



## Pupil premium strategy statement

This statement details our school's use of pupil premium funding for the 2024 to 2025 academic year 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 & St Edward Primary & Nursery VA
Number of pupils in school (excluding Nursery)	211
Proportion (%) of pupil premium eligible pupils	27%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024-2027
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Rachel Byrne
Pupil premium lead	Rachel Byrne
Governor / Trustee lead	Pauline Baptist

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£87,074.70
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£87,074.70

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils, irrespective of the backgrounds or the challenges they face, make good progress and achieve attainment in line with their peers 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 already attain highly.

We will consider the challenges faced by vulnerable pupils such as those who are EAL or those who do not have access to wider opportunity due to deprivation.

Quality first 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 benefits the non-disadvantaged pupils in our school. Our intended outcomes detailed below, is the intention that non-disadvantaged pupil's attainment will be sustained and improved alongside the progress for their disadvantaged peers.

Our strategy is integral to wider school development plans for improving outcomes for all pupils.

### **The current pupil premium strategy plan works towards achieving those objectives by:**

- Providing additional adult support in Key Stage 1 to improve outcomes of PP/disadvantaged pupils within class and through targeted reading, phonics, writing, maths and SEMH interventions.
- Providing high quality CPD for all members of staff to and to purchase resources to ensure all pupils are able to access learning and become independent learners,
- Providing access to a trained mentor to support pupils experiencing short and long term emotional and mental health difficulties, helping the pupils to build resilience, providing them with strategies to understand and manage their feelings in a positive way
- Providing staffing to facilitate access to additional welfare support through personal development opportunities- Chaplaincy provision, Forest Schools, pupil voice, Well-Being Champions, Pupil Librarians, ECO Warriors, E Safety Champions etc
- Providing financial support to parents with purchasing school uniform twice a year
- Providing financial support to ensure all pupils feel included and are able to attend breakfast and after school provision and other enrichment opportunities eg educational and residential visits.

## Challenges

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

Challenge number	Detail of challenge
1	Attainment at the end of KS1 and KS2 is not always in line with national averages
2	15% of pupils across school have a provision map in place (28% of PPG pupils)

3	61% of pupils across school are EAL which (39% of PPG pupils)
4	Low levels of speech and communication in EYFS and KS1,
5	EAL barrier, parents to access face to face workshops to support them when supporting their children in early literacy and numeracy skills
6	Low financial income and cost of living increase has had a negative impact on pupils access to wider opportunities provided by school eg after school sport provision, educational visits
7	School deprivation indicator is 0.3, national average is 0.2

### 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
Improve higher rates of attainment in each year group;	All pupils are challenged with at least 70% achieving expected standard in reading, writing and maths. Year 6 to be at least in line with KS2 national attainment in reading, writing and maths separately and combined
Children to have access to an enriched and enhanced curriculum reflecting our diverse community whilst encourage active learners and lifelong learning	Pupils are able to articulate learning and make links between prior and new sequences of learning.
Progress and attainment of pupils will be monitored EYFS – Yr2 with gaps closed between PP pupils and Non PP pupils	Accelerated progress in the language areas of the EYFS and KS1 phonics, reading and writing curriculum
Continue to work alongside EWO to maintain high attendance for PP pupils and they remain in line with non PP pupils to ensure equal access to learning at all stages.	Attendance of PP pupils to be at least in line with non PP at the end of the academic year. School target above 97%
Parents feel equipped to support their children with homework tasks particularly focused on reading, phonics and vocabulary	At least 80% of families attend workshops
Pupils are able to articulate their emotions particularly when they are negative.	Pupils are able to apply strategies shared enabling them to have positive relationships with peers and staff
All pupils feel included and proud to be a member of our school community	All pupils in receipt of PP have been able to access wider opportunities including after school provision, sporting competitions, educational visits and residential trips.

