

# Pupil Premium Strategy Statement



This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged children.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged children last academic year.

## School overview

| Detail                                                                                                                                                                           | Data                                                                             |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|
| Number of pupils in school                                                                                                                                                       | 72 children                                                                      |
| Proportion (%) of pupil premium eligible pupils                                                                                                                                  | 23 children                                                                      |
| 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> ) | 2024/25<br>2025/26<br>2026/27                                                    |
| Date this statement was published                                                                                                                                                | January 2025                                                                     |
| Date on which it will be reviewed                                                                                                                                                | September 2025                                                                   |
| Statement authorised by                                                                                                                                                          | Mrs Elizabeth Kendall<br>(Headteacher)<br>Mr Edward Hart<br>(Chair of Governors) |
| Pupil premium lead                                                                                                                                                               | Mrs Elizabeth Kendall                                                            |
| Governor / Trustee lead                                                                                                                                                          | Mr Edward Hart                                                                   |

## Funding overview

| Detail                                                                                                                                                                             | Amount  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| Pupil premium funding allocation this academic year                                                                                                                                | £28,120 |
| Pupil premium funding carried forward from previous years<br>(enter £0 if not applicable)                                                                                          | £0      |
| <b>Total budget for this academic year</b><br><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> | £28,120 |

## Part A: Pupil premium strategy plan

### Statement of intent

The context of the school and the challenges being faced by our disadvantaged children has been pivotal when making decisions about using Pupil Premium funding as well as the current research conducted by the Education Endowment Foundation (EEF) and other reliable and recent educational research.

At Our Lady of Lourdes Catholic Primary School, the aim of our Pupil Premium strategy is to ensure that **all pupils** achieve their full potential and are given the highest standards of teaching and learning through the delivery of high-quality teaching. Targeted support and pastoral care outside of high-quality teaching is provided to pupils that require it and this is rigorously monitored.

We want all our children to meet our vision statement recognising how Isaiah's words of **"For you are precious in my eyes"** applies to them as we endeavour to support all of our children to embody this.

At the heart of our approach to Pupil Premium funding is Quality First Teaching. At Our Lady of Lourdes Catholic Primary School, we ensure that teaching and learning opportunities meet the needs of all of our children.

Our approach will be responsive to common challenges and individual needs, rooted in clear assessment and discussions with families and the children themselves. To ensure that our opportunities have impact we will:

- ensure disadvantaged children 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 all children's outcomes (highlighting disadvantaged in data) and raise expectations of what they can achieve

We have found at Our Lady of Lourdes Catholic Primary School that the common barriers to learning for our disadvantaged children can be:

- weak language and communication skills,
- a lack of confidence particularly with learning,
- less learning support at home,
- more frequent behaviour difficulties,
- a lack of 'cultural capital' and experiences key to being a life-long learner,
- attendance and punctuality issues.

In addition, there may also be complex family situations that prevent children from flourishing. The challenges are varied and Our Lady of Lourdes Catholic Primary School is fully aware that there is no universal solution.

We will ensure that all teaching staff are involved in the analysis of data and identification of children, so that they are fully aware of strengths and weaknesses across their own class, year group and the school as a whole.

At Our Lady of Lourdes Catholic Primary School, our Pupil Premium expenditure reflects the guidance of the Education Endowment Foundation (EEF), which recommends a three-tier approach:

- **Teaching**  
Professional development, training and support for teachers (including ECTs) and recruitment and retention. Ensuring an effective teacher is in front of every class, and

that every teacher in the school feels supported to keep improving their teaching 'craft'.

- **Targeted academic support**

Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants (TAs) can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.

- **Wider Strategies**

Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. While many barriers may be common between schools, it is also likely that the specific features of the community each school serves will affect spending in this category. Enrichment opportunities and extra-curricular clubs can also be utilised here to contribute to the children's wider wellbeing and academic achievements.

We will ensure that appropriate provision is made for children who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged children are adequately assessed and addressed.

