



Pupil premium strategy statement

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's Catholic Primary School
Number of pupils in school	312
Proportion (%) of pupil premium eligible pupils	8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years
Date this statement was published	17 th December 2025
Date on which it will be reviewed	July 2028
Statement authorised by	Ms Tara Davies
Pupil premium lead	Ms Tara Davies
Governor / Trustee lead	Mrs Roisin Phillips

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£37,875

Part A: Pupil premium strategy plan

Statement of intent

"You are young, you are precious, you are loved."

St John Bosco

We have very high expectations for what all children can achieve and it is our intention that there is no or very little gap between the progress and attainment of disadvantaged children and all other children. We believe that all children need to be prepared to face the future challenges in the modern world with confidence. To do this, our curriculum is designed to include the key skills for all subjects in the National Curriculum as well as forming pupil premium children to become **RUAH** children: **r**espectful, **u**nderstanding, **a**ffectionate and **h**umorous in line with our school's mission statement. The Pupil Premium Grant will provide the support needed to enable disadvantaged children to achieve the aims and skills of both our curriculum intent and our mission statement.

The pupil premium strategy will:

- Improve children's skills in English and maths to close the gap with other children.
- Ensure that all disadvantaged children can read fluently and with good understanding to enable them to access the breadth of the curriculum.
- Provide wider cultural experiences in the form of school trips, visits and other enrichment opportunities to support children knowing more and remembering more of our RUAH curriculum.
- Improve quality-first teaching in all subjects of our RUAH curriculum.
- Enable children to improve their mental health, social skills and learning behaviours through individual support.
- Improve children's punctuality and attendance.
- Provide children with targeted-individualised support as a result of their personally recognised areas for improvement along with their hopes and dreams for the future.

Our commitment to continuously improving standards in our school is in full communion with our unique Salesian identity and loyal to the words of St John Bosco:

"In every young person a point of goodness is accessible. And it is the primary duty of the educator to discover the sensitive cord of the heart so as to draw out the best in that young person."

Challenges

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

Challenge number	Detail of challenge
1	Gaps in reading, writing, maths and phonics.
2	Limited cultural experiences due to restrictions of extra-curricular activities.
3	Limited self-esteem and learning behaviour stemming from school absences; 1/3 of children lack motivation and aspiration for learning.
4	Attendance and punctuality – rate of persistent absences of children receiving FSM is above national.
5	High percentage of EAL with limited language.
6	Support from parents at home.

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.) The gap in attainment between PP children and non-PP children narrows or is non-existent in reading, writing and maths at Key Stage 2.	<ul style="list-style-type: none"> Percentage of PP children achieving the expected level in reading, writing and maths is within 5% or mirrors that of non-PP children. All PP children in Year 6 are adequately equipped with the knowledge and skills of our curriculum ready for secondary education.
2.) Attainment of PP children in Key Stage 1 is in line with non-PP children in reading, writing and maths.	<ul style="list-style-type: none"> All PP children at Key Stage 1 achieve at least the expected level in reading, writing and maths. Progress is in line with, if not better than, their starting point from EYFS.
3.) All PP children in Year 1 pass the phonics screening test at the end of the academic year.	<ul style="list-style-type: none"> All PP children in Year 1 pass the phonics screening test in June 2026 and June 2027. All PP children in Year 1 are confident readers matched to their phonic ability at the end of Year 1.
4.) All PP children in Reception achieve ELG by the end of the academic year.	<ul style="list-style-type: none"> All PP children achieve ELG and are ready for Year 1 by the end of the academic year.
5.) Provide children with cultural experiences to support curriculum knowledge and skills.	<ul style="list-style-type: none"> All PP children participate in curriculum trips throughout the academic year to supplement knowledge and skills of the curriculum. PP children attend extra-curricular clubs before and after school.
6.) All PP children show positive attitudes to learning and have improved self-belief in what they can achieve.	<ul style="list-style-type: none"> All PP children are supported in class by teachers and additional adults if needed (behaviour mentor, deputy headteacher, headteacher). All PP children are provided with pre-learning materials and/or time resulting in increased participation in lessons and improved attitudes to learning.

	<ul style="list-style-type: none"> All PP children have high aspirations about what they can achieve as a result of regular feedback and praise from teachers, support staff and leaders.
7.) All PP children have at least 96% attendance and the rate of persistent absence in under 5%.	<ul style="list-style-type: none"> All PP children have at least 96% attendance as a result of careful monitoring and support to parents. The rate of persistent absence is less than national averages due to pastoral support to families.
8.) All PP children who have English as an additional language achieve 'working within' their age-related expectations.	<ul style="list-style-type: none"> PP children with EAL achieve at least 'working within' the expected level for their year group in reading, writing and maths. Teachers' regular use of assessment for learning quickly identifies gaps in children's knowledge and misconceptions are identified and addressed. Children's work books show fluency in writing, maths, RE and other curriculum knowledge in line with age-related expectations.

