

Pupil premium strategy statement

This statement details our school's use of pupil premium for the 2024 to 2025 academic year to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding over the next three years and the effect that last year's spending of pupil premium had within our school. We review this strategy on an annual basis.

School overview

Detail	Data
School name	Our Lady of Lourdes RC Primary School
Number of pupils in school	
Proportion (%) of pupil premium eligible pupils	8% (37 children)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027 with an annual review
Date this statement was published	September 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Ruth Boon
Pupil premium lead	Ruth Boon & C Fanning
Governor / Trustee lead	Augusta Joseph

Funding overview

Detail	Amount
Pupil Premium funding allocation this academic year	32,560
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	£32,560

Part A: Pupil premium strategy plan

Statement of intent

Core curriculum progress

We believe that our curriculum should be rich, varied, challenging and enjoyable in order to engage and excite our children. We recognise that the majority of our disadvantaged children need to make accelerated progress in order to reach the age expected standards at the end of each key stage. We hold high aspirations for every child and their postcode and / or financial circumstances should not be a barrier to their opportunities or achievement. This is because nationally, and at Our Lady of Lourdes, their starting points at the end of their previous key stage, or on entry to the school, are usually significantly lower than those children that are not classified as disadvantaged. We strive to meet the needs of all our children and ensure each and every child is able to fulfil their potential. We have developed a progressive, layered curriculum that ensures learning is embedded and revisited. Our curriculum goes beyond the National Curriculum and is based on a skills and knowledge approach.

We aim to give children the opportunities to explore their creativity across all areas of learning to create independent thinkers who take ownership of their education. Through our high expectations and aspirations, we aim to prepare every pupil to become an adult contributor of society. Fundamental to this is the removal of any barriers to enable all children access opportunities to prepare them for future challenges.

Every child's strengths are nurtured and celebrated alongside gaining an excellent academic, social, emotional and physical education. Children are supported to develop a growth mind-set using learning behaviours such as perseverance, resilience, trial and improvement. We value the contributions of every child and appreciate their efforts in all aspects of school life. Our school is inclusive and we provide a broad, balanced and stimulating curriculum for every child regardless of race, gender or ability.

At Our Lady of Lourdes, we aim to provide and promote positive learning for all pupils in receipt of Pupil Premium funding through:

- Ensuring they feel part of the OLOL community- the importance of their social, emotional, moral and mental wellbeing is paramount.
- Providing a safe, secure and supportive environment.
- Providing a range of teaching and learning strategies to personalise their learning.
- Preparing the children for their next stage of education.
- Promoting resilience and independence as individuals and as learners so that they are not over-reliant on adult support.
- Identifying, addressing and communicating needs as quickly as possible.
- Drawing on internal and external support as appropriate.
- We are committed to sharing opportunities for personalised learning and accelerating progress for all pupils in particular vulnerable groups.
- Ensuring pupils are seated for learning and their books are always marked first to clear any misconceptions as quickly as possible.
- Ensuring that teaching and learning meets the needs of all our pupils and that teaching also targets any gaps in knowledge or misconceptions.
- Enabling opportunities for personalised learning and feedback through conferencing.
- Aiming to accelerate progress through access to a broad and rich curriculum and personal development offer.

- If needed, we provide targeted interventions before, during and after school from Reception to Year 6.
- The attendance of all pupils, including those in receipt of Pupil Premium funding, is tracked and parents are informed if their child's attendance is lower than 92% and in danger of falling into the Persistent Absent category.

Whilst we make provision for socially disadvantaged pupils, we recognised that not all pupils who are socially dis-advantaged will qualify for Pupil Premium funding. We reserve the right to allocate funding to support any pupils we consider to be socially disadvantaged.

