

Our Lady Immaculate Primary School 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 Immaculate Catholic Primary School |
| Number of pupils in school | 374 including nursery provision (297 aged 5-10) |
| Proportion (%) of pupil premium eligible pupils | 54% |
| Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended) | 2025-2026 2026-2027 2027-2028 |
| Date this statement was published | October 2025 |
| Date on which it will be reviewed | July 2026 |
| Statement authorised by | Louise Partington - Headteacher |
| Pupil premium lead | Terry Cotton |
| Governor | Mrs Joanne Howarth |

Funding overview

| Detail | Amount |
|--|----------|
| Pupil premium funding allocation this academic year | £217,995 |
| Recovery premium funding allocation this academic year | £0 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £ 0 |

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| <p>Total budget for this academic year</p> <p>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</p> | <p>£ 217,995</p> |
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Part A: Pupil premium strategy plan

Statement of intent

Our school provides a secure, stimulating and enriched environment where pupils develop positive personal qualities, social awareness and understanding. We aim to promote independence, self-esteem, a readiness to learn and academic achievement for all pupils.

Our intention is that all pupils, irrespective of background or challenges they face, make good progress and achieve high attainment 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 are already high attainers.

A significant number of our pupils are identified as having social interaction, emotional and behavioral issues, including significant trauma and poor attachment. These challenges particularly affect disadvantaged pupils, including their attainment.

We consider the challenges faced by vulnerable pupils. The activities we have outlined in this statement are also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality 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 will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- Ensure disadvantaged pupils are challenged in the work that they're set
- Act early to intervene at the point need is identified
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- PP children's progress is discussed by SLT at pupil progress meetings.

Challenges

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

| Challenge number | Detail of challenge |
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| 1 | Pupils have underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from EYFS through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers. |

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| 2 | Teacher referrals for support have increased, especially for those classed as disadvantaged. They currently require additional support with social and emotional needs. Many are receiving small group of 1:1 intervention. |
| 3 | There are significant knowledge gaps, especially in the acquisition of basic skills in reading, writing and mathematics; leading to pupils falling further behind age-related expectations. |
| 4 | In phonics, there are more significant difficulties for disadvantaged pupils than their peers. This negatively impacts their development as readers. |
| 5 | There are significant knowledge gaps leading to pupils falling further behind age-related expectations in Reading. |
| 6 | There are significant knowledge gaps leading to pupils falling further behind age-related expectations in Writing. |
| 7 | There are significant knowledge gaps leading to pupils falling further behind age-related expectations in maths problem solving and reasoning |
| 8 | The education and wellbeing of many of our disadvantaged pupils have been impacted by significantly higher levels of social deprivation within the school catchment area. This has impacted upon children's readiness for school, readiness to learn and general wellbeing. |
| 9 | Our data over the last year indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils. Significant numbers of disadvantaged pupils have been 'persistently absent' compared to their peers during that period. Absenteeism is negatively impacting disadvantaged pupils' progress. |

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 |
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| Improved oral language skills and vocabulary among disadvantaged pupils across all key stages. | School evidence indicates significantly improved oral language among disadvantaged pupils. |
| To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. | Increased evidence of individuals demonstrating calm and thoughtful behaviours, through the use of learnt strategies and techniques to manage emotions effectively. |
| Improved progress in basic skills, knowledge & understanding in reading, writing and maths, leading to improved attainment among disadvantaged pupils. | Pupil can successfully access and engage with all elements of the curriculum; making progress in each. School tracking and on-going formative assessment shows pupils make progress. |
| Improved phonics knowledge and reading attainment among disadvantaged pupils. | Significant improvement in KS1/KS2 phonics and reading outcomes in 2025-2026. |
| Improved reading attainment among disadvantaged pupils. | Significant improvement in KS2 reading outcomes in 2025-2026. |
| Improved writing attainment among disadvantaged pupils. | Significant improvement in KS2 writing outcomes in 2025-2026. |

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| Improved Mathematics attainment among disadvantaged pupils. | Significant improvement in KS2 Maths outcomes in 2025-2026. |
| Children and their families have access to resources or support required to ensure pupils have a readiness to learn and their general wellbeing is suitable for learning. | Disadvantaged children are able to fully access the curriculum and show positive attitudes to learning and make good or better progress. Barriers to learning are removed or significantly reduced. |
| To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. | Sustained high attendance by 2025-2026 demonstrated by: <ul style="list-style-type: none"> • reducing the overall absence rate for all pupils. • Closing the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced. |

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: £32,493

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>Staff CPD to develop positive behaviour for learning for all pupils</p> <p>To develop staff skills in strategies to defuse and de-escalate and repair.</p> | <p>Staff CPD The most vulnerable pupils are supported, leading to them being ready to engage in learning.</p> <p>Lead to individuals demonstrating calm and thoughtful behaviours, through the use of learnt strategies and techniques to manage emotions effectively.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</p> <p>Development of interpersonal relationships.</p> <p>Development of resilient pupils.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p> | 2, 8 |
| <p>Staff CPD to ensure quality of learning across school is consistent and of a high quality; leadership remains of a high standard.</p> | <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p> <p>Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.</p> | 2, 8, 9. |

