

# Our Lady & St Paul's RC 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 (2024-2027) and the outcomes for disadvantaged pupils last academic year (2024-25)

## School overview

Detail	Data
Number of pupils in school	201
Proportion (%) of pupil premium eligible pupils	43.2%
Academic year/years that our current pupil premium strategy plan covers <b>(3-year plans are recommended – you must still publish an updated statement each academic year)</b>	2024/27
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Hollie Aspinall
Pupil premium lead	Hollie Aspinall
Governor / Trustee lead	Jackie Woodall

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£131,805
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
<b>Total budget for this academic year</b> <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>	£131,805

# Part A: Pupil premium strategy plan

## Statement of intent

Ultimate objectives for disadvantaged pupils

- Ensure pupils eligible for Pupil Premium (PP) make strong, sustained progress so that by July 2026 PP pupils reach at least national-like standards for reading, writing, GPS and maths and the gap between PP and non-PP pupils is substantially reduced (target: at least halving current attainment gaps by July 2026 and making measurable year-on-year progress towards parity).
- Improve attendance and reduce persistent absence for disadvantaged pupils so they can access high-quality teaching consistently.
- Strengthen communication, language and vocabulary from Early Years through KS2 so disadvantaged pupils arrive at key assessment points with the spoken and academic language needed to access the curriculum.
- Improve resilience, self-regulation and learning stamina so disadvantaged pupils engage productively in lessons and sustain progress.
- Provide targeted support for pupils with SEND and those for whom English is an additional language, ensuring equitable access to the full curriculum.

How this strategy works towards those objectives

- We will deploy a balanced, evidence-informed programme mapped to the DfE Menu of Approaches: Tier 1 (High-quality teaching & CPD), Tier 2 (Targeted academic support — tuition, structured interventions), and Tier 3 (Wider strategies — attendance, pastoral, family support, enrichment).
- Activities are chosen and sequenced using high-quality evidence (principally EEF guidance and trials) and are explicitly designed to address the school's identified barriers and the Pupil Premium data (see Challenges section). Each activity includes clear success criteria, monitoring and evaluation expectations, and named lines of accountability through the SLT and Trust governance.
- We will prioritise embedded whole-class approaches (curriculum design, vocabulary instruction, metacognitive strategies) while also providing timely targeted small-group or 1:1 tuition where assessment shows that pupils need additional practice or re-teaching.
- Implementation will emphasise staff training, fidelity of delivery, monitoring of uptake and impact, and proportionate use of resources to maximise cost-effectiveness for a small single-form-entry school on a council estate.

Key principles of the strategy

- Evidence-led: adopt approaches demonstrably effective for disadvantaged pupils (sources cited in Activity tables).
- Curriculum-first: high-quality teaching and curriculum clarity are the first priority; interventions supplement, not replace, strong classroom teaching.
- Targeted and timely: use regular assessment to identify pupils for Tier 2 support and monitor progress closely.
- Whole-child: address non-academic barriers (attendance, wellbeing, family hardship) that prevent access to learning.
- Scalable and sustainable: choose models the school can sustain beyond short-term funding (e.g., training teachers, building internal capacity for tutoring, use of trained Teaching Assistants).
- Transparent governance and evaluation: publish this strategy and report progress to the local governing body and Trust; review and adapt annually (or sooner if required).

When making any decisions regarding Pupil Premium, we will strive to address these barriers, taking into account the context of our school community and emerging trends in research and education guidance.