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: **£29,287.49**

Activity	Evidence that supports this approach	Challenge number(s) addressed
To review Whole School Curriculum Overview and Subject Progression from EYFS framework to Year 6. <b>£0 INSET and Staff Meeting allocation</b>	Lesson visits, book looks will show that teaching and learning is in line with our curriculum overview. Pupil Voice will show children are making links and knowing and remembering more	1 2 3 4
CPD for teachers /subject leaders to be purchased so that staff have a solid understanding of the curriculum <b>£2,000</b>	Deepening subject knowledge Improving pedagogical content knowledge — how to teach specific concepts effectively Introducing evidence-based instructional strategies, such as retrieval practice, formative assessment, scaffolding, and feedback techniques Teachers with strong PCK are shown to have better classroom outcomes and improved learner understanding.	1 2 3 4
Resources( including subscriptions and library service to be bought to support with delivering our curriculum and ensuring it is accessible to all learners <b>£25,232.49</b>	Concrete manipulatives help pupils build deep, transferable conceptual understanding by linking abstract ideas to physical experience. Reduces cognitive load	1 2 3 4
Resources to support development of pupils with additional needs who access enhanced provision sessions <b>£2,055</b>	Specialist staff carry out observations of pupils and support with reflective practice. Evidence shows that manipulatives particularly help pupils who struggle with abstract representations.	1 2 3 4
Continue with Voice 21 strategies to develop to embed strong oracy skills throughout school <b>£0</b>	Oracy helps you express your thoughts clearly and confidently. Oracy is also good listening which helps you learn from others, understand instructions, and avoid misunderstandings. Future education and employment opportunities values good communication skills	1 2 3 4
Workshops for parents to share how they can support their children with reading <b>£0</b>	Supports children with reading with increased fluency and strengthens vocabulary.	5

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

Budgeted cost: **£27,789.82**

Activity	Evidence that supports this approach	Challenge number(s) addressed
In school Teaching assistant for 1.5 days to work with identified pupils across key stage 2, support interventions for reading, writing and maths <b>Cost: £8,361.13</b>	Attainment at the end of KS2 is lower than LA average and National average, so additional support is in place to narrow the gap in reading and maths.	1 3 4
TA directed time in key Stage 1 to support small group interventions for phonics and reading <b>Cost: £8,070.65</b>	Data from Year 1 Phonics screening show % of pupils achieving threshold was 62%. This was a decrease of 28% from 2024. We want to ensure those who did not meet threshold in Year 1 are secure when they move into Key Stage 2.  We have also identified children in EYFS who are not on track to achieve threshold as they moved into Year 1.	1 3 4
TA directed time to support pupils in EYFS and KS1 reading, writing, maths and SEMH <b>Cost: £11,358.04 staffing budget</b>	Baseline data show there are gaps in children's knowledge. It is crucial these are addressed to support with new learning.	1 2 3 4

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

Budgeted cost: **£29,993.49**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Well-being sessions with individual and groups – provided by trained Sports mentor. 1 day per week <b>£4,216</b>	The groups support pupils to understand healthy relationships, different emotions and also supports those pupil's whose difficulties at home may impacts their progress in school. It also provides the children with strategies to cope socially and builds resilience.	1 7
EWO monitors attendance daily and makes home visits when a valid reason	EWO to support those pupils whose attendance falls below 90% and this has helped to modify the lateness of some	1 7

<p>for absence hasn't been provided or if attendance is a concern for a pupil even with a valid reason. Half termly formal meeting with parents whose children fall below 90% attendance and parents who are persistently late bringing children to school</p> <p><b>Cost: £0</b></p>	<p>pupils leading to more regular attendance in school to support emotional wellbeing and access to learning.</p> <p>Attendance data evidences impact on closing gap between PP pupils and non PP pupil's attendance:</p>	
<p>Chaplaincy Support weekly providing opportunities for PP pupils to have equal access to all pupils to plan, deliver and assess acts of worship.</p> <p><b>Cost: £0</b></p>	<p>Liturgy planning is a core part of Catholic education and the school's ethos and is also an aspect of school life where children gain a sense of achievement and experience the opportunity to lead regardless of their academic ability or economic or social need.</p>	6
<p>Teacher and Sports Lead support with weekly Forest School sessions for all pupils in KS1 and KS2 during the academic year.</p> <p><b>£11,329.15 and £2,108.34</b></p>	<p>Forest Schools is a nationally recognised initiative that enables pupils to develop cooperative working, self-confidence, problem solve, risk take in a controlled and safe setting, increase physical activity which improves mental health and well-being.</p>	4 6
<p>Access to Wraparound provision - Breakfast Club and After School Clubs.</p> <p><b>£7,840</b></p>	<p>Children have eaten breakfast and research shows breakfast is an important start to the day to sustain energy and good mood.</p> <p>Participation in sporting activities that interest the child. Increased awareness of how physical activity helps well-being</p>	6 7
<p>Support with purchasing uniform twice a year</p> <p><b>£2,500</b></p>	<p>Pupil voice shows children are proud to be a member of our school community</p>	6 7
<p>To ensure that children are able to access trips, workshops and events in line with their peers <b>2,000</b></p>	<p>Pupils have opportunity to go on residential, educational visits and attend workshops when they may not otherwise been able to.</p>	6 7