In making provision for socially disadvantaged children, we recognise that not all children who receive free school meals will be socially disadvantaged. We also recognise that not all children who are socially disadvantaged are registered or qualify for free school meals. We therefore reserve the right to allocate the Pupil Premium funding to support any child or groups of children the school has legitimately identified as being socially disadvantaged.

The school considers how to allocate pupil premium money on an annual basis following rigorous data analysis and careful consideration of the needs of every child. We have a clear, strategic approach with a plan for the use of the Pupil Premium funding, and plans are integrated into wider school support and improvement systems. These are monitored and evaluated regularly by the senior leadership team, and in-depth data analysis ensures that the correct support and strategies are identified to maximise progress.

Strong leadership ensures that Pupil Premium funding has the necessary impact on progress, attainment, attendance and pastoral care. All members of staff and governors accept responsibility for disadvantaged children and are committed to meeting their pastoral, social and academic needs within the school environment.

It is our intention that **ALL children** make at least good progress and achieve high attainment across all subject areas.

## Challenges

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

| Challenge number | Detail of challenge                                                                                                                                                                                             |
|------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1                | Assessments, observations and children and parent/carer discussions indicate a lack of communication and listening skills, which is resulting in a restricted vocabulary especially in our younger aged pupils. |
| 2                | Many of our children (including those with SEND needs) are joining in Reception and Nursery (EYFS) not fully equipped to join a 'school' setting. This may be due                                               |

|          |                                                                                                                                                                                                                                                                                                                        |
|----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|          | to parents not fully understanding their role in supporting pre-school development.<br>As a result of this, many children find it difficult to develop in key skills such as personal care, communication, self-regulation and coping with their emotions. These skills are all lower than age related expectations.   |
| <b>3</b> | Analysis of data shows that attendance among disadvantaged children (particularly children in Reception who access FSM and those children with SEND) is lower in most cases than non-disadvantaged.                                                                                                                    |
| <b>4</b> | Complex family situations that prevent children from flourishing due to a lack of engagement with the school, a lack of enrichment opportunities and less access to cultural and social experiences. This would help to contribute to the children's skills, knowledge and understanding eg. their 'cultural capital'. |
| <b>5</b> | The assessment outcomes for 2024 highlight that further input is needed to close the gap between disadvantaged and non-disadvantaged learners in Year 2 and the Multiplication Tables Check.                                                                                                                           |

### Further Key Priorities for the academic year 2024/25 are:

- o Raise combined attainment and progress for all pupils across all phases so outcomes improve year on year.
- o Develop the use of monitoring to ensure high quality teaching so that children develop knowledge and skills to achieve best possible outcomes in Reading, Writing & Maths.
- o The school's curriculum intent and implementation are embedded across the school so that work is of a consistently high quality and learning experiences help the children remember what they have been taught so that they learn important aspects, such as historical chronology, more deeply.
- o The curriculum is effectively sequenced to build upon children prior learning and enable children to widen their knowledge and understanding, starting from EYFS.
- o Ensure groups of children who are most vulnerable to not achieving their potential make good progress by focusing on the classroom environment and adapting the curriculum.
- o Embed the Feedback and Assessment Policy so it moves children's learning forward in all subjects, provides helpful formative and summative data for teachers and is cognisant of teacher workload.
- o Ensure assessments for each year are moderated internally and externally where possible.
- o Continue to improve curriculum and standards in all subjects – see leaders' subject action plans.