## Challenges

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

Challenge number	Detail of challenge
1	Significant attainment gap at KS2 between PP and non-PP pupils: reading (PP 53% vs non-PP 83.3%), writing (PP 47% vs non-PP 91.6%), maths (PP 41.2% vs non-PP 66.7%), GPS (PP 58.8% vs non-PP 91.7%) — these gaps indicate that disadvantaged pupils are not retaining or mastering curriculum content at the same rate as their peers.
2	Communication and vocabulary weaknesses, especially in early years and KS1, limiting access to reading comprehension and written expression
3	Attendance and engagement: disadvantaged pupils have lower attendance and lower PSC (PP attendance c.80% vs non-PP 89%; whole cohort c.86%) which reduces access to consistent high-quality teaching and interventions.
4	Low resilience, self-regulation and stamina for learning (post-Covid effects) — pupils struggle with independent sustained tasks and exam-style demands, impacting attainment particularly in KS2.
5	High prevalence of additional needs: relatively high % of pupils with SEN Support and many pupils for whom English is an additional language — these pupils need SEND-aware interventions and language support to access the curriculum.
6	Socio-economic / family hardship and limited enrichment opportunities (food insecurity, limited out-of-school academic enrichment, costs), which reduces early reading/home learning and extracurricular participation.

## 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. Reduce attainment gap between PP and non-PP at KS2 (reading, writing, maths, GPS)	By July 2026: PP attainment at KS2 increases so that the PP vs non-PP gap is halved from baseline. Minimum interim targets: reading PP increase from 53% to 65%+, writing PP from 47% to 64%+, maths PP from 41.2% to 55%+, GPS PP from 58.8% to 74%+. Regular termly tracking shows cohort-level progress towards these targets.
2. Improve communication, expressive & receptive vocabulary from Early Years to KS1	Reception and Y1 screened cohorts show improved language measures: vocabulary and communication screen results show an average gain equivalent to at least 4–6 months progress for targeted pupils within an academic year. Early Years GLD increases for PP children. Monitoring through termly language checkpoints and targeted intervention records.
3. Increase attendance and reduce persistent absence for PP pupils	Reduce the proportion of PP pupils with persistent absence by at least 50% vs baseline; raise average PP attendance from c.80% towards at least 88% (interim) by July 2026 and close gap with non-PP. Attendance monitoring shows improved punctuality and reduced authorised/unauthorised absence episodes.
4. Improve pupils' resilience, self-regulation and metacognitive skills	All classes embed metacognitive routines; teacher observations and pupil surveys show increased independent working and task perseverance. Targeted pupils demonstrate improved self-regulation scores (teacher-rated) and a reduction in lesson suspensions/behaviour incidents among PP pupils.
5. Ensure SEND and EAL pupils access high-quality targeted support	Targeted interventions for SEND and EAL pupils lead to measurable progress on personalised outcomes: at least 75% of pupils with SEND on school support show progress against SMART targets on intervention plans each term; fewer SEND pupils show gaps widening relative to peers.

6. Reduce barriers caused by family hardship and increase enrichment uptake	Increase take-up of free/ subsidised breakfast club, school trips, and clubs among PP pupils; reduce incidences linked to food insecurity; qualitative feedback from families shows improved engagement. Measurable increase in extra-curricular participation among PP pupils.
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## 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: £50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
1. Whole-school CPD package on explicit vocabulary instruction and curriculum-wide tiered vocabulary planning (leaders to run subject leader workshops; use "vocabulary in action" classroom routines and integrate word instruction across subjects).	Evidence: EEF guidance & resources on vocabulary and "Vocabulary in Action" classroom strategies recommend explicit, repeated vocabulary instruction across the curriculum to support disadvantaged pupils <a href="#">Education Endowment Foundation: Vocabulary</a> ;	1,2,5
2. Metacognition and self-regulated learning CPD for all teachers (model planning-monitoring-evaluation routines: planning prompts, "think alouds", scaffolds for independent work) and embed metacognitive prompts in lesson design.	Evidence: EEF Guidance: <a href="#">Metacognition &amp; Self-Regulated Learning</a> — high impact, low cost approach shown to boost disadvantaged learners' outcomes when embedded in subject teaching <a href="#">Education Endowment Foundation: Metacognition and Self-Regulated Learning</a> .	1,4

