

Pupil premium strategy statement 2025 – 2026

This statement details Our Lady & St Philomena's 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 & St Philomena's Catholic Primary School
Number of pupils in school	212
Proportion (%) of pupil premium eligible pupils	55% (117)
Academic year/years that our current pupil premium strategy plan covers	2025 - 2028
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Jamie Long Head Teacher
Pupil premium lead	Michelle Southern Pupil Premium Lead
Governor / Trustee lead	Claire Wiglesworth, link governor for Safeguarding and disadvantaged pupils.

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£177,255
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	£177,255

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils regardless of their background or the challenges they face make strong progress and achieve highly across all subject areas. The focus of our Pupil Premium strategy is to ensure that disadvantaged pupils are supported to meet this goal, including those who are already high attainers.

We recognise the additional challenges faced by vulnerable pupils, such as those with a social worker or those who are young carers. The actions outlined in this statement are therefore designed to support their needs as well, whether or not they are eligible for Pupil Premium funding.

High-quality teaching is central to our approach, with targeted support in the areas where disadvantaged pupils most need it. This approach is proven to have the greatest impact on closing the attainment gap, while also benefitting all learners across the school. Embedded within our intended outcomes is the expectation that the attainment of non-disadvantaged pupils will also be sustained and improved alongside the progress of their disadvantaged peers.

Our approach is responsive to both common barriers and individual needs. It is grounded in robust diagnostic assessment rather than assumptions about the impact of disadvantage. The strategies we have selected work in combination to help all pupils excel. To ensure they remain effective, we will:

- **Ensure disadvantaged pupils are consistently challenged** through high-quality, ambitious work.
- **Intervene early**, providing timely support as soon as need is identified.
- **Adopt a whole-school approach** in which all staff take collective responsibility for the outcomes of disadvantaged pupils and maintain high expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	Low starting points on entry to school, particularly in oral language, reading, writing, maths, and PSED. Accelerated progress in EYFS is required for children to access the full curriculum.
2.	Gaps in foundational literacy and vocabulary, impacting reading fluency and comprehension.
3.	Gaps in core mathematical understanding and reasoning.
4	Need for pastoral and social support for vulnerable families.
5	Pupils with specific emotional needs, mental health challenges, or difficult personal circumstances that may affect behaviour and learning.
6	Lower attendance and increased risk of persistent absence
7	Limited access to enrichment opportunities, cultural capital, and wider experiences

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
Increase the percentage of children attaining GLD at the end of EYFS	Higher proportion of pupils achieving GLD at the end of Reception. (57% in 2024/25)
Raise standards in oral communication and writing.	Increase the number of disadvantaged pupils attaining the expected standard across all year groups.
Improved maths outcomes	Greater fluency, reasoning, and problem-solving skills; disadvantaged pupils make at least expected progress.
Narrow the attainment gap between disadvantaged and non-disadvantaged pupils across all subjects.	Reduced gap in attainment between disadvantaged and non-disadvantaged pupils.
Provide high quality pastoral and social support for families.	Reduction in persistent absenteeism; attendance of disadvantaged pupils is in line with non-disadvantaged pupils.

	Improved parental engagement at school events.
Improve mental health and emotional wellbeing of disadvantaged pupils.	Fewer behavioural incidents; pupils demonstrate improved emotional regulation and readiness to learn; positive pupil feedback on support strategies.
Enhance the quality of writing across the school	Higher percentage of pupils expected or Greater depth in writing; improved stamina, creativity and contextual understanding.
Raise attainment in Reading to improve combined RWM outcomes in KS2.	Disadvantaged pupils meet or exceed age-related expectations; higher percentage achieve Expected/Greater Depth in RWM in KS2 SATs (50% Expected RWM in 2024/25).
Increased access to enrichment opportunities.	Disadvantaged pupils participate fully in wider opportunities (clubs, trips, experiences)

