

# Pupil premium strategy statement – Our Lady of Lourdes Primary School and Nursery

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	422
Proportion (%) of pupil premium eligible pupils	4.5%
Academic year	2025-2026
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Mrs Sally Nutman
Pupil premium lead	Mrs Grace Harding
Governor / Trustee lead	

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 31,815
Pupil premium funding carried forward from previous years	£ 0
<b>Total budget for this academic year</b>	<b>£ 31, 815</b>

# Part A: Pupil premium strategy plan

## Statement of intent

The number of children who have been identified as disadvantaged at Our Lady of Lourdes is low compared to national figures. Whilst these children are in the minority it is our intention that these children should achieve in line with or better than their peers.

Outcomes in 2024-5 for disadvantaged children show that children are not meeting age related expectation in reading, writing and mathematics – our intention as a school is to focus on improving reading and mathematics teaching and intervention to enable children to make better progress.

Forty two percent of current disadvantaged children have special educational needs – our intention as a school is to make sure that every child's learning needs are identified in the classroom so that teachers are clearer on the gaps in learning and scaffold understanding for SEND and lower attaining pupils. Staff recognise that the classroom needs to be an inclusive and supportive learning environment and make reasonable adjustments to facilitate this. Finally, personal learning plans are used strategically with assessment data to target children to achieve the next steps in their learning.

Our pupil premium strategy mirrors our school development plan where we are working to improve mathematic outcomes for all of our pupils. To achieve this, we have a programme of professional development for staff to improve their subject knowledge and pedagogy. Our focus is improving maths fluency and children's problem-solving skills by adding additional mathematics time to secure the recall of mathematic facts and by improving problem solving skills by focusing lesson plans to provide children with all the information they need to solve problems within the whole class teaching session.

As well as this we have established clear programmes of intervention so that children have the opportunity to rehearse number facts through a maths mastery approach.

Following, the school's development targets of the previous academic year teachers know that we must secure foundations in basic skills to allow children to make good progress. It is our intention to continue to promote the RWInc phonics and intervention programme to enable disadvantaged learners to secure their understanding of the building blocks of decoding. To secure reading comprehension, once children have grasped an understanding of phonics, children will continue to work on whole class texts within the classroom to develop their vocabulary and an understanding of the text.

Last academic year, reading comprehension intervention was successful and this continues this year so that children have the opportunity to rehearse reading a text aloud to improve prosody and comprehension with further text analysis in a small group.

Attendance at Our Lady of Lourdes Primary School and Nursery in 2024-5 is in line with national figures at 95.9%. Persistent absence continues to be higher than we would like at 7.2%. Sixty percent of disadvantaged children have attendance below 95% and our

intention is to improve attendance for this group of pupils. Our attendance officer supports and holds families to account and this has already had an impact on our attendance in school.

Additionally, we have adopted the free breakfast club which is supporting working parents and enabling children to start the school day in a relaxed fashion with a nutritious breakfast. This has improved the attendance of some of our SEND pupils and is also supporting lower income families to get to work without additional childcare costs. Children also have the option of attending early morning clubs to develop physical fitness and socialise with their peers.

## Challenges

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

Challenge number	Detail of challenge
1	In 2024-5 42% of pupil premium children did not meet age-related expectations in reading, 52% in writing and 52% in maths.
2	In 2025-6 43% of PP children have SEND.
3	In 2024-5 60% of PP have poor attendance below 95% and 30% below 90%
4	In 2025-6 33% of pupil premium pupils have social and emotional needs.

## 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
Pupil premium children close the gap in attainment with their non-pupil premium peers in reading writing and mathematics.	The attainment gap is narrowed between pupil premium and non-pupil premium children in reading, writing and mathematics.
Improve SEND outcomes for pupils eligible for pupil premium.	SEND pupils eligible for PP make good progress by the end of the year.
Improve attendance rates of pupils eligible for pupil premium	Increase overall attendance rate from 90% to 95%
Improve emotional wellbeing, resilience and mental health for PP pupils	Pupils with social, emotional or mental health issues develop strategies so that they can make good progress in their learning

## 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: £ 10,682.20

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>High quality CPD to support effective curriculum implementation.</b></p> <p>Our aim is to continually develop staff so that they can deliver consistently high-quality adaptive teaching. The focus of CPD this academic year includes:</p> <p><b>Mathematics:</b></p> <p>Maths mastery with support from the Maths Hub,</p> <p>NPQ Primary Maths Lead Training</p> <p>Cover for teachers <b>£1,306.20</b></p> <p>Training cost <b>£1,000</b></p> <p><b>Phonics:</b> RWI Development Day <b>£600</b></p> <p><b>English:</b> NPQ Literacy Lead</p> <p>£1,000 training £450 cover</p> <p><b>SEND:</b> NPQ SENDCo Training, Trust SEND Lead support, Occupational Therapist, Educational Psychologist</p> <p>Staff training and support: Universal provision, Personal Learning Plans and targeted intervention</p> <p>Educational Psychologist Training <b>£720</b></p>	<p><i>High-quality teaching improves pupil outcomes and effective professional development develops teaching quality and enhances pupils' outcomes in the classroom. <b>Effective Professional Development EEF</b></i></p> <p>Impact of mastery learning tuition rated +5 on <b>EEF Teaching &amp; Learning Toolkit</b></p> <p>Impact of phonics rated +5 on <b>EEF Teaching &amp; Learning Toolkit</b></p> <p><i>Create a positive and supportive environment for all pupils, without exception <b>Special educational Needs in Main Stream Schools</b></i></p> <p>Target setting for Personal learning Plans is an evidence-based approach to improving pupil outcomes.</p>	<p>1-2, 4</p>