## 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                                                                                                                                                                                                                                                                                                                                                |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Continue to provide an enhanced focus on communication and language. Ensure that teaching provides sufficient opportunities for children to learn and recap key vocabulary in all subjects across the school.<br>Ensure learning environments are 'language rich'. | The children are able to communicate effectively in the classroom and access their learning successfully. Communication between the children and with adults is successful to enhance the learning of the children. Collaborative Work is used to ensure effective communication skills.<br>Children are listening more carefully and responding appropriately. |
| Identify all the barriers to learners (including SEND needs), such as delayed development and limited language skills to enable us to target those children who need further support.                                                                              | The access to learning is successful. End of year outcomes show good progress from the starting points. The attainment is equivalent to peers in class.                                                                                                                                                                                                         |
| Attendance for all disadvantaged groups continues to be on an upward trend.                                                                                                                                                                                        | The attendance is above national average for disadvantaged. Disadvantaged girls have                                                                                                                                                                                                                                                                            |

|                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                              |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                                                                | increased their attendance each term or have shown an increased progress.                                                                                                                                                                                                    |
| Continue to provide wider experiences for disadvantaged children supporting them to raise their self-esteem, life experience opportunities, motivation and aspirations for the future.                         | The pupils will be more confident within the classroom and playground. They will be motivated to learn and aim high throughout their lives. They have an increased understanding of the world.                                                                               |
| To continue to ensure the outcomes for disadvantaged children is in line with those of their peers across the curriculum through ensuring high quality teaching is in place, alongside targeted interventions. | An increase in the progress for ALL disadvantaged pupils in reading, writing and maths in line with their identified baseline. The gap between disadvantaged and non-disadvantaged has narrowed. Progress is on an upward trend. The attainment is at the national standard. |

## 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: £ 13,240**

| Activity                                                                                                                | Evidence that supports this approach                                                                                                                                                                                                                                                       | Challenge number(s) addressed |
|-------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| <b>Great Teaching</b><br>(Quality First Teaching)                                                                       | High quality teaching is a key aspect of supporting attainment for disadvantaged children.<br><br>TA support is invaluable in the classrooms to ensure that learning can be scaffolded as needed.                                                                                          | <b>1</b>                      |
| <b>Adapt planning</b> to ensure differentiation and provision for Disadvantaged children.                               | EEF Tool Kit.<br>EEF Guide to Pupil Premium<br>EEF Guide to supporting School Planning: 'School plans that address high-quality teaching, targeted academic support, and wider strategies will enable all pupils to come back stronger and go onto to succeed in the academic year ahead.' | <b>1,2,3</b>                  |
| <b>Staff Training</b><br>(Class teachers & Teaching Assistants)                                                         | High quality staff CPD is essential to follow/embed <b>EEF principles</b> .<br>Follow-up in Staff Meetings and INSET training.<br><br>Some staff release time will be provided to support the development of these areas.                                                                  | <b>1</b>                      |
| <b>Assessment</b><br>Purchase of PIVATs to support identification of small steps in children's progress and attainment. | This will allow teachers to compare how the disadvantaged pupils are performing in comparison to their peers and then analyse this information to feed into planning in relation to recovery of skills                                                                                     | <b>1</b>                      |

|                                                                                  |                                                                                                                                          |  |
|----------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|--|
| Training for staff (CPD). For example, with the administration and the analysis. | and knowledge. The small steps that PIVATs identify make this task easier and small steps of progress can be highlighted and celebrated. |  |
|----------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|--|

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

**Budgeted cost: £12,586**

| Activity                                                                                                                                         | Evidence that supports this approach                                                                                                                                                                                              | Challenge number(s) addressed |
|--------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| <b>Talk About for children</b>                                                                                                                   | Use of our new Self Esteem program.                                                                                                                                                                                               | <b>1</b>                      |
| <b>Speech &amp; Language Intervention</b>                                                                                                        | SALT interventions are used.<br>EEF evidence suggests that encouraging children to speak about work that is being covered and is current gives the best outcomes.<br>This is linked to "Improving Literacy"                       | <b>3</b>                      |
| <b>To ensure that identified PP children make expected progress in phonics and are provided with books which reflect their stage in phonics.</b> | Parents workshop on helping your child to read would be beneficial to help support children's engagement with text.                                                                                                               | <b>1, 2</b>                   |
| <b>Power of 2 Plus 1 (Maths Intervention)</b>                                                                                                    | Evidence suggests that children need to develop a rich network of mathematical knowledge.<br>Children need to recall number facts fluently and quickly.<br>This is a continuation of the intervention that was started last year. | <b>1</b>                      |

