Reading	<p>Research tells us that phonics and fluency in reading is paramount to good educational outcomes for disadvantaged pupils. Some children in EYFS and moving to KS1 continue to need a high level of support in phonics lessons as well as involvement in targeted intervention programmes. Little Wandle is the school's phonics programme.</p> <p>In KS2 classes, Rapid Reading is an intervention programme used for pupils who are behind the Age-related Expectation. 80% of pupils on the intervention programme have PP entitlement.</p>
3 Attention and engagement QFT	<p>Poor concentration and the need for positive behaviour management in lessons means that practice in all classes must be the very best of Quality First Teaching.</p> <p>2023-24 data and monitoring analysis led to self-evaluation that this must be more consistent across all classes. The mentoring and coaching model is being used.</p> <p>The school currently has two teachers who are ECTs. This is also being used to support their development.</p>
4 Inclusion and involvement. Support for QFT.	<p>Support staff are essential to aid the teacher in ensuring our pupils are listening and focussed. Staff CPD is used to ensure all staff are employing a range of strategies to encourage high engagement and retrieval of appropriate knowledge and facts.</p> <p>40% of PP pupils also have special educational needs and benefit from support in lessons and interventions to close gaps.</p>
5 Progress of PP pupils. Intervention programme	<p>Data from monitoring of pupils' progress shows that progress can be slow for majority of our pupils with PP entitlement. The PP budget is used so that these pupils access additional pre-teach, interventions and catch-up/keep-up work to ensure they make expected progress in all curriculum areas.</p>

6 Emotional support	Mental health and pupil anxiety – often due to unsettled home life, low self-esteem, social worker involvement – means our pupils have frequent need for in-house emotional support through the ELSA programme.
7 Experiences.	School cohort: 49% pupils are EAL. Of the 51% who are not EAL, 40% are PP. These pupils have a lack of experiences out of school that severely hinder their ability to engage with the curriculum. This is especially true of foundation subjects and observations and conversations highlight a lack of local and cultural knowledge and experiences.
8 Attendance	Some families do not always recognise the value of school and of the commitment to pupils' high attendance. Data shows that this can negatively impact on the progress and achievement of pupils with PP.

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
<p>Improve levels of Speaking, Listening, Attention and Understanding in EYFS and Year 1.</p> <p>Children with PP entitlement catch up and achieve in line with all children.</p>	<p>Children make good progress in areas of language development and in listening and attention. The percentage of children achieving the Early Learning Goal in these areas contributes towards the overall GLD being maintained (76% in 2023/24) and is at least in line with national level of 67%.</p>
<p>At end Year 1, children have a good knowledge of phonics through the Little Wandle programme. This ensures children develop good strategies for reading and writing throughout KS1.</p>	<p>Monitoring evidence shows that all staff are competent in delivering high quality phonics core lessons and interventions and that all children (PP and all) are fully engaged in phonics lessons.</p> <p>Children with PP entitlement keep pace with expectation and pass the Y1 Phonics Test (unless a SEN is evident).</p> <p>School maintains its high level of attainment in Y1 Phonics (93% in 2023-24) and is at least in line with national level of 80%.</p>
<p>Improvements in reading fluency and comprehension for pupils with PP entitlement.</p>	<p>Pupils taking part in Rapid Reading Intervention are closely monitored each half-term and make better than expected progress (which is 1 point per term).</p> <p>Pupils enjoy positive reading experiences.</p>
<p>Quality First Teaching is evident in all classes.</p> <p>SENCO, subject leaders and teachers plan an effective</p>	<p>Mentoring and coaching model is used to effect greater consistency in teaching and learning.</p> <p>All pupils made expected progress of 3 points per year (those with SEN might be less).</p>

<p>Intervention Programme for and support staff to deliver.</p>	<p>Monitoring of in-class support and interventions show evidence of high impact with all observations seeing needs of all learners being met. Target for all year groups is that at least 70% pupils with PP entitlement achieve Age Related Expectation (ARE) in Reading and Writing.</p>
<p>Vocabulary ensures inclusivity and high engagement from all. Support staff are skilled at motivating all pupils to engage in their learning.</p>	<p>Pre-teach sessions raise confidence and develop language and vocabulary and aid progress. Through these sessions, support staff are able to provide information for pupils with limited experiences out of school and support access to all subjects. Support staff encourage and motivate high engagement of pupils with PP entitlement.</p>
<p>Pupils with anxiety and mental health issues troubling them will receive appropriate support from the school's pastoral staff or outside agencies.</p>	<p>Pupils with recognised issues of MH are happier at school; they can form friendships. Pupil voice and parent surveys shows that pupils and families are happy with support provided or know how to access support.</p>
<p>Attendance improves for PP group of pupils.</p>	<p>More pupils with PP entitlement attend in line with national expectation of 96%. Reduction in persistence absenteeism of pupils with PP. Parents/carers feel supported and know how to access support.</p>
<p>Subsidies. The school has a sensitivity for any family living in poverty and supports as appropriate. This includes payment or subsidy for school uniform, trips, extra-curricular activities etc.</p>	<p>Pupils with PP develop a positive self-esteem. The enjoy and learn from a range of experiences.</p>
<p>Through Reading and Maths Workshops (Reading Café) and Open Mornings, parents/carers recognise need to support their child's learning and are able to do so.</p>	<p>Reading has a raised profile within the school. Pupils with PP have greater opportunities to reach ARE. Targets for pupils with PP are achieved and in line with those of peers.</p>