Emotional Wellbeing/Behaviour

We recognise that in order to learn well and make good progress children need to be happy and feel safe and secure. Many of our disadvantaged children experience challenges in their personal lives which may be temporary, or ongoing. We also recognise that sometimes such challenges may not be visible. Our staff provide support to these children and where appropriate external support is sought or signposted. This supports their emotional/social challenges and in turn allows them to access the curriculum and their learning opportunities with greater effect. Our SENDCo and Pastoral Leader also supports teachers by enabling them to in turn support children who are having difficulties with behaviour and/or social issues.

Access to the wider curriculum and access to extra-curricular activities

Many of our disadvantaged children do not have access to the same cultural and sporting experiences that other children routinely access. 26% of our Pupil Premium children are new to speaking English and 71% of all our Pupil Premium pupils are EAL, with another language being the predominant language spoken at home. Access to some of our after school clubs exposes them to experiences and activities that are enriching in their own right, and also provide English Language stimulus in a context they may otherwise not be exposed to. We also buy in various companies that offer on-site experiences such as theatre and interactive drama. 39% of our Pupil Premium pupils joined after Reception. As a result of this, we have also introduced a system whereby when a Pupil Premium child joins our school, we will review their Cultural Capital experiences and if appropriate will offer 'catch up experiences' with another year group. An example of this is swimming lessons for pupils who reach upper KS2 and are still not confident swimmers.

Parental Engagement and supporting children with homework

Some of our ethnic minority children fail to get the support they need outside of school as their parents/carers don't speak English or are not fluent in English, or are not confident that their own skills and understanding to directly support their children with homework. We arrange our homework club at lunch time for Years 5 and 6. We also provide targeted interventions before, during and after school from Reception to Year 6.

Health and Nutrition

The benefits of beginning the day with a healthy and nutritious breakfast have been well documented. We don't want any child to come to school hungry, so we offer free priority places for children entitled to FSM to attend our breakfast club where appropriate. This also ensures that children have arrived at school on time to start lessons. We also subsidise places in our after-school clubs and school clubs as needed.

Challenges

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

Challenge number	Detail of challenge
1	Impact of having SEND on PPG pupils in particular those with more complex needs whose parents are at the early stages of dealing with their child's needs.
2	Emotional needs- disadvantaged children can sometimes have low self-esteem and self-worth. They often do not realise their potential.
3	Broadening the range of learning experienced- Access to the wider curriculum and to extra - curricular activities is provided and a catch up system is now in place to further develop the Cultural Capital for each child.
4	Our disadvantaged pupils may have a more limited vocabulary and therefore they can have lower starting point on entry to school. A high percentage of our PPG are EAL, this also impacts on their language acquisition and their exposure to higher level vocabulary. This directly affects their fluency when reading and ability to decode when reading. For our disadvantaged pupils, the potential lack of exposure to high quality texts impacts on the quality of writing too.
5	Parental engagement-sometimes families facing challenges are reluctant to engage with school.
6	Progress- ensuring all Pupil Premium Pupils make expected progress (from their individual starting points) in line with their peers and national data.
7	Many disadvantaged pupils at OLOL start their education at a lower level of achievement in core skills including their oracy. They have less exposure to varied vocabulary.
8	Our school demographics is changing and we are seeing pupils join who are eligible for Pupil Premium funding. Some live in poor housing conditions, hotels or shared hostels during their formative years. The impact of this is limited access to materials and experiences needed to support educational success, poor pupil confidence and poor knowledge of basic skills such as comprehension, reading and spelling development.

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 ensure quality first teaching for all pupils.	Progress accelerated; gap to close between PPG where appropriate and also mastery opportunities as appropriate. Rosenshine's principles used across all subjects supporting improved outcomes for pupils. Teachers are supported through Coaching to reflect on individual learners and adapt their teaching accordingly. All Pupil Premium Pupil's will make progress in line with their peers or better. The

