



Our Lady of Lourdes Catholic Primary School & Little Acorns Nursery



Strategy Statement for **PUPIL PREMIUM** 2025/28

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	82 children (includes Nursery)
Proportion (%) of pupil premium eligible pupils	24 children
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025/26 2026/27 2027/28
Date this statement was published	September 2025
Date on which it will be reviewed	October 2025
Statement authorised by	Mrs Elizabeth Kendall Headteacher
Pupil premium lead	Mrs Elizabeth Kendall Headteacher
Governor / Trustee lead	Jose Bates Colette Senar

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£37, 072
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <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>	£37,072

Part A: Pupil premium strategy plan

Statement of intent

We believe that every child is able to make **good progress** and have access to enriching educational opportunities regardless of their background. We believe that every child is “**precious in God’s eyes**”.

Our Pupil Premium Strategy aims to support our disadvantaged pupils to achieve their very best and overcome any barriers that may inhibit this, narrowing the attainment gap between them and their peers. Decisions made on how the pupil premium funding is spent are taken with the school’s context in mind and informed by research conducted by the Educational Endowment Fund, among others.

Principles

- High quality teaching is at the heart of our pupil premium strategy supported by focused Continuing Professional Development.
- Allocation of pupil premium funding will be made on the basis of need informed by detailed assessments and the proceeding data. We recognise that not all socially disadvantaged pupils will be in receipt of pupil premium.
- We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Key Objectives

1. Close the Attainment Gap:

The primary goal is to help disadvantaged children meet or exceed national expectations and challenge high-attaining children. There is a focus on improving reading, writing, and maths outcomes while fostering a love for learning from an early age.

2. Language Development:

Developing children's language skills is a priority, particularly for those with English as an Additional Language (EAL) and children identified with low communication and language skill in the early years, which can be a key barrier to progress in the early years of schooling.

3. High-Quality Teaching:

The strategy emphasises ensuring high-quality first teaching for all pupils, supported by robust monitoring and tailored professional development (CPD) for staff. The aim is to broaden pupils' horizons and provide them with a rich and varied curriculum.

4. Social and Emotional Support:

Emotional well-being is addressed through a range of different support systems. We refer children as required to different services through our local offer of support. This ensures that pupils and their families receive the emotional and social support they need for successful learning.

5. Improved Attendance:

Early intervention is emphasised in tackling attendance issues, with close collaboration between the school, families, and the MCMAT Attendance Lead to address challenges as soon as they arise. We follow the MCMAT strategy for attendance.

6. Targeted Interventions:

Regular assessments and needs analysis guide the allocation of Pupil Premium funding, ensuring that interventions are targeted to address specific learning barriers for disadvantaged and vulnerable pupils.

7. Enrichment Opportunities:

Financial support is provided to ensure that disadvantaged children can participate in school trips, after-school clubs, and even receive some necessary resources like school uniform should this be needed. These opportunities help broaden pupils' experiences beyond the classroom.


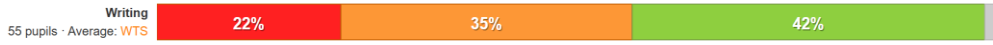


8. Whole-School Culture of Responsibility:


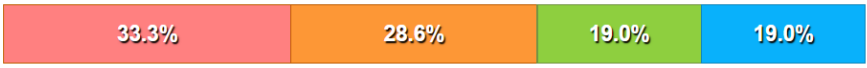
A strong school culture is fostered, where all staff are held accountable for the progress and well-being of disadvantaged children. The goal is to create a shared commitment to raising expectations and aspirations for all children.

Our pupil premium strategy is an important part of our wider school development plan with the ultimate aim to provide the appropriate provision to enable pupils to achieve their best.