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

**Budgeted cost: ££8,590**

| Activity                                                                              | Evidence that supports this approach                                                                                                                | Challenge number(s) addressed |
|---------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Pastoral support for safeguarding and children's mental health. Additional support is | Children who have additional needs associated with Social, Emotional and Mental Health need extra support to ensure they can access the curriculum. | <b>4, 5</b>                   |

|                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                               |                     |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|
| provided for parents/carers and families are supported to complete Early Help assessments.                                                                                                                                                 | They attend school more and have an improved learning attitude.<br>Additional support is provided for parents/carers.                                                                                                                                                                                                                                                                                                         |                     |
| To provide parent workshops to support families with strategies to support their children at home with their learning and social and emotional wellbeing.                                                                                  | EEF Tool Kit<br>EEF Guide to Pupil Premium<br>Effective communication with parents will play a vital part in linking the school to the home<br>Plan and review all channels of communication to ensure these impact sufficiently upon pupils and wider engagement.<br>Attendance of pupils will be monitored by leaders so that support for families where required can be given prior to implementing more punitive measures | <b>4, 5</b>         |
| To ensure all children experience extra-curricular enrichment activities and trips in order to boost social development, improve learning skills, foster team working, build life skills, underpin better behaviour, encourage creativity. | EEF Tool Kit<br>EEF Guide to Pupil Premium                                                                                                                                                                                                                                                                                                                                                                                    | <b>1,2,3 &amp;4</b> |

**Total budgeted cost: £ 34,416**

# Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

The Headline Data for EYFS 2023-24 shows:

### England SFS

| Year    | Group      | GLD  | ATP | Prime |
|---------|------------|------|-----|-------|
| 2023/24 | All pupils | 67.7 | -   | 74.9  |
| 2023/24 | Not FSM6   | 70.2 | -   | 77    |
| 2023/24 | FSM6       | 52.1 | -   | 62.4  |

### All Pupils

| Year    | NOR | GLD  | ATP  | Prime |
|---------|-----|------|------|-------|
| 2022/23 | 4   | 25.0 | 30.0 | 50.0  |
| 2023/24 | 8   | 87.5 | 33.0 | 87.5  |

### Lancashire

| GLD  | ATP  | Prime |
|------|------|-------|
| 64.5 | 30.9 | 72.4  |
| 64.9 | 30.7 | 72.1  |

### FSM6

Pupils eligible for Free School Meals at any point in the last 6 years

| Year    | Group    | NOR | GLD   | ATP  | Prime  |
|---------|----------|-----|-------|------|--------|
| 2022/23 | FSM6     | 2   | 50.0  | 33.0 | 100.0  |
| 2022/23 | Not FSM6 | 2   | 0.0   | 27.0 | 0.0    |
|         | GAP      | 0   | -50.0 | -6.0 | -100.0 |
| 2023/24 | FSM6     | 2   | 50.0  | 30.0 | 50.0   |
| 2023/24 | Not FSM6 | 6   | 100.0 | 34.0 | 100.0  |
|         | GAP      | 4   | 50.0  | 4.0  | 50.0   |

### Lancashire

| GLD  | ATP  | Prime |
|------|------|-------|
| 48.0 | 29.0 | 58.0  |
| 68.3 | 31.3 | 75.7  |
| 46.7 | 28.7 | 57.6  |
| 69.1 | 31.2 | 75.4  |

