Pupil premium strategy statement – Our Lady of Lourdes Catholic Primary School

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
Number of pupils in school	206
Proportion (%) of pupil premium eligible pupils	32%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2024 - 2027
Date this statement was published	Autumn 2026
Date on which it will be reviewed	Autumn 2027
Statement authorised by	Gillian Hood, Headteacher
Pupil premium lead	Gillian Hood, Headteacher
Governor lead	Nicky Madigan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£76,570.00
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	£ n/a

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 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 strategy is also integral to wider school plans for education recovery, notably in its targeted support through the tutoring (delivered by school staff) that we offer to pupils whose education has been worst affected, including non-disadvantaged pupils.

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 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 what they can achieve
- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved.
- 1-1 support
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.

- Pupil premium resources are to be used to target able children on Free School Meals to achieve Age Related Expectations

- Additional learning support.

- Support payment for activities, educational visits and residentials. Ensuring children have first-hand experiences to use in their learning in the classroom.

- Behaviour support

Common barriers to learning for disadvantaged children, can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies and continue to be the case. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations.
3	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to early attachment/early trauma, and a lack of enrichment opportunities during school closure. Some are unable to self-regulate effectively. These challenges particularly affect our disadvantaged pupils, including their attainment. Teacher referrals for support have markedly increased during the pandemic. A number of pupils currently require additional support with social and emotional needs and are receiving 1-1 intervention from our support staff, e.g. Lego Therapy, Talk & Draw intervention

4	Poor parental engagement in reading – a number of our pupil premium pupils do not read regularly at home or engage in homework regularly.

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
1. Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
2. To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils, leading to improved academic outcomes.	Sustained high levels of wellbeing from 2026/27 demonstrated by: • qualitative data from student voice, student and parent surveys and teacher observations A significant increase in participation in enrichment activities, particularly among disadvantaged pupils
3. Improved behaviour/self-regulation of disadvantaged pupils. Opportunities to attend enrichment, e.g. music lessons, trips, wrap around care.	Assessments and observations, along with feedback from staff and pupil voice indicate improved behaviour and ability for pupils to self-regulate, following planned intervention. Disadvantaged pupils engaging in range of enrichment activities offered, based on needs and interests of child.
4. Improved reading attainment among disadvantaged pupils.	Termly tracking and KS2 reading outcomes in 2026/27 show that more than 85% of disadvantaged pupils met the expected standard.

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. **For full details of specific interventions, see 'Overview of Support & Interventions' document in school.**

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implementation of NELI/Talk Boost and SHREK speech and language intervention at EYFS. Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time. Various intervention groups run by HLTA/Tas.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions | Toolkit Strand | Education Endowment Foundation | EEF	1
A significant proportion of the pupils who receive tutoring (from school staff) will be disadvantaged,	One to one tuition | EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF	2

including those who are high attainers.		
Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)	3
Delivery/training relating to DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils. Read, Write, Inc. A significant proportion of the pupils who receive tutoring (from school staff) will be disadvantaged, including those who are high attainers.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics | Toolkit Strand | Education Endowment Foundation | EEF One to one tuition | EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF	4

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

Budgeted cost: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
1-1 and small group tuition arranged for identified pupils,	One to one tuition | EEF (educationendowmentfoundation.org.uk)	1, 3, 4

following termly pupil progress reviews, to be delivered by HLTAs and teachers, various groups.	And in small groups: Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF	
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered on a needs basis; in response to regular pupil progress reviews.	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: Phonics | Toolkit Strand | Education Endowment Foundation | EEF	4
Contingency fund for acute issues.	Based on our experiences, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified, especially when we admit new children to year groups, mid-year.	All

Wider strategies (for example, related to attendance, behaviour, wellbeing) Budgeted cost: £16,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Emotional Support intervention 1-1	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)	2, 3
Whole staff training on behaviour management/early trauma/self-regulation and anti-bullying approaches with the aim of developing our school ethos and	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions | EEF (educationendowmentfoundation.org.uk)	3

improving behaviour across school.		

Total budgeted cost: approx. £76,000

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

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
nil	nil