Cover for teachers NPQ £1350 TA Training £2688 SEND + Maths		
<p><b>High quality curriculum schemes to support curriculum Intervention</b></p> <p>Our aim is to support staff to implement an effective curriculum in reading writing and mathematics through access to established and approved schemes</p> <p>£2,599</p>	<p><b>Mathematics:</b> Power Maths £1,125</p> <p><b>Reading and Phonics</b> Ruth Miskin online training - £900.00 Oxford Owl online - £244 Just Imagine £330</p>	

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

Budgeted cost: £ 11,366.30

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Tutoring</b></p> <p>Our aim is to provide personalised, high impact intervention that addresses specific gaps as well as building pupil confidence, motivation and independence.</p>	<p>High-quality 1:1 tutoring has strong evidence of accelerating progress for children.</p> <p>The impact of one-to-one tuition rated +6 on <i>EEF Teaching &amp; Learning Toolkit</i></p>	<p>1-2,4</p> <p>£2,790.30</p>
<p><b>SALT intervention</b></p> <p>Our aim is to Increase pupils' vocabulary breadth and depth in spoken and written contexts and enhance pupils' confidence and participation in discussions. It provides repeated, structured opportunities to learn and use new vocabulary.</p>	<p>A strong vocabulary is essential for reading comprehension, writing quality and overall academic success.</p> <p>Impact of oral language intervention rated +6 on <i>EEF Teaching &amp; Learning Toolkit</i></p>	<p>1-3</p> <p>£576</p>
<p><b>Springboard maths/Maths Mastery</b></p> <p>This intervention provides structured, small-step interventions designed to secure pupils' understanding of key mathematical concepts,</p>	<p>Springboard maths provides the focused support needed to close gaps. The repeated structure helps to increase mathematical confidence and increasing engagement in the classroom. It also supports the children</p>	<p>1,3</p> <p>£1,280 £1920</p>

<p>particularly number and calculation. The programme supports pupils who are working below age-related expectations by breaking learning into manageable blocks, providing guided practice, and giving opportunities for verbal reasoning and problem-solving.</p>	<p>in keeping up with pace with classroom learning.</p> <p>Impact of teaching assistant intervention rated +4 on <i>EEF Teaching &amp; Learning Toolkit</i></p>	
<p><b>One to one phonics tutoring</b></p> <p>The Read, Write Inc. one to one tutoring programme provides a structured 1:1 phonics sessions. It focus teaching on identified gaps through short, frequent sessions personalised to their learning using a speed sound session.</p> <p>It also provides the children with intensive rehearsal and consolidation of taught sounds in their group phonics lessons.</p>	<p>Evidence shows that 1:1 or small group intervention accelerates progress in decoding, blending and segmenting. It also shows that high-quality 1:1 phonics intervention is an effective and proven method for closing early literacy gaps.</p> <p>Impact of Phonics rated +6 on <i>EEF Teaching &amp; Learning Toolkit</i></p>	<p>1-2 £2880</p>
<p><b>Comprehension intervention</b></p> <p>The aim of our reading comprehension groups is to improve pupils' understanding of different texts, to develop effective comprehension strategies, increase pupils' reading stamina, fluency and confidence and also to strengthen vocabulary knowledge and understanding.</p>	<p>Closing the gaps in reading attainment between disadvantaged pupils and their peers is key to children's progress.</p> <p>Impact of reading comprehension intervention rated +7 on <i>EEF Teaching &amp; Learning Toolkit</i></p>	<p>1-2 £1920</p>

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

Budgeted cost: £ 9721.14

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>ELSA Intervention</b></p> <p>The ELSA intervention can significantly reduce emotional barriers to learning. It provide structured 1:1 or small-group ELSA sessions delivered</p>	<p>Social and emotional barriers can significantly affect pupils' ability to engage with learning, regulate emotions and form positive relationships. Some disadvantaged pupils experience increased emotional pres-</p>	<p>2 £320 £288</p>