### FSM

Pupils currently eligible for Free School Meals

| Year    | Group   | NOR | GLD   | ATP  | Prime  |
|---------|---------|-----|-------|------|--------|
| 2022/23 | FSM     | 2   | 50.0  | 33.0 | 100.0  |
| 2022/23 | Not FSM | 2   | 0.0   | 27.0 | 0.0    |
|         | GAP     | 0   | -50.0 | -6.0 | -100.0 |
| 2023/24 | FSM     | 2   | 50.0  | 30.0 | 50.0   |
| 2023/24 | Not FSM | 6   | 100.0 | 34.0 | 100.0  |
|         | GAP     | 4   | 50.0  | 4.0  | 50.0   |

### Lancashire

| GLD  | ATP  | Prime |
|------|------|-------|
| 47.9 | 29.0 | 58.1  |
| 68.2 | 31.3 | 75.6  |
| 46.6 | 28.7 | 57.6  |
| 69.1 | 31.2 | 75.4  |

- Disadvantaged children have underperformed in comparison to their peers achieving a GLD. Due to the small cohort the previous year it is difficult to make any clear comparison.

Key Stage 1 Tables: Free School Meals - 2023/24  
Our Lady of Lourdes Catholic Primary School, Camforth (01510)

|                            | Pupil Number | Reading   |               | Writing   |               | Maths     |               | Science Expected |
|----------------------------|--------------|-----------|---------------|-----------|---------------|-----------|---------------|------------------|
|                            |              | Expected+ | Greater Depth | Expected+ | Greater Depth | Expected+ | Greater Depth |                  |
| FSM 2023/24                | 2            | 0.0       | 0.0           | 50.0      | 0.0           | 0.0       | 0.0           | 50.0             |
| Not FSM 2023/24            | 7            | 57.1      | 0.0           | 57.1      | 0.0           | 71.4      | 0.0           | 71.4             |
| GAP                        | 5            | 57.1      | 0.0           | 7.1       | 0.0           | 71.4      | 0.0           | 21.4             |
| FSM 2022/23                | 8            | 75.0      | 12.5          | 25.0      | 0.0           | 62.5      | 12.5          | 75.0             |
| Not FSM 2022/23            | 8            | 75.0      | 25.0          | 50.0      | 0.0           | 87.5      | 0.0           | 87.5             |
| GAP                        | 0            | 0.0       | 12.5          | 25.0      | 0.0           | 25.0      | -12.5         | 12.5             |
| FSM 2021/22                | 3            | 33.3      | 0.0           | 0.0       | 0.0           | 0.0       | 0.0           | 66.7             |
| Not FSM 2021/22            | 3            | 66.7      | 33.3          | 66.7      | 66.7          | 66.7      | 33.3          | 66.7             |
| GAP                        | 0            | 33.3      | 33.3          | 66.7      | 66.7          | 66.7      | 33.3          | 0.0              |
| FSM 2018/19                | 3            | 0.0       | 0.0           | 0.0       | 0.0           | 66.7      | 0.0           | 66.7             |
| Not FSM 2018/19            | 8            | 87.5      | 12.5          | 87.5      | 0.0           | 87.5      | 0.0           | 100.0            |
| GAP                        | 5            | 87.5      | 12.5          | 87.5      | 0.0           | 20.8      | 0.0           | 33.3             |
| Project FSM % 2023/24*     |              | 53.0      | 7.9           | 43.6      | 2.7           | 55.7      | 7.4           | 60.8             |
| Project Not FSM % 2023/24* |              | 75.5      | 20.0          | 68.1      | 10.3          | 76.3      | 17.8          | 80.2             |
| GAP                        |              | 22.4      | 12.1          | 24.4      | 7.6           | 20.6      | 10.4          | 19.4             |
| England FSM % 2023/24      |              | 58.2      | 9.7           | 48.4      | 3.9           | 58.8      | 8.5           | 68.2             |
| England Not FSM % 2023/24  |              | 76.5      | 22.9          | 68.4      | 10.9          | 77.3      | 19.7          | 84.7             |
| GAP                        |              | 18.3      | 13.2          | 20.0      | 7.0           | 18.5      | 11.2          | 16.5             |