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: £8,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide ongoing training for all teachers and support staff on assessment for learning and how to identify misconceptions quickly.	<ul style="list-style-type: none"> Quality of Education evaluations highlighted the need for continuous training on assessment for learning to break down barriers and maximise progress in lessons/ 	1, 2, 3
Continue to develop middle leaders, through coaching, to drive subject specific improvements throughout the school.	<ul style="list-style-type: none"> Five teachers completed NPQSL (senior leadership) over the past two years and one teacher in EYFS is currently on the course. Through coaching between senior and middle leaders, teachers will continue to drive developments in their own subjects to be exceptional. 	1, 2, 3, 5
Provide whole-school training to raise awareness of PP and provide strategies to support PP children throughout the school, in line with individual pupil profiles.	<ul style="list-style-type: none"> By raising the profile of disadvantaged through training, all staff will have heightened awareness during lessons and 1.) use assessment for learning effectively and 2.) provide timely interventions to maximise progress. 	1, 2, 3, 4, 5
Train support staff to provide targeted support across all subjects in the curriculum, as	<ul style="list-style-type: none"> Evidence of interventions shows that when they are targeted to individual needs, accelerated progress is made. 	1, 3, 5

per the children's individual profiles.		
Purchase EYFS support package provided by EYFS expert.	<ul style="list-style-type: none"> Specialist support for the Nursery and Reception to provide staff with ideas and the tools to introduced targeted support that matches the curriculum intent in EYFS as well as the termly milestones to build strong foundations in Early Years. 	1, 2, 3, 5

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

Budgeted cost: £16,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted support for PP children in EYFS to achieve ELG.	<p>Baseline assessments in EYFS show that 100% of children eligible for PP entered EYFS working below age-related expectations.</p> <p>Published data from 2025 shows 77% of children achieved ELG; 9% above national expectations.</p>	1, 2, 3
Targeted support for children in Year 1 to pass the phonics screening test.	<p>Y1 phonics results have consistently been 85% or higher over the past 5 years and all PP children must pass so they have acquired the skills of early reading.</p> <p>The reading framework highlights the vital importance of early reading to access the curriculum.</p>	1, 3, 5
Targeted support for children in Year 2 to achieve the expected level in reading, writing and maths.	<ul style="list-style-type: none"> Data shows that not all PP children achieved age-related expectations in Year 2 in July 2025: Reading: 80% secure+, 20% working below <i>(5 children)</i> Writing: 40% secure, 60% working within or below. <i>(5 children)</i> Maths: 60% secure, 20% working within, 20% working below. <i>(5 children)</i> 	1, 3, 5
Targeted support for children in Key Stage 2 to achieve the expected level for individual year groups and at the end of Key Stage 2.	<ul style="list-style-type: none"> Data on Target Tracker for July 2025 shows the % of PP children at age-related expectations or higher: <u>Year 3 at expected or above (3 children):</u> 33% in reading <i>(33% working within year group, 33% working below)</i> 0% in writing <i>(66% working within year group, 33% working below)</i> 	1, 3, 5

	<p>0% in maths (66% working within year group, 33% working below)</p> <p><u>Year 4 at expected or above (3 children):</u></p> <p>0% in reading (66% working within year group, 33% working below)</p> <p>0% in writing, (33% working within year group, 67% working below)</p> <p>33% in maths, (67% working within year group)</p> <p><u>Year 5 at expected or above (3 children):</u></p> <p>66% in reading, (33% working within year group, 0% working below)</p> <p>67% in writing, (33% working within)</p> <p>33% in maths (working above) (67% working within year group)</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £13,875

Activity	Evidence that supports this approach	Challenge number(s) addressed
Analyse weekly attendance levels of all PP children and inform all teachers of trends to provide early help.	<ul style="list-style-type: none"> Attendance of PP children last academic year was in line with national average, however, our three-year trend shows that it has been slightly above national in 2023-2024 and 2022-2023. <i>(IDSR, November 2025)</i> Several PP children are persistent absentees (27%) and therefore the amount of education missed is too high. 	3, 4, 6
Provide Breakfast Club for social interaction and a good start to the school day.	<ul style="list-style-type: none"> Not all children eat breakfast or have social conversations before school. Children are more attentive and levels of concentration increase when they have a balanced breakfast. 	2, 3, 4, 5, 6
Fund trips and extra-curricular activities for all PP children.	<ul style="list-style-type: none"> Children gain valuable experience from trips and extra-curricular activities that supports knowledge of curriculum topics. Trip are vital to supplement the knowledge in our curriculum. 	2, 3, 5, 6
Offer piano lessons for all PP children.	<ul style="list-style-type: none"> Music can build children's confidence and help their ability to maintain focus and concentration. Learning and knowledge of music supports children's cultural capital and links to a range of curriculum subjects. 	2, 3,