<p>by trained Emotional Literacy Support Assistants. The intervention focuses on areas such as emotional recognition, self-regulation, friendship skills, problem-solving, confidence building and managing change. It provides the children with a consistent, trusted adult support who they have access to throughout the school day. It improves the child's emotional regulation which in turn supporting better focus and participation in day to day lessons.</p>	<p>sures or reduced resilience. The ELSA programme shows improvements in pupils' emotional wellbeing, resilience, self-esteem and behaviour.</p> <p>Impact of small group tuition rated +4 on EEF Teaching &amp; Learning Toolkit</p> <p>Impact of social and emotional learning rated +3 on EEF Teaching &amp; Learning Toolkit</p>	
<p><i>BCCS Counsellor</i></p> <p>Our trained school counsellors provide specialist support that removes emotional barriers to learning and improves long-term wellbeing. Our aim is to improve pupils' emotional wellbeing, resilience and coping strategies, reducing symptoms of anxiety, stress, trauma or low mood that affect learning.</p>	<p>Counselling is an effective approach for reducing emotional and mental health barriers.</p> <p>Impact of social and emotional learning rated +3 on <i>EEF Teaching &amp; Learning Toolkit</i></p>	<p>2</p> <p>£262.02</p>
<p><b>Mentoring</b></p> <p>Mentoring provides pupils with consistent, supportive relationships that can improve engagement, motivation, resilience, and social-emotional skills. Our mentors act as positive role models, helping pupils set goals, reflect on progress, and overcome barriers to learning. The trusted adult is always available to these children if they need to talk to anyone throughout the school day.</p>	<p>Mentoring is a high impact approach for improving both personal and academic outcomes.</p> <p>Impact of teaching assistant intervention rated +4 on <i>EEF Teaching &amp; Learning Toolkit</i></p> <p>Impact of social and emotional learning rated +3 on <i>EEF Teaching &amp; Learning Toolkit</i></p>	<p>2</p> <p>£240</p>
<p><b>Appointed attendance officer</b></p> <p>Our attendance officer was appointed to monitor daily and weekly attendance data, identify patterns of absence or lateness and follow up with pupils and families promptly as attendance in school is key for children's progress.</p>	<p>Our newly appointed Attendance Officer provides dedicated oversight and early intervention to improve attendance and reduce persistent absence. She liaises with the Local Authority attendance officer and parents.</p> <p><i>Impact of Parental Engagement rated +4 on EEF Teaching &amp; Learning Toolkit</i></p>	<p>3</p> <p>£4,291.12</p> <p>£520</p>

<p><b>Wrap-Around Care</b></p> <p>We provide free breakfast club as part of the government pilot scheme. This offers children a relaxed start to their school day with the option of participating in extra-curricular sports clubs.</p> <p>Participation in extra-curricular activities supports personal development, engagement with school, and social and emotional wellbeing.</p> <p>Ensuring that children have a good breakfast means that they are ready for the day's learning Disadvantaged pupils often have fewer opportunities to participate in clubs, sports, arts, or enrichment activities outside school, which can limit their access to experiences that develop confidence, resilience, and broader skills.</p>	<p>Offering high quality extra-curricular clubs supports personal, social, and academic development for disadvantaged pupils.</p> <p>Impact of social and emotional learning rated +3 on <i>EEF Teaching &amp; Learning Toolkit</i></p> <p>The introduction of free breakfast clubs has been shown to have a positive impact on children's learning and behaviour. Schools that have implemented these clubs report improvements in behaviour, attendance, and academic attainment. The clubs provide a nutritious start to the school day, which can help children to feel more confident and ready to learn. Additionally, the clubs offer time for children to socialise and engage in activities which can further enhance their learning experience.</p> <p><i>Free breakfast clubs; guidance for schools and trusts for phase 1 of the national rollout from Aprils 2026 Gov.uk</i></p>	<p>2, 3</p> <p>£3,800</p>
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**Total budgeted cost: £ 31,769,64**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

A breakdown of each year group and the percentage of pupil premium children meeting age related expectation or above:

<b>End of Year July 2025</b>	<b>Pupil Premium Children meeting age related expectation or above</b>		
<b>Year</b>	<b>Reading</b>	<b>Writing</b>	<b>Maths</b>
<b>EYFS (3 pupils)</b>	100%	67%	67%
<b>1 (3 pupils)</b>	67%	67%	67%
<b>2 (3 pupils) ***</b>	33%	33%	33%
<b>3 (4 pupils) *</b>	50%	50%	50%
<b>4 (6 pupils)***</b>	33%	33%	50%
<b>5 (4 pupils)****</b>	75%	75%	75%
<b>6 (4 pupils)</b>	75%	75%	25%

\*50% of pupils who did not meet expectation are identified as having SEND.

\*\*\* 67% of pupils who did not meet expectation are identified as having SEND.

\*\*\*\* 25% of pupils who did not meet expectation are identified as having SEND.

In the Year 1 Phonics Screening check 88% of pupils met the expected standard in phonics overall and 75% of children who are eligible for Pupil Premium met the expected standard.

## 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
White Rose Maths	White Rose Education
Power Maths	Pearson
RWI Spelling	Oxford Owl
RWI Big Writing Adventures	Oxford Owl
RWI Phonics online	Oxford Owl
IDL-Literacy	
Testbase	Testbase
Kapow Primary	Kapow
Renaissance Literacy subscription	Renaissance
EdShed Literacy	EdShed
TTRS & Numbots	Times Table Rockstar
Just Imagine	Just Imagine

## Service pupil premium funding (optional)

*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***

N/A

**The impact of that spending on service pupil premium eligible pupils**

N/A

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.*