|                             | Pupil Number | Reading   |               | Writing   |               | Maths     |               | Science Expected |
|-----------------------------|--------------|-----------|---------------|-----------|---------------|-----------|---------------|------------------|
|                             |              | Expected+ | Greater Depth | Expected+ | Greater Depth | Expected+ | Greater Depth |                  |
| FSM6 2023/24                | 2            | 0.0       | 0.0           | 50.0      | 0.0           | 0.0       | 0.0           | 50.0             |
| Not FSM6 2023/24            | 7            | 57.1      | 0.0           | 57.1      | 0.0           | 71.4      | 0.0           | 71.4             |
| GAP                         | 5            | 57.1      | 0.0           | 7.1       | 0.0           | 71.4      | 0.0           | 21.4             |
| FSM6 2022/23                | 8            | 75.0      | 12.5          | 25.0      | 0.0           | 62.5      | 12.5          | 75.0             |
| Not FSM6 2022/23            | 8            | 75.0      | 25.0          | 50.0      | 0.0           | 87.5      | 0.0           | 87.5             |
| GAP                         | 0            | 0.0       | 12.5          | 25.0      | 0.0           | 25.0      | -12.5         | 12.5             |
| FSM6 2021/22                | 3            | 33.3      | 0.0           | 0.0       | 0.0           | 0.0       | 0.0           | 66.7             |
| Not FSM6 2021/22            | 3            | 66.7      | 33.3          | 66.7      | 66.7          | 66.7      | 33.3          | 66.7             |
| GAP                         | 0            | 33.3      | 33.3          | 66.7      | 66.7          | 66.7      | 33.3          | 0.0              |
| FSM6 2018/19                | 4            | 25.0      | 0.0           | 25.0      | 0.0           | 75.0      | 0.0           | 75.0             |
| Not FSM6 2018/19            | 7            | 85.7      | 14.3          | 85.7      | 0.0           | 85.7      | 0.0           | 100.0            |
| GAP                         | 3            | 60.7      | 14.3          | 60.7      | 0.0           | 10.7      | 0.0           | 25.0             |
| Project FSM6 % 2023/24*     |              | 52.8      | 7.8           | 43.5      | 2.8           | 55.5      | 7.3           | 60.6             |
| Project Not FSM6 % 2023/24* |              | 76.7      | 20.6          | 69.3      | 10.5          | 77.2      | 18.2          | 81.0             |
| GAP                         |              | 23.9      | 12.7          | 25.8      | 7.8           | 21.7      | 10.8          | 20.4             |
| England FSM6 % 2023/24      |              | 58.4      | 9.7           | 48.6      | 3.9           | 59.0      | 8.6           | 68.4             |
| England Not FSM6 % 2023/24  |              | 75.6      | 22.5          | 67.5      | 10.7          | 76.3      | 19.3          | 83.7             |
| GAP                         |              | 17.2      | 12.8          | 18.9      | 6.8           | 17.3      | 10.7          | 15.3             |

\* KS1 results are no longer statutory from 2023/24 onwards. Schools may choose to collect and submit data to the LA: 234 schools submitted data for 6574 pupils. School and Lancashire dated 10/09/24.



- KS1 data suggests that our disadvantaged children are struggling with Reading and Maths based on previous year's data. In both cases neither of the 2 children in receipt of FSM/PPG achieved in these areas.