	Curriculum Intent in all subjects is embedded through Quality First teaching. RRC – is a school system that ensures teachers know what has be committed to long term memory in terms of pupils learning. This, coupled with personalised Conferencing supports pupils in closing any learning gaps. Pupil voice and teacher assessment shows that pupils know more and remember more.
To raise the attainment and accelerate the progress of all children in phonics and reading.	Progress accelerated; gap to close between PPG and whole school group with a particular focus on those with SEND/ EAL. Higher proportion of children pass the statutory phonics checks and are able to read fluently thereby accessing their learning across all areas of the curriculum. Vulnerable readers to read daily with a member of staff to support them to develop fluency alongside a love of reading. All pupils have access to high quality phonics teaching as appropriate. There is also exposure to high quality reading and writing texts, including class novels through our rich and ambitious personalised school curriculum. There are school led Interventions before, during and after school for pupils at all levels of achievement.
To develop social skills and attendance through participation in a range of clubs provided by school and /or external providers.	Behaviour is generally outstanding, cultural capital is improved and improved attendance supports improved outcomes. Experiences and workshops are planned across the academic year for all pupils. School offers over 40 activity clubs before and after school as well as at lunchtimes; these are available at no cost for pupils in receipt of Pupil Premium Funding and places are reserved for them.
To ensure all pupils are able to fully participate in trips and workshops (including residential trips).	Improved cultural capital, improved wellbeing and self-esteem
To ensure engagement from the Early Years for parents so they are able to support their children.	Progress accelerated; gap to close between PPG and whole school group with a particular focus on those with SEND/ EAL.
To support children in meeting their emotional needs.	All pupil's emotional needs will be heard through class and school initiatives such as '5 SA'. Adults are available to support children when needed. Positive relationships between home and school and regular communication available. School has one ELSA trained HLTA and one member of staff who is Mental Health Trained.
To engage families who face challenging circumstances.	Inclusion leader and SLT continue to build relationships with the family so they feel welcomed, listened to and valued. Referrals to Early Help/ Families Together Hub as appropriate.

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: £21650

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training to support Quality First Teaching: CPD Coaching, internal and external support with a focus on pedagogy, challenge and accelerated learning. Conferencing whereby pupils are supported 1:1/ 1:2. Release time for subject and phase leaders to provide mentoring and support for Early Career practitioners	EFA suggests that 3 months' additional progress for pupils, on average, when group sizes are between 15-20 – investing in CPD for all staff enables smaller groups and supporting pupils enables accelerated progress Supporting pupils with less developed confidence and vocabulary who have limited experiences outside of school Enabling environment allows pupils to make progress and access learning at all levels (SEND/ EAL etc.) Reports show that 'top earners' are almost four times likely than low earners to have paid for out of school enrichment activities.	1 4 6 7 8
Deploy additional adults to enable smaller class sized interventions for targeted groups of pupils. Additional adults trained and timetable adjusted so that high quality phonics is taught in small groups along with 1:1 groups enabling pupils to progress more rapidly and access wider areas of the curriculum. CPD and coaching for all support staff to ensure that PPG pupils are supported with appropriate challenge and meaningful interventions. Daily targeted Interventions for pupils before school –all interventions are targeted as	EFA suggests that 3 months' additional progress for pupils, on average, when group sizes are between 15-20. This will enable at least good progress in Reading, Writing and Maths. Evidence from EEF shows that small group tuition is effective because there is greater opportunity for feedback and higher levels of sustained engagement Phonics impact 4+ months	1 4 6 7 8

early as possible to close any potential gaps in pupils learning.		
Activity	Evidence that supports this approach	Challenge number(s) addressed
Parents invited to 'borrow' school devices to see if home learning is more manageable; staff to model use as appropriate in school	Increased parental engagement	4 5 6 8
Speech and Language Training for staff	Oral Interventions in small groups as appropriate and as needed.	1 2 3 7 8
To engage families who face challenging circumstances.	Inclusion leader and SLT to build relationships with the family so they feel welcomed, listened to and valued. Referrals to early Help/ Families Together Hub as appropriate.	1 2 5 8