Challenges

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

Challenge number	Detail of challenge
1	<p>School assessments, observations and monitoring indicates that pupils with PP do not achieve as well as they could – the gap needs to be narrowed with a greater focus on the core subjects (Reading, Writing & Maths). Assessments and staff voice have shown a need for more specialist staff CPD in order to support specific needs of key groups and individual pupils.</p> <p>Writing Pupil Premium Children (December 2025) 19%</p> <p>21 pupils - Average: WTS </p> <p>Non-Pupil Premium Children (December 2025) 42%</p> <p>55 pupils - Average: WTS </p> <p>Maths Pupil Premium Children (December 2025) 24%</p> <p>21 pupils - Average: WTS </p> <p>Non-Pupil Premium Children (December 2025) 47%</p> <p>55 pupils - Average: EXS </p>
2	<p>Disadvantaged children generally start their education with a vocabulary deficit and below average baseline attainment in all areas. This in turn impacts on their ability to comprehend and read fluently. Observations have highlighted a need to narrow language gaps through explicit teaching of vocabulary and reading and by providing children with access to vocabulary rich quality texts. This will build from EYFS through to KS2.</p>
3	<p>Assessments suggest a disproportionate number of disadvantaged children have difficulty with phonics and this affects their reading progression.</p>
4	<p>Our observations and discussions with children and families have identified social and emotional issues for many children and their wider family. Parents struggle to provide basic early education standards for their children. The majority of families do not engage in (and therefore children lack) enrichment opportunities. These challenges particularly affect disadvantaged pupils.</p>

5	<p>Attendance of disadvantaged children is lower than that of other children and persistence absence is significantly higher.</p> <p>Non-Pupil Premium Attendance – 58.2%</p> <div style="display: flex; align-items: center;"> <div style="margin-right: 10px;">School 55 pupils</div>  </div> <p>Pupil Premium Attendance – 38%</p> <div style="display: flex; align-items: center;"> <div style="margin-right: 10px;">School 21 pupils</div>  </div>
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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
<p>Improved oral language skills, vocabulary and reading skills among disadvantaged pupils. (1)</p> <p><i>(Links directly to work being completed in school around Curriculum using new CUSP materials)</i></p>	<p>Phonics screening data will be in line with or better than Local and National averages.</p> <p>Expectations</p> <ul style="list-style-type: none"> ○ Gap between PP and Non-PP children will be narrowed ○ The child's voice indicates children are confident readers and enjoy reading. ○ Parents attending reading workshops that supports children's reading at home. ○ Children's books match the reading level they can decode at. ○ Children develop fluency in reading and develop a love of reading. ○ Disadvantaged children including those who are more able will make expected progress or better. ○ Children use rich vocabulary across the wider curriculum. ○ Assessments and observations indicate significantly improved oral language among disadvantaged children. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. ○ Appropriate scaffolds are used to enable PP/EAL children to access the curriculum and at the right level. ○ All children without other complicating factors are confident readers by the end of KS1. ○ In school tracking data indicates that children are successfully moving through

	<p>the book bands and are working on ARE books in preparation for KS2.</p> <p>Support from the following:</p> <ul style="list-style-type: none"> ○ ELS Phonics interventions ○ Staff, parents and volunteers targeting readers with bottom 20% readers ○ Parent workshops linked to home support - Reading Plus platform (Home readers) ○ English Support – Early Speech & Language development (English Hub)
<p>Reduce the gap between non-PP and PP children achieving age related expectations in Reading, Writing and Maths at the end of KS2 by providing specialist staff CPD to support specific needs of key groups and individual pupils. (2)</p>	<p>End of Key Stage Data and Early Learning Goals will be in line with or better than National Expectations</p> <ul style="list-style-type: none"> ○ Gap between PPG and Non-PPG children will be narrowed within year groups ○ Children can confidently apply a range of reading strategies to support with reading development and decoding ○ Children can confidently apply a range of writing and maths strategies to support with their learning ○ Data check points which organise interventions and groupings for reading, writing and maths sessions show improved children's attainment and progress ○ The child's voice indicates children can confidently articulate their learning in reading, maths and writing ○ Parents/carers are supporting children in reading, writing and maths at home ○ Children develop fluency in reading and in number ○ Children use subject specific terminology ○ Children enjoy and achieve because the curriculum is fun, creative and engaging ○ Teacher planning and quality first teaching demonstrates tailored provision for identified key groups ○ Skilled staff members who specialise in delivering targeted interventions ○ All teaching staff are aware of who their PP children are and are planning appropriately for these children. ○ Meaningful CPD opportunities have developed staff skills and confidence to support the need of PP and other identified key groups. <p>Support from the following:</p> <ul style="list-style-type: none"> ○ ELS Phonics lessons ○ Reading interventions ○ Phonics interventions (ELS Review) ○ CUSP Reading & Writing unit plans