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: £16,460

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support staff and EY/KS1 teachers trained to use newly purchased SALT programme, Wellcomm.	Wellcomm is produced by GL Assessments and is a programme recommended by our local NHS SALT Team.	1
SALT is employed as external consultant to add to NHS SALT Team input.	SALT programmes are necessary for many of our pupils even though they have reached level at which NHS SALT therapist support has been withdrawn. Employing our own consultant SALT allows pupils to have an ongoing bespoke development plan.	1
EYFS, subject leaders receive training in language interventions.	Oral language interventions – EEF	1
Mentoring and coaching for teachers	EEF recommended approach. EEF Guide to the Pupil Premium. Education Endowment Foundation EEF	3
All staff receive training in Colourful Semantics programme.	Recommended by SALT NHS team This has been used in the past at the school but with staff changes, CPD and additional resources were needed.	1, 2 and 5
ELSA Training for new staff member	Recommended by educational psychologists and SEMH team.	5 and 6

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

Budgeted cost: £42,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
Assessment and delivery of Wellcomm SLC programme focuses on pupils as needed.	Researched programme.	1
Consultant support to assess and plan bespoke SALT programme for pupils where NHS SALT is no longer involved.	Trained Speech and Language Therapist who provides additional SALT support to local schools.	1
Based on assessments, pupils take part in effective intervention programmes in phonics and reading.	Little Wandle – DfE approved phonics programme. Rapid Reading is a well-researched and bespoke programme for improving vocabulary and comprehension in Reading.	2
NFER (and other) tests are used to assess impact of interventions.	NFER – researched and recommended.	1 and 7

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

Budgeted cost: £22,430 (staffing and training)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Emotional support is provided by 2 members of the support staff through ELSA.	Researched and evidenced as high impact.	6 3, 4, 5 and 8
Referrals to the school's consultant counselling service.	Recognised Play Therapist and Counselling service for children and young people.	6 3, 4, 5 and 8
Tracking absences and associated record	Working with LA on DfE statutory duties.	8

keeping/communication to parents, reporting and accountability.		
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Activity	Cost
CPD	16,460
Targeted academic support	42,700
Wider strategies	22,430
Total spend 2024-25	81,590
Carry forward to 2025-26	1,250

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Yrs 1 - 6	No PP	Less than Expected progress %	Expected progress %	More Than Expected progress %	At or More Than Expected progress %
Reading	49	25	48	27	75
Writing	49	19	54	27	81
Maths	49	23	60	17	77

Yrs 1 – 6

At Age Exp	No PP	Below Age Expectation %	At Age Expectation %	Above Age Expectation %	On or Above Age Expectation %
Reading	49	43	49	8	57
Writing	49	59	37	4	41
Maths	49	51	43	6	49

In 2023-24, there was an increased focus to improve Writing progress and attainment through further development of The Write Stuff. This had good impact on progress.

In 2024-25, there is still much to do in ensuring greater consistency in the quality of teaching and learning across year groups.

Outcomes end KS2: Results of Quality First Teaching and Intervention Programmes

End KS2	Reading	Writing	Maths	Grammar, Punctuation and Spelling	Reading, Writing and Maths combined
Our Lady's: At or above expected level	71%	77%	74%	88%	61%
National averages	74%	72%	73%	72%	61%
Our Lady's: Working above the expected level	16%	13%	6%	42%	0
National averages	29%	13%	24%	32%	8%

Phonics:

	School	National
Year 1 Phonics Screening	93%	80%

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
SALT	Find the key Speech and Language Therapy
Mental Health and Wellbeing	Butterflies Play Therapy

Service pupil premium funding (optional)

<i>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</i>
<p>Where service PP is allocated and if those pupils do not have an academic need, finance is used to provide additional experiences for those pupils and sometimes others, for example:</p> <ul style="list-style-type: none">• Forest School• Cultural experiences: visits from a theatre company – Sealegs Puppet Shows and from a Shakespeare company, trips to live theatre, performances at Hereford's Courtyard Theatre (Moving Targets).• Wider Opportunities music programme.• Involvement with local schools in debating groups.
The impact of that spending on service pupil premium eligible pupils
<p>Apart from where two Service PP have high SEN, all others attain at least in line with national expectations.</p>