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| Care & Control training | Effective support for pupils in crisis, through positive handling and use of the help script. | 2, 8,9. |
| Little Wandle/ Letter & Sounds Designated LSA time to deliver phonic interventions to those children with gaps. | Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1 | 3, 4, 5, 6. |
| Annual subscription to the <i>Read to Write</i> and steps to read English scheme. Additionally, the purchase of, the ready steady spell scheme, to secure improved skills in reading and writing for all pupils. | https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2 Recommendation 2 and 3 from this guidance supports the schools focus on developing fluent, confident readers by carefully selecting texts to support the teaching of these strategies. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit? Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction. | 3, 6 |

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|---|---|---|
| Update of our maths teaching and learning resources, in line with DfE and EEF guidance. | <p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</p> <p>The EEF guidance is based on a range of the best available evidence</p> | 3 |
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 416,068

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Wellcomm Screening and intervention | <p>Introduction of WellComm screening programme. To identify pupils who require additional support in the development of speech and language</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years</p> | 1, 2, 3, 4, 5, 6, 7, 8,9 |
| Small group targeted interventions | <p>1-1 support and collaborative learning approaches have an positive impact of +5 months</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p> | 2, 3, 4, 5, 6, 9 |
| SEMH Programmes to support children's wellbeing, including rainbows, sunbeams, play therapy, zones of regulation. | <p>Improved self-regulation & resilience Introducing zones of regulation across school to support SEMH needs</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p> <p>Development of effective strategies to support emotional well-being.</p> | 2 |

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

Budgeted cost: £ **£82,261**

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Embedding principles of good practice set out in the DfE's Improving School Attendance | Embedding principles of good practice set out in the DfE's Improving School Attendance advice. The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. | 1, 2, 3, 4, 5, 6, 8,9 |
| To embed therapeutic support for all children and those with SEMH needs to improve resilience, readiness to learn and general wellbeing. | The need to teach healthy coping strategies in early education has never been more urgent. By teaching children at a young age, we are helping to develop invaluable skills for life. It supports, in a highly practical way, the child's emotional development; learning to recognise and regulate one's emotions – vital to learning and personal well-being. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning | 2, 8. |
| Contingency fund for acute issues. | Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified. | All |

Total budgeted cost: £ 530,822

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 2023-2024 academic year.

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| <ul style="list-style-type: none"> - Evidence of Increasing number of pupil premium children making progress towards achieving GLD and prime learning goals. - PP children continue to be supported through a range of resources and targeted support programmes to achieve emotional wellbeing and a readiness to learn. <p>Evidence of improved performance across the curriculum.</p> <ul style="list-style-type: none"> - PP Children are beginning to use technical vocabulary appropriately within their work across the curriculum. This remains a target - PP children show they are making small steps of progress in speaking & listening; reading, phonics, writing and maths. This remains a target - PP pupils continue to access and engage with all elements of the curriculum - making progress in each. - Increased evidence of individuals demonstrating calm and thoughtful behaviours, through self-restraint, learnt strategies and techniques to manage emotions effectively. - Most families engage with school and PP children are well supported. PP children have been able to broaden their first-hand experiences and have full access to a broad and balanced curriculum. PP Children have full access to the range of support we offer. - PP children can fully access the curriculum and show positive attitudes to learning and make good Progress from their starting points. <p>School data and evidence shows PP children have made progress in phonic understanding, reading, writing and mathematics. Further investment will continue to support out PP children in these areas</p> |
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- Barriers to learning for PP children are removed or significantly reduced.
- Evidence shows children had more opportunity to widen their learning experiences, allowing enrichment activities, trips and residential visits to take place.
- Every effort is made to ensure financial constraints do not hinder pupils' involvement in trips, visits and residential visits.
- Education Welfare Officer, Pastoral Lead and Deputy Head continue to work with parents on attendance and punctuality issues. A number of approaches to improve whole school attendance levels have been implemented this year. Attendance continually maintained as a high school priority.
- To ensure the accuracy of our data, we monitor progress & attainment through in-school moderation sessions, cluster moderation sessions with our link schools and Local authority moderation.

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 |
|-----------|----------|
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| | |

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

| Measure | Details |
|--|---------|
| How did you spend your service pupil premium allocation last academic year? | |
| What was the impact of that spending on service pupil premium eligible pupils? | |

KS2 SATS RESULTS 2025

| | | |
|----------------|---------------------------|--------------------|
| | | Year 6 |
| | | Summer 2025 |
| | | % Exp/Exp+ |
| Reading | All Pupils | 88% |
| | Pupil Premium | 83% |
| | Non- Pupil Premium | 96% |
| | | |
| Writing | All Pupils | 63% |
| | Pupil Premium | 48% |
| | Non-Pupil Premium | 77% |
| | | |
| Maths | All Pupils | 78% |
| | Pupil Premium | 57% |
| | Non-Pupil Premium | 88% |
| | | |
| GPS | All Pupils | 76% |
| | Pupil Premium | 70% |
| | Non-Pupil Premium | 80% |

Phonics & EYFS GLD 2025

| | Pupil Premium | Non-Pupil Premium |
|----------------------------|----------------------|--------------------------|
| Phonics - Achieved | 52.6% | 58% |
| EYFS GLD - Achieved | 63.6% | 60.8% |