	<ul style="list-style-type: none"> ○ Maths interventions (IDL) ○ Y6 Boosters – Reading and Mathematics ○ Maths Mastery Support (Maths Hub) ○ English Support (English Hub)
<p>To provide appropriate nurturing to support children’s emotional and social development so that pupils are able to self-regulate and manage emotions in appropriate ways. (3)</p>	<ul style="list-style-type: none"> ○ Continue to offer an environment where children feel welcome, safe and know who they can talk to ○ Staff knowledge of different strategies ○ Staff voice of the provision and the impact they have seen ○ Parent voice of the provision and the impact they have seen ○ A significant increase in participation in activities, particularly among disadvantaged children and their families ○ In school progress data shows progression for children <p>Support from the following:</p> <ul style="list-style-type: none"> ○ Lancashire Mental Health Support Team ○ Sensory Room ○ Breakfast Club ○ Child, Family & Well-being Service ○ Safeguarding team (all staff are trained DSL's)
<p>Maintain high levels of attendance and punctuality of disadvantaged children, that improves attendance and persistent absence reduces. (4)</p>	<ul style="list-style-type: none"> ○ Attendance of disadvantaged children is in line with non-disadvantaged ○ Persistent absenteeism and lateness is minimised ○ Parent and carers attend workshops to learn different strategies to support their child/ren at home to attend school and on time ○ The percentage of all children who are persistently absent being below national ○ Attendance data indicates that the gap to national closes year on year ○ Reduce number of term time holiday requests <p>Support from the following:</p> <ul style="list-style-type: none"> ○ MCMAT Attendance Lead ○ Local Authority
<p>Increase the amount of enrichment activities that PP children participate in to support the development of cultural capital (5)</p>	<ul style="list-style-type: none"> ○ A higher percentage of PP children participating in extra-curricular activities in and out of school ○ A higher percentage of PP children participating in school visits and residential ○ Subject leader data shows that PP children perform broadly in line with non-PP children ○ Pupil voice shows a greater understanding of the world around them

Support from the following:

- Breakfast Club
- Afterschool Clubs – after school enrichment providers
- Staff planning curriculum enrichment as part of the school's curriculum offering.

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: **£ 22,000 (approx.)**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide high quality professional development opportunities</p> <p>Facilitation of the Great Teaching Toolkit for teachers and Learning Support Staff to enhance their teaching</p> <p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance linked to on-going support from the Maths Hub</p> <p>Whole school training on practical maths strategies to apply in the classroom</p> <p>Whole school training on practical literacy strategies to apply in the classroom linked to CUSP Reading & Writing units of work</p> <p>Lessons are well planned and reflect the well-structured sequencing learning for all curriculum (see CUSP documents)</p>	<ul style="list-style-type: none"> ○ EEF research indicates that the quality of teaching is one of the biggest drivers of children's attainment, particularly for those from disadvantaged backgrounds. ○ Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths Guidance Ks1/KS2 ○ Teachers will bring evidence-based teaching and learning into classrooms, meaning high quality teaching and improved pupil outcomes ○ Clear focused assessment of learning is used to analyse gaps in knowledge and skills ○ Catch-up provision has been devised to support children's needs, keeping children within ALL lessons ○ Teachers are supported with planning lesson delivery and the implementation of a new curriculum. 	<p>1, 2 & 3</p>