<p>3. Strengthen phonics, early reading and matched book provision (ensure decodable books closely match phonics sequence; CPD for TAs and teachers on delivery).</p>	<p>Evidence: EEF Early Literacy and Phonics guidance shows strong impact from systematic phonics and matched reading resources; early literacy approaches boost early reading outcomes (+4 months) <a href="#"><u>Education Endowment Foundation: Early literacy approaches / Phonics summaries in EEF Toolkits</u></a> .</p>	<p>1,2</p>
<p>4. Curriculum subject leader time and coaching for weaker subject areas (maths and reading) — subject leader training, external coaching where needed; use subject knowledge development and modelling lessons to reduce variability in teacher subject knowledge.</p>	<p>Evidence: EEF highlights high-quality teaching, subject-specific CPD and coaching as an effective lever for disadvantaged pupils; guidance on effective professional development emphasises coaching and subject-led CPD EEF guidance: Putting Evidence to Work – Implementation / EEF guidance reports (e.g., Improving Literacy).</p>	<p>1,5</p>
<p>5. Deploy Teaching Assistants with structured roles: trained TAs run guided reading, structured small-group maths practice and vocabulary sessions matched to teacher planning.</p>	<p>Evidence: EEF Teaching and Learning Toolkit shows that well-deployed TAs supporting structured, evidence-based programmes can have positive impact (Teaching Assistants guidance) [EEF Teaching &amp; Learning Toolkit].</p>	<p>1,2,5</p>

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

Budgeted cost: £50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>6. Structured small-group tuition in KS2 maths and reading for targeted PP pupils groups of 1–3, sustained block of 10–12 weeks, aligned to classroom curriculum)</p>	<p>Evidence: EEF guidance on effective tutoring and large RCT showing Tutor Trust model produced +3 months in maths for disadvantaged pupils; EEF guidance booklet "Making a Difference with Effective Tutoring" gives implementation principles for tuition <a href="#"><u>Education Endowment Foundation: Making a Difference with Effective Tutoring</u></a></p>	<p>1,5</p>

7. Short, evidence-informed language interventions for identified KS1/KS2 pupils (oral language groups, narrative-based programmes, targeted vocabulary teaching) — delivered by trained staff/TA.	Evidence: EEF Early Years/KS1 communication & language evidence and EEF vocabulary guidance show targeted oral language and vocabulary work produces strong gains for disadvantaged pupils Education Endowment Foundation: Communication and language approaches (Early Years toolkit) ; EEF: Vocabulary resources.	2,5
8. Targeted SEND interventions (structured reading interventions, language therapy referrals, targeted TA-delivered programmes) and regular SENDCo-led review meetings to ensure ILPs/EHCP pathways are effective.	Evidence: EEF guidance on SEND in mainstream schools and evidence that targeted, structured interventions and high-quality implementation and training improve outcomes for pupils with SEND (see EEF guidance on SEND & Teaching Assistants). EEF guidance reports and toolkit resources.	5
9. Peer and cross-age tutoring where appropriate (e.g., reading buddies, paired reading) to build fluency, confidence and vocabulary practice.	Evidence: EEF Teaching & Learning Toolkit and meta-analysis evidence indicate peer tutoring and structured reciprocal reading approaches can have positive effects when well structured and monitored (see EEF tutoring and teaching toolkit summaries). EEF Making a Difference with Effective Tutoring.	1,2,4

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

Budgeted cost: £31,805

Activity	Evidence that supports this approach	Challenge number(s) addressed
11. Attendance and family engagement plan: appoint (or designate) a Family & Attendance Lead to implement tailored contact, "nudge" communications to parents, personalised attendance support	Evidence: EEF resources on supporting attendance and evidence-informed themes (building understanding of families, effective communications, targeted support) with examples of successful parental communication "nudge" strategies that can change parental behaviour Education Endowment Foundation: Supporting	3,6