Activity in this academic year

This details how we intend to spend our pupil premium) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
High-quality inclusive teaching across all subjects; CPD focused on adaptive teaching, modelling, scaffolding, vocabulary, and questioning	Research demonstrates that consistently strong teaching has the greatest impact on closing attainment gaps. Focus on scaffolding, modelling, questioning, and differentiation ensures all pupils are challenged.	1, 2, 3

Release Subject Leaders to attend briefings/courses to develop subject knowledge	High-quality subject knowledge enables leaders to support staff effectively, improving teaching and learning across the school.	1, 2
Wellcomm programme	Oral language interventions deliver an average of six months' additional progress over a year and can improve classroom climate and behaviour. Staff CPD is delivered in line with EEF principles and reinforced via staff meetings, INSET, and twilight sessions. EEF: Oral Language Interventions	1, 2
Purchase of standardised diagnostic assessments (NFER)	Standardised assessments provide reliable insights into pupil strengths and weaknesses, informing targeted interventions and teacher instruction. EEF: Assessing and Monitoring Pupil Progress https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/assessing-pupil-progress	3, 6
Read Write Inc. (DfE validated phonics programme) with ongoing support and subscription to Ruth Miskin online	Phonics approaches have strong evidence for improving word-reading accuracy, especially for disadvantaged pupils. Regular training ensures teachers have the skills and confidence to teach reading fluently and accurately, fostering a love of reading and improving writing and spelling.	1, 2, 3, 6
Ready, Steady, Write (Reception to Year 6) with CPD and accompanying resources	Evidence-based, comprehensive writing programme. Daily sentence accuracy practice improves word, sentence, and punctuation skills in line with the National Curriculum. CPD equips teachers to deliver dynamic, effective writing lessons.	1, 2, 3, 6
Ready Steady Read together Implementation of Mastering number	Evidence-based interventions to strengthen literacy and numeracy skills. Regular monitoring ensures pupils make accelerated progress.	1, 2, 3, 6
National College (£1000)	Provides professional development for staff to enhance teaching of literacy and numeracy, reinforcing classroom strategies and improving pupil outcomes.	1, 2, 3, 6

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

Budgeted cost: £24,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted small-group and 1:1 interventions in reading, writing, and maths	EEF evidence shows that targeted small-group tuition can accelerate progress by up to four months. Structured interventions address specific gaps and support pupils who require additional reinforcement.	1, 2, 3
Additional phonics sessions (1:1 and small group) for the lowest 20% and others requiring further support	Targeted tuition has high impact (EEF). Phonics approaches consistently demonstrate strong positive effects on word reading, particularly for disadvantaged pupils. Regular, short sessions over 12 weeks increase effectiveness. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1, 2, 3
Improve speech and language for pupils entering Nursery and Reception through early identification and implementation of WELCOMM	Oral language interventions have a positive impact on early communication, vocabulary and speaking/listening skills. These approaches show strong overall gains in attainment. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1, 2, 3,
Primary Inspirations (enterprise and collaboration projects)	Enterprise projects develop literacy and numeracy skills through real-life application. Collaboration strengthens communication, teamwork, and aspirations.	1, 2, 3, 7

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

Budgeted cost: £120,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Attendance support including monitoring, first-day response, and pastoral mentoring	Improved attendance and punctuality lead to stronger engagement in learning. Attendance is strongly linked to attainment. Early intervention prevents persistent absence.	All
Self-regulation strategies (Zones of Regulation)	Metacognition and self-regulation strategies provide an average of +7 months' progress (EEF). These approaches help pupils manage emotions and behaviour effectively. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	5, 6
Funding for enrichment, trips, music tuition, and clubs	Builds cultural capital, increases engagement, and broadens pupils' experiences beyond the classroom.	7
NSPCC & Bully Busters assemblies and workshops	Targeted and universal behaviour interventions have positive impacts on wellbeing, relationships, and learning behaviours.	4, 5
Altru Theatre (e-safety performance and workshops)	Supports pupils' ability to use technology safely and confidently; improves digital citizenship and wellbeing.	4, 5
AUrtistic (Arts participation programme)	Arts participation has a positive impact of approximately +3 months' progress, improving outcomes in English, mathematics, science, and wider confidence. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	4, 5
Seedlings (Mental Health support)	Provides specialist therapeutic support for vulnerable pupils, improving emotional regulation, behaviour, and readiness to learn.	4, 5
Educational Mental Health practitioner	One-to-one early intervention for pupils with emotional or mental health needs reduces barriers to learning and improves wellbeing, behaviour, and engagement.	4, 5
School minibus	Enables disadvantaged pupils to access enrichment, sporting events, visits, and extended day opportunities. Removes barriers related to transport and inclusion.	All

