

Our Lady of Lourdes Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
School name	Our Lady of Lourdes RCPS
Number of pupils in school	178
Proportion (%) of pupil premium eligible pupils	22% (40 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-5 – 2027-8
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	David Jackson
Pupil premium lead	Jo Davies
Governor lead	Graham Johnson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£58,115
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£58,115

Part A: Pupil premium strategy plan

Statement of intent

At Our Lady of Lourdes we recognise and celebrate that every child is made in the image and likeness of God. As an inclusive primary school, our intention is that all children, 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 high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High quality 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.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- Ensure disadvantaged pupils are challenged in the work they are 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

Challenges

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

Challenge number	Detail of challenge
1	Social and communication skills and language and vocabulary
2	Social , emotional and mental health issues impacting on behaviour for learning
3	Inconsistent attendance and punctuality impacting on progress of learning
4	Limited cultural capital experiences to prepare children for future success
5	Some children not on track to meet age related expectations

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
To provide 'high quality teaching' in every classroom to ensure that disadvantaged pupils from reception to Year 6 perform in line with non-disadvantaged pupils and that they fully achieve their potential	2026 data will show that the gap has narrowed between disadvantaged and non-disadvantaged pupils
To promote rapid identification and intervention for cohorts and individuals who have 'fallen behind' and to ensure accelerated progress and 'catch up' to prior attainment standards	Analysis of interventions will show that interventions have had a positive impact on the disadvantaged children's learning and has helped in accelerating their progress.
Improve oral language skills and increase children's progress in reading for pupils eligible for PP.	Pupils eligible for PP make rapid progress by the end of the year so that greater numbers of pupils eligible for PP meet age related expectations.
More-able children eligible for pupil premium will make better than expected progress in reading, writing and mathematics.	Increased understanding of how best to meet the needs of more able children will enhance provision within Quality First Teaching.
All disadvantaged pupils will meet national expectations for attendance / persistent absence	Disadvantaged pupils will match or exceed national attendance averages for non-disadvantaged pupils (96+%) Monitoring of attendance by the Inclusion Lead ensures attendance of PP children is in line with other children and persistent absences of PP children are challenged in line with our attendance policy
All children eligible for pupil premium will be settled and secure in school; they will have their emotional needs met and will be happy and ready to engage and learn.	There will be Forest School provision for all children and targeted intervention groups for children.

	School therapy dog will be in school full time to support our children with transition etc... A designated Inclusion Lead will work with children requiring additional pastoral support and interventions. An additional member of staff will carry out Trauma Informed Diploma training and work with targeted children. Increase parental engagement in their children's learning for families eligible for PP and address any issues of attendance.
A broad and balanced knowledge rich curriculum will be delivered to all children. The sequential planning of learning outcomes year on year promotes a retention of knowledge and a rich, diverse depth of experiences to provide all children with the cultural capital, British values, SMSC, religious experiences and wellbeing required to overcome barriers to learning.	Pupils retain previously taught concepts to build on prior knowledge. Teachers are confident in delivering a diverse, highly structured and knowledge rich curriculum Children are enthused, motivated and challenged at school. Children experience a range of opportunities beyond the curriculum including visitors, trips, enrichment days.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £13,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Allocation of funds towards recruitment and retention of experienced and newly qualified staff to facilitate high quality teaching all day every day.	EEF Guide to Pupil Premium and the tiered approach – teaching is the top priority including CPD	1, 5
CPD for teachers and TAs across school. Impact of each CPD event to be recorded and monitored	Sutton trust – Quality first teaching as direct impact on student outcomes	1, 2, 3, 4, 5
Allocation of funds for reading writing and maths initiatives, subscriptions and high quality texts for EYFS, KS1, KS2	Spelling Shed White Rose	5
To ensure there is a detailed enhancement plan for all children including trips and visitors to school.	Ofsted research 2019 places emphasis on improving cultural capital particularly for disadvantaged pupils.	4
SLT ensure that class teachers know which pupils are eligible for PP so that they are accountable for accelerating their progress. Staff are made aware of the achievement data surrounding disadvantaged pupils	EEF Guide to Pupil Premium	5

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

Budgeted cost: £45,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Early Years baseline for speech and language will be taken from WellComm and interventions will take place for children with potential language difficulties. Speech and language specialist teacher will carry out CPD training for all staff. SALT to work in school every half term for one day to assess and review children's progress and write targets for children.	EEF – Language interventions consistently show positive impact on learning.	1, 5
Additional 'catch up' groups for targeted children (years 2- 6) and small group targeted work for year 2 and 6 children Booster classes for Year 6 children	EEF guide to effective use of TA's EEF Guide to PP – targeted interventions	1, 3, 5
The Inclusion Team, including SEN and pastoral support, work to continue to implement a range of social and emotional based interventions, including emotional literacy, drawing and talking and Rainbows.	EEF shows that social and emotional learning has a moderate impact of 4 months gained for children who require further social and emotional development, including improving their self-management of emotions and cognitive elements of learning.	3, 4
Support staff continue to deliver social and emotional interventions such as Lego therapy, Forest School	As above - this is also the case for children who need further support to interact with others	2, 3, 4, 5

interventions and Sensory circuits.		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 14,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in the DfE's guidance on working together to improve attendance. This will involve training and release time for staff to develop and implement new procedures.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	3
To provide a range of broader life experiences for pp children including: Music tuition Trips and visitors Spanish lessons Drama lessons	Ofsted research 2019 places emphasis on improving cultural capital particularly for disadvantaged pupils	4
Implementation of the revised Wellbeing and Readiness to learn Policy to set high expectations for Behaviour for Learning. This is supported by a whole-school approach to trauma-informed practice.	All staff follow the mantra of the policy as a blueprint for a consistent approach in dealing low level behaviours that may affect learning. Children learn that excellent behaviour is expected and recognised rather than rewarded.	2

Total budgeted cost: £72,500

Part B: Review of outcomes in the previous academic year

Outcomes for disadvantaged pupils

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

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

The data demonstrates that the funding spent on our pupil premium children has had a great impact by the end of KS2. In some cohorts, the number of pupil premium children is too low to compare fairly.

2024 – 2025 Data:

Reception GLD data shows 0% (2 children) of pp children achieve GLD compared to 74% non pp

Year 1 Phonics: 50% (4 children) of year 1 pp passed their phonics check compared to 95% non pp

Year 4: The average score for the pp children in the **Multiplication check** was 13 compared to 22 for non pp

Year 6 SATs: 13% of the Year 6 were PP (4 children)

50% of year 6 pp children achieved expected in RWM compared to 53.4% of non pp

0% of year 6 pp children achieved GD in RWM compared to 7.6% of non pp

50% of year 6 pp children achieved expected in reading compared to 72% of non pp

0% of year 6 pp children achieved GD in reading compared to 19% of non pp

75% of year 6 pp children achieved expected in maths compared to 76% non pp

0% of year 6 pp children achieved GD in maths compared to 23% of non pp

75% of year 6 pp children achieved expected in writing compared to 76% of non pp

0% of year 6 pp children achieved GD in writing compared to 19% of non pp

50% of year 6 pp children achieved expected in GPS compared to 49% of non pp

25% of year 6 pp children achieved GD in GPS compared to 12.5% of non pp

Attendance data:

88.90% attendance for pp children compared to 95.4% for non pp children

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
Life to the Full Plus	Ten Ten Ltd

Service pupil premium funding N/A