plans, translated materials for EAL families and early home visits for persistent absence. Use EEF attendance reflection tool to guide strategy.	school attendance ; EEF blog: Taking a tailored approach to improving attendance.	
12. Breakfast club and targeted meal provision / FSM top-ups for PP pupils to remove hunger as a barrier to learning and to improve attendance and punctuality.	Evidence: EEF attendance and wider strategies reviews highlight meal provision and universal wraparound support as promising contextual strategies; attendance evidence shows holistic approaches to family needs can support attendance and engagement [Education Endowment Foundation: Supporting School Attendance pages and wider guidance].	3,6
13. Social, emotional and mental health (SEMH) and resilience support: universal lessons on self-regulation, small-group SEL work for targeted pupils, and access to counselling/therapeutic support where required. Embed metacognitive routines and explicit self-regulation teaching.	Evidence: EEF guidance on Metacognition & SEL indicates self-regulation and SEL strategies improve learning and behaviour (+3–8 months for metacognition when effectively implemented) Education Endowment Foundation: Metacognition guidance ; [EEF: Social and Emotional Learning evidence summary].	4,5
14. Subsidise or fully fund school trips, uniform, equipment and clubs for PP pupils; proactive enrichment offer (sports, arts clubs) to broaden aspirations and engagement.	Evidence: EEF reviews of wider strategies show extracurricular enrichment and removing financial barriers supports engagement and the home–school relationship — such approaches are recommended as part of a wider strategy to support disadvantaged pupils (EEF Supporting Attendance and Parental Engagement resources). Education Endowment Foundation: Parental engagement & attendance resources.	6

<p>15. Parental engagement programme: provide practical workshops (phonics &amp; reading at home, supporting maths), home learning packs and translated guides to support EAL families; targeted home-school liaison for families in financial hardship.</p>	<p>Evidence: EEF guidance on parental engagement shows interventions that support parents to help with reading and language at home have moderate impact (+5 months) and can support disadvantaged families when accessible and tailored Education Endowment Foundation: Parental engagement (Early Years &amp; Toolkit).</p>	<p>2,3,6</p>
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**Total budgeted cost: £ 131,805**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Pupil Premium funding has been used to provide targeted academic, pastoral and wider-support interventions to improve outcomes for disadvantaged pupils and to reduce barriers to learning.

By the end of EYFS, 40% of disadvantaged pupils achieved a Good Level of Development, compared with 65.2% of the whole cohort, indicating that many disadvantaged pupils enter KS1 with lower starting points, particularly in communication, language and early literacy. This gap remains evident as pupils progress through the school.

At the end of KS2, disadvantaged pupils continue to achieve below their non-disadvantaged peers across all subjects. Outcomes show 53% in reading, 47% in writing, 41.2% in maths and 58.8% in GPS for disadvantaged pupils, compared with significantly higher attainment for non-disadvantaged pupils. The most pronounced gaps are evident in writing and reading, reflecting ongoing challenges with language development, vocabulary and sentence structure.

However, school data demonstrates that disadvantaged pupils make stronger progress over time, particularly in personal development and wider curriculum measures. This is reflected in PSC outcomes of 80% for disadvantaged pupils, which are close to the whole cohort figure of 86%, indicating that pastoral support, emotional well-being provision and engagement strategies have had a positive impact.

Targeted interventions, including small-group teaching, structured phonics support, additional writing opportunities, and enhanced pastoral provision, have supported engagement and progress. Despite this, attainment gaps remain too wide, particularly in writing, GPS and maths, and the impact of interventions has not yet been sufficient to fully close these gaps.

Going forward, the school will prioritise:

- Early language and literacy intervention in EYFS and KS1
- Improving the quality and consistency of writing instruction
- Sharpening the impact of targeted maths support
- Using assessment more precisely to identify and address gaps
- Ensuring Pupil Premium funding is increasingly focused on early intervention and high-quality teaching

Overall, while Pupil Premium funding has had a positive impact on pupils' personal development and engagement, further work is required to accelerate academic progress and secure stronger attainment outcomes for disadvantaged pupils.

### 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.*

<b>Programme</b>	<b>Provider</b>
Walkthrus (Teaching & Learning)	Walkthrus
Elklan	Elklan Training Ltd
Wellcomm	Wellcomm GL Assessment
Pixl	Pixl
ELSA	Psychology
Talk for Writing	Talk for Writing – Pie Corbett
Read Write Inc	Read Write Inc
Ashley Booth	Ashley Booth