Key Stage 2 Tables: Free School Meals - 2023/24  
Our Lady of Lourdes Catholic Primary School, Camforth (01510)

|                           | Pupil Number | Reading Test        |                           | Writing TA              |      | Maths Test          |                           | GPS Test            |                           | Science TA Expected standard |
|---------------------------|--------------|---------------------|---------------------------|-------------------------|------|---------------------|---------------------------|---------------------|---------------------------|------------------------------|
|                           |              | Expected+ (100-120) | Higher standard (110-120) | Expected+ Greater depth |      | Expected+ (100-120) | Higher standard (110-120) | Expected+ (100-120) | Higher standard (110-120) |                              |
| FSM 2023/24               |              |                     |                           |                         |      |                     |                           |                     |                           |                              |
| Not FSM 2023/24           | 5            | 80.0                | 20.0                      | 60.0                    | 20.0 | 100.0               | 40.0                      | 100.0               | 40.0                      | 100.0                        |
| <b>GAP</b>                |              |                     |                           |                         |      |                     |                           |                     |                           |                              |
| FSM 2022/23               | 4            | 0.0                 | 0.0                       | 25.0                    | 0.0  | 50.0                | 0.0                       | 25.0                | 0.0                       | 75.0                         |
| Not FSM 2022/23           | 7            | 100.0               | 14.3                      | 100.0                   | 14.3 | 100.0               | 28.6                      | 100.0               | 42.9                      | 100.0                        |
| <b>GAP</b>                | 3            | 100.0               | 14.3                      | 75.0                    | 14.3 | 50.0                | 28.6                      | 75.0                | 42.9                      | 25.0                         |
| FSM 2021/22               | 4            | 75.0                | 25.0                      | 75.0                    | 0.0  | 25.0                | 25.0                      | 50.0                | 50.0                      | 75.0                         |
| Not FSM 2021/22           | 10           | 60.0                | 0.0                       | 70.0                    | 0.0  | 70.0                | 10.0                      | 70.0                | 20.0                      | 90.0                         |
| <b>GAP</b>                | 6            | -15.0               | -25.0                     | -5.0                    | 0.0  | 45.0                | -15.0                     | 20.0                | -30.0                     | 15.0                         |
| FSM 2018/19               | 4            | 75.0                | 0.0                       | 75.0                    | 0.0  | 75.0                | 0.0                       | 75.0                | 50.0                      | 75.0                         |
| Not FSM 2018/19           | 10           | 80.0                | 30.0                      | 80.0                    | 20.0 | 70.0                | 20.0                      | 80.0                | 60.0                      | 80.0                         |
| <b>GAP</b>                | 6            | 5.0                 | 30.0                      | 5.0                     | 20.0 | -5.0                | 20.0                      | 5.0                 | 10.0                      | 5.0                          |
| Lancs FSM % 2023/24       |              | 60.3                | 16.6                      | 55.5                    | 6.2  | 56.5                | 10.3                      | 56.9                | 16.7                      | 65.9                         |
| Lancs Not FSM % 2023/24   |              | 78.7                | 29.7                      | 77.0                    | 16.1 | 78.2                | 26.3                      | 77.8                | 33.5                      | 85.6                         |
| <b>GAP</b>                |              | 18.3                | 13.1                      | 21.5                    | 9.8  | 21.7                | 16.0                      | 20.9                | 16.9                      | 19.7                         |
| England FSM % 2023/24     |              | 62.0                | 18.0                      | 58.0                    | 6.0  | 59.0                | 13.0                      | 59.0                | 20.0                      | 69.0                         |
| England Not FSM % 2023/24 |              | 79.0                | 33.0                      | 77.0                    | 16.0 | 79.0                | 28.0                      | 78.0                | 37.0                      | 86.0                         |
| <b>GAP</b>                |              | 17.0                | 15.0                      | 19.0                    | 10.0 | 20.0                | 15.0                      | 19.0                | 17.0                      | 17.0                         |