Provide RUAH sessions using specialist TA.	<ul style="list-style-type: none"> Children’s self-esteem and their confidence in their own abilities is inconsistent due to social deprivation. 	3, 4, 5, 6
Provide support for PP families who need extra help.	<ul style="list-style-type: none"> Senior staff will provide parents with parenting guidance and advice in how to support their children at home. 	4, 5,6

Total budgeted cost: £37,875

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Intended outcomes from the last strategy

To evaluate and strengthen the quality of texts used in the English curriculum so that disadvantaged children are emersed into a wider variety of literature.

- Review of the English curriculum led by the curriculum leader and English leader, working with external English consultant.
- Review of the English curriculum led to the purchasing of additional high-quality texts to 1.) provide the best texts for guided reading 2.) provide the best texts as modelled examples for writing 3.) support the learning of key knowledge from other curriculum subjects.

Evidence – English Data

Reading

End of Key Stage 2

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged		
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend
3-year	26	92%	62%	Above (sig+)	80%	13	Not applicable
2025	8	100%	63%	Above (sig+)	81%	19	Positive gap
2024	11	91%	62%	Above (non-sig)	80%	11	Positive gap
2023	7	86%	60%	Above (non-sig)	78%	7	Positive gap

All year groups:

Disadvantaged	Below	Emerging	Developing	Expected	Greater Depth
All Disadvantaged	12%	12%	15%	42%	19%

Writing

End of Key Stage 2

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged		
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend
2-year	18	1.9	-0.7	Above (non-sig)	0.4	1.5	Not applicable
2023	6	2.3	-0.7	Above (non-sig)	0.4	1.9	Positive gap
2022	12	1.7	-0.8	Above (non-sig)	0.4	1.3	Not available

All year groups

Disadvantaged	Below	Emerging	Developing	Expected	Greater Depth
All Disadvantaged	15%	12%	31%	31%	12%

Next steps: monitor the frequency of reading of disadvantaged children to ensure that they remain in line with age-related expectations.

To supplement our RUAH curriculum with resources to support the teaching and learning of foundation subjects.

- Key knowledge for all curriculum topics in place and planning materials purchased (Cornerstones) to supplement our RUAH curriculum.
- Training provided for all teachers on knowledge and expectations of the foundation subjects to help children know more and remember more.
- All subjects have clear progression from Nursery to Year 6 so that sequencing is clear and effective – this enables teachers to ‘track back’ and ‘move forward’ to support the retention of knowledge for disadvantaged children.

Evidence: RUAH curriculum documents, practice in the classroom.

Next steps: identify children’s personal barriers to learning by discussing their own perceived strengths and weaknesses and what subjects they find challenging. Train staff and volunteers on how to support individual areas of weakness.

To provide enrichment opportunities within the curriculum to help disadvantaged children know more and remember more.

- Greater enrichment opportunities included in curriculum topics to supplement disadvantaged children's experiences. The following trips and experiences took place:

Activity days at Hill End (KS1 and LKS2)

Author visit (whole school)

Sport day at the local athletics ground (Years 2-6)

Visit to the local business park (UKS2)

Science Museum in London (UKS2)

Trip to Alton Towers (Year 6)

Residential trip (Year 6)

Visits to Oxford City (Years 1-6)

Science Oxford visits (Years 1-6)

Supplementary science materials from Science Oxford (Years 1-6)

Visit to the local park (EYF)

Science, maths and drama enrichment days at Magdalene College Private School (KS2)

Evidence: Class Dojo photographs, discussions with the children.

Next steps: continue to supplement the curriculum with enrichment experiences to support the retention of key knowledge for every topic.

To support the mental health and wellbeing of disadvantaged children by providing a learning mentor.

- Learning mentor position filled by experienced SEND TA.
- Regular 'check-ins' made with disadvantaged children identified as needing support. As a result, children felt supported, listened to and their learning behaviours improved.
- Learning mentor attended mental health training and used strategies to support disadvantaged children, as necessary on a personalised basis.

Evidence: discussion with learning mentor, discussion with children.

Next steps: learning mentor to attend the next level of mental health first aid training. Investigate other training available and implement any relevant strategies as appropriate.

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
Mathletics	3P Learning
Maths interventions	Third Space
Reading Plus	Dream Box
Times Tables Rock Stars	Maths Circle Ltd