Contingency fund for acute issues.	Allows the school to respond rapidly to emerging needs such as uniform, transport, trip support, or welfare issues. Similar schools have found this flexible approach effective in removing unexpected barriers.	All
AS Creatives	Provides curriculum-linked creative workshops that enhance problem-solving, teamwork, and motivation across subjects.	2, 3, 7
Yoga sessions with a qualified practitioner	Supports emotional regulation, physical wellbeing, stress management, mindfulness, and positive mental health. Wasn't sure whether to leave in as we could do some sessions throughout the year?	4, 5
CELLS Project	Pupils learn from lived experiences of people with involvement in the criminal justice system. Designed to deter antisocial behaviour and raise awareness of consequences, while building aspirations.	4,7

Total budgeted cost: £178,595

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.

We analysed the performance of our disadvantaged pupils using a range of evidence, including national assessment data, local authority benchmarks, and our own internal summative and formative assessments.

Attainment and Progress

At the end of Key Stage 2:

- 50% of disadvantaged pupils achieved Expected Standard or above in Reading, Writing and Maths combined, compared with 55% locally and 62% nationally.

At the end of Year 1 (Phonics Screening Check):

- 40% of disadvantaged pupils achieved Expected Standard, compared with 64% locally and 80% nationally.

To evaluate outcomes effectively, we compared our disadvantaged pupils' results with those of:

- disadvantaged pupils nationally and locally
- non-disadvantaged pupils nationally and locally
- non-disadvantaged pupils within our own school

These comparisons must be interpreted with some caution due to ongoing post-pandemic variation in cohorts and contextual factors.

Wider Outcomes: Attendance, Behaviour and Wellbeing

Alongside academic outcomes, we considered a broader set of indicators such as attendance, behaviour, and wellbeing, informed by school data and staff observations.

- Behaviour and wellbeing data indicate that disadvantaged pupils are performing in line with their non-disadvantaged peers.
- Attendance remains a key area of focus.
In 2024–25:
 - Disadvantaged pupils' attendance: 92.4%
 - Non-disadvantaged pupils' attendance: 94.7%
 - Gap: 2.4%

Improving attendance for disadvantaged pupils remains a priority, and this is reflected in the continued investment in our **Learning Mentor/Attendance Officer**, who plays a central role in monitoring, early intervention, and family support.

Impact on Future Strategic Planning

Following our review of outcomes, we have refinements planned to ensure our strategy continues to meet the needs of our disadvantaged pupils. Adjustments to budget allocation have been made to strengthen targeted academic support, attendance work, and wellbeing provision.

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
Read Write Inc.	Ruth Miskin Training
Ready, Steady, Write	Literacy Counts
Ready, Steady, Read together	Literacy Counts
Oxford Owl	Oxford University Press
TT Rockstars	play.ttrockstars.com
Seesaw (online Platform) https://web.seesaw.me	Seesaw (online Platform) https://web.seesaw.me
Dojo (https://classdojo.com)	Dojo (https://classdojo.com)
Enterprise activities - Promotion of team work and development of English and Maths skills	Raising Aspirations
IDL intervention software (https://idlsgroup.com/)	IDL
CELLS Project	Cobalt Housing
National College	National Education Group
WELLCOMM	GL assessment
Mastering Number	NCETM
Power Maths	Pearson
IQM implementation	IQM
Together Trust	Together Trust