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

Budgeted cost: £6,500

Desired Outcome	Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group interventions before school	Targeted interventions; Phonics, English, Maths, Reading, Nurture/ social groups, Y5 and Y6 curriculum Interventions	EFA suggests that 3 months additional progress for pupils, on average, when group sizes are between 15-20. +4 months	1 2 4 5 6

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

Budgeted cost: £4500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of Educational Welfare Officer to support and improve attendance across the school	Improved attendance; data shows that children with attendance of 95%+ make better progress than children with a lower attendance level	1, 2, 3, 5, 6 and 7
Use of Magic Box Behaviour Support (workshop for parents)	This enables parents to transfer some of the techniques used in school to develop their behaviour management at home enabling improved social and emotional wellbeing. School compliments this with a calm and purposeful environment allows pupils to make progress and access learning at all levels	1, 2, 3, 6 and 8
Mentoring	Pastoral leader and SENDCo support wellbeing of pupils in addition to the Class teacher/ TA's. This supports social and emotional wellbeing and helps to reduce friendship issues, poor behaviour etc. and allows pupils to focus on becoming independent learners. There is extensive evidence that childhood social and emotional skills are associated with improved outcomes at school and in later life.	1, 2, 3, 4, 6, 7 and 8
Equal access to wider curriculum opportunities including a choice of at least two activity clubs afterschool	This also supports the improvement of wellbeing and provides exposure to cultural capital opportunities that may not otherwise be enjoyed by the pupils. It helps to develop mental wellbeing and self-confidence and also supports with the development of language skills. In some cases it is a more stimulating environment for pupils.	1, 2, 3, 4, 5 and 6
Subsidised music lessons	The EEF consider evidence based research unpicking 'the enriching of education' and the benefit to all pupils deserve a well-rounded culturally rich education. Within the OLOL curriculum this also includes music.	2, 3, 7 and 8
School Trip Funding	The benefit of a well organised trip is an example of knowledge transfer; new layers of thought, observation and interaction as well as the teacher's narrative help to improve retention of knowledge.	2, 3, 4 and 5
Uniform	The benefit of 'being the same' as peers and fitting in is vital to wellbeing and provides a sense of worth for pupils. They are equal and have equal opportunities.	1, 2, 3, 4 and 5

Total budgeted cost: £32650.

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

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

In 2024/25 pupil premium funding enabled pupils to attend school trips and workshops. On-line learning was supported by Mathletics, Times Tables Rockstars and SEESAW. Pupils also benefitted from support with the cost of school uniform.

Children received targeted interventions in small groups as well as on a 1:1 basis as well as regular conferencing. As a result, assessment data indicated that most pupils have made progress.

This **impact** is due to the diligence of our staff team, the rigour with which we track attainment and progress and also our broad, balanced and challenging curriculum. Pre and post teaching, interventions, 1:1 and small group work/ conferencing have all supported pupils to ensure engagement and self-belief in their academic ability.

Successful academic outcomes link with pupils being supported with their mental health and wellbeing as well as their families being supported. The whole staff team has an awareness of each individual child and their needs. Our personalised RHE curriculum focuses on mental and physical health and strategies pupils can independently implement to support them accordingly.

Our Pupil Premium pupils do well year on year and this was also evident during the Pandemic when Home Learning was outstanding. Pupils were offered the opportunity to loan devices, attend school and also supported in break out Zoom Rooms to ensure that learning was not affected. In addition, staff made regular welfare checks to ensure wellbeing and safety as well as academic support.

Professional development coupled with internal and external moderation has further improved Quality First Teaching. Boosters across the school to pupils of all abilities have also had a positive impact.

In line with our Attendance Strategy, we aim to further improve and sustain the attendance of all our Pupil Premium Pupils.

Additional activity

Our Pupil Premium Strategy will be supplemented by additional activity that is not being funded by Pupil Premium or Recovery Premium. That will include: Using Early Help to offer parenting programmes to families who needs support.