**Total budgeted cost: £84,566.09**

## 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 2024 to 2025 academic year.

#### Targeted Academic Support

- To ensure that the staffing is structured so that rapid interventions are put in place to support children who demonstrate gaps or prevent any learning gaps with pre-learning
- To ensure that PPG children who are in Year One and Two have small group support to address any accumulative gaps in reading, phonics, writing and maths.

#### IMPACT

**2024/2025** Teacher assessment informed by outcomes within lessons, Rising Star Assessment / Hub moderation for reading, writing and maths for year 1, 3, 4 and 5. **SATS tasks and tests for End of KS 1 & 2 for PP Pupils:**

Yr 6 (8 pupils including 0 pupils with SEND) GPS: 75% and 0%, Reading: 75% and 0% Writing: 63% and 12% Maths: 63% and 25% RWM Combined 50%, GD 0%

Yr 5 (11 pupils including 2 pupils with SEND) Reading: 36% and 0% Writing: 27% and 0% Maths 55% and 0% RWM Combined 18%, GD 0%

Yr 4 (6 pupils including 1 pupil with SEND) Reading: 50% and 0% Writing: 33% and 0% Maths: 50% and 0% RWM Combined 33%, GD 0%

Yr 3 (12 pupils including 5 pupils with SEND)) Reading: 50% and 8% Writing: 50% and 8% Maths: 58% and 8% RWM Combined 50%, GD 8%

Yr 2 (8 pupils including 1 pupil with SEND) Reading: 75% and 0% Writing: 75% and 0% Maths: 75% and 13% RWM Combined 75%, GD 0%

Yr 1 (13 pupils including 1 pupil with SEND) Reading: 46% and 0% Writing: 54% and 0% Maths: 69% and 0% RWM Combined 46%, GD 0%

7/13 children in Year 1 in receipt of PPG passed the threshold for phonics screening.

0/1 children in Year 2 in receipt of PPG passed the threshold for phonics re-screening.

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

- To provide Welfare / Emotional Support through the Sports Leaders and Well-being Champions to develop friendships, team building skills on the playground.
- Effective use of an Education Welfare Officer to closely monitor attendance and develop strategies to bridge the gap, engage with parents and help raise attendance
- To ensure that children are able to access trips, workshops and events in line with their peers
- To increase opportunities outside school for children in receipt of PP which may be lacking due to financial constraints.

#### IMPACT

ELSA and behaviour mentor focused 1-1 sessions with children who are struggling with their emotions or worries about home life, this may include DV, separation, parental contact, mental health. As a result of funding spend, a tiered system is now in place to ensure consistency of support for children who have emotional or mental health needs.

Observations show that support provided has reduced the number of behavioural incidents, reduced the risk of exclusion and improved the wellbeing of those children receiving support who are now equipped with strategies to support their health and well-being.  
Provision has also included work with parents to provide strategies and solutions for supporting children at home, which has led to improvement in self-regulation and emotional behaviour in school.

Pupil Well-being Champions have played a positive role in school working alongside our ELSA to introduce games, friendship spots for pupils who are feeling vulnerable and give certificates and rewards to those children who are living out our school values.

Attendance PP Pupils 95.53% vs Non PP Pupils 96.8%, minimal difference between groups. Whole school absence is below National absence by 1.3%. Persistent absentee for whole school was 4.8% (including 4 pupils with PP entitlement) compared to National average of 14.3%.

In EYFS and KS1 all children were able to attend a visit to the theatre and access workshops which were bought into school. In Key Stage 2: 14/18 children attended a residential to Hathersage, 7/8 children attended a residential to The Briars, as families were supported with a subsidised payment.

£2,418.55 was spent on uniform which provided every child with two jumpers / cardigans, 5 polo shirts, a PE kit and a school jacket.

46% of children with PP entitlement regularly attending Breakfast Club ensuring they have had a healthy breakfast and are ready to begin their learning for the day.

71% of children with PP entitlement have attended at least 1 after school club and are therefore more physically active as well as understanding the importance of being a team member.

## 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



## Further information (optional)

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