  

|                            | Pupil Number | Reading Test        |                           | Writing TA              |      | Maths Test          |                           | GPS Test            |                           | Science TA Expected standard |
|----------------------------|--------------|---------------------|---------------------------|-------------------------|------|---------------------|---------------------------|---------------------|---------------------------|------------------------------|
|                            |              | Expected+ (100-120) | Higher standard (110-120) | Expected+ Greater depth |      | Expected+ (100-120) | Higher standard (110-120) | Expected+ (100-120) | Higher standard (110-120) |                              |
| FSM6 2023/24               |              |                     |                           |                         |      |                     |                           |                     |                           |                              |
| Not FSM6 2023/24           | 5            | 80.0                | 20.0                      | 60.0                    | 20.0 | 100.0               | 40.0                      | 100.0               | 40.0                      | 100.0                        |
| <b>GAP</b>                 |              |                     |                           |                         |      |                     |                           |                     |                           |                              |
| FSM6 2022/23               | 5            | 20.0                | 0.0                       | 40.0                    | 0.0  | 60.0                | 0.0                       | 40.0                | 20.0                      | 80.0                         |
| Not FSM6 2022/23           | 6            | 100.0               | 16.7                      | 100.0                   | 16.7 | 100.0               | 33.3                      | 100.0               | 33.3                      | 100.0                        |
| <b>GAP</b>                 | 1            | 80.0                | 16.7                      | 60.0                    | 16.7 | 40.0                | 33.3                      | 60.0                | 13.3                      | 20.0                         |
| FSM6 2021/22               | 4            | 75.0                | 25.0                      | 75.0                    | 0.0  | 25.0                | 25.0                      | 50.0                | 50.0                      | 75.0                         |
| Not FSM6 2021/22           | 11           | 54.5                | 0.0                       | 58.3                    | 0.0  | 63.6                | 9.1                       | 70.0                | 20.0                      | 75.0                         |
| <b>GAP</b>                 | 7            | -20.5               | -25.0                     | -16.7                   | 0.0  | 38.6                | -15.9                     | 20.0                | -30.0                     | 0.0                          |
| FSM6 2018/19               | 6            | 83.3                | 0.0                       | 83.3                    | 0.0  | 83.3                | 0.0                       | 83.3                | 66.7                      | 83.3                         |
| Not FSM6 2018/19           | 8            | 75.0                | 37.5                      | 75.0                    | 25.0 | 62.5                | 25.0                      | 75.0                | 50.0                      | 75.0                         |
| <b>GAP</b>                 | 2            | -8.3                | 37.5                      | -8.3                    | 25.0 | -20.8               | 25.0                      | -8.3                | -16.7                     | -8.3                         |
| Lancs FSM6 % 2023/24       |              | 60.5                | 16.5                      | 55.6                    | 6.3  | 56.6                | 10.3                      | 57.1                | 16.8                      | 66.1                         |
| Lancs Not FSM6 % 2023/24   |              | 79.7                | 30.2                      | 78.2                    | 16.5 | 79.0                | 27.0                      | 78.6                | 33.9                      | 86.7                         |
| <b>GAP</b>                 |              | 19.2                | 13.7                      | 22.6                    | 10.2 | 22.4                | 16.7                      | 21.5                | 17.1                      | 20.6                         |
| England FSM6 % 2023/24     |              | 62.6                | 18.1                      | 58.8                    | 6.4  | 59.3                | 13.0                      | 59.2                | 20.0                      | 69.5                         |
| England Not FSM6 % 2023/24 |              | 79.1                | 32.8                      | 77.1                    | 15.5 | 78.7                | 28.3                      | 77.6                | 36.8                      | 85.9                         |
| <b>GAP</b>                 |              | 16.5                | 14.7                      | 18.2                    | 9.1  | 19.4                | 15.3                      | 18.4                | 16.8                      | 16.5                         |

- There were no children in receipt of FSM/PPG in last year's KS2 data. In previous years there was a clear gap shown.

## 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.

| Programme | Provider |
|-----------|----------|
|           |          |
|           |          |

Service pupil premium funding (optional)

|                                                                                                                                                                               |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>For schools that receive this funding, you may wish to provide the following information:</i> <b>How our service pupil premium allocation was spent last academic year</b> |
|                                                                                                                                                                               |
| <b>The impact of that spending on service pupil premium eligible pupils</b>                                                                                                   |
|                                                                                                                                                                               |

## Further information (optional)

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