<p>Provide ongoing phonics training, coaching and resources to all EYFS and KS1 teachers and Learning Support Assistants</p>	<ul style="list-style-type: none"> ○ Reading is crucial to success in school and life. It is essential that children master decoding and blending before they move into Year 2 and throughout the school. ○ Early reading success is linked to reading for pleasure ○ Children with a wider vocabulary are better readers and can therefore access the wider curriculum with greater ease. ○ Vigorous monitoring of teaching and learning by leaders, at all levels, will ensure staff skills/knowledge meet the needs of pupils and areas for further developments are swiftly acted upon so that CPD/support is provided to ensure provision remains the school's top priority in order to meet the needs of identified children 	<p>1 & 2</p>
<p>Embedding dialogic teaching across the school curriculum. These can support children to articulate key ideas, consolidate understanding and extend vocabulary. Develop a high-quality oracy education for every child</p>	<ul style="list-style-type: none"> ○ There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading. ○ Children's confidence and vocabulary impacts on their understanding of the wider world. ○ Use of Explicit Vocabulary Instruction within the CUSP curriculum 	<p>1 & 2</p>
<p>Improve the quality of social and emotional learning by further embedding our approaches to routine educational practices supported by professional development and training for staff.</p>	<ul style="list-style-type: none"> ○ There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers). This is found within the EEF Social & Emotional Learning document. ○ Schools have an important role in the fostering of mental wellbeing among young people so that they can fulfil their potential at school and beyond. 	<p>1, 2 & 3</p>
<p>Additional support in classes and for targeted interventions.</p>	<ul style="list-style-type: none"> ○ EEF document "Maximising effective use of Teaching Assistants" 	<p>1, 2 & 3</p>
<p>Parent workshop, reading, Phonics, writing, maths and well-being</p>	<ul style="list-style-type: none"> ○ EEF document "Working with Parents to Support Children's Learning" ○ 	<p>1, 2 & 3</p>

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

Budgeted cost: **£ 15,600 (approx.)**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of the CUSP curriculum to improve listening, narrative and vocabulary skills for disadvantaged children who have relatively weak spoken language skills.	Oral language interventions can have a positive impact on children's language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions Teaching and Learning Toolkit EEF	1 & 2
Small group work for children in need of additional support, delivered in addition to, and linked with, normal lessons.	Targeted support at specific needs and knowledge gaps can be an effective method to support low attaining children or those falling behind: Small group tuition Teaching and Learning Toolkit EEF	1 & 2
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 4 weeks. Phonics Teaching and Learning Toolkit EEF	1 & 2

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

Budgeted cost: **£4,000 (approx.)**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement strategies to support pupil mental health and wellbeing.	<ul style="list-style-type: none"> Continue to open school doors 10 minutes early so that children can have a calm start to the school day – all staff to monitor children entering the classroom. Continue to offer an environment where pupils know who they can talk to when they are in need. 	1, 2, 3 & 5

	<ul style="list-style-type: none"> ○ Monitor social emotional and behavioural needs and interaction of children and their families ○ Promoting children's sense of belonging ○ Advice to be sought from external agencies as required. 	
<p>The wide-reaching interventions to improve social and emotional wellbeing. Approaches will be embedded into routines and practices and supported by professional development and training for staff.</p>	Good knowledge of the school community and personalised pastoral support for vulnerable children.	4 & 5
<p>Provide access to Breakfast Club & After-School Club</p>	<ul style="list-style-type: none"> ○ There is clear evidence that children that have received a good breakfast are able to access the curriculum better. 	
<p>Provide support for attendance at extended school provision and enrichment activities, such as after-school clubs (art, DT, gardening, cooking), musical instrument lessons, and school trips.</p>	<ul style="list-style-type: none"> ○ EEF document focusing on Arts participation ○ Cultural capital opportunities 	3 & 5
<p>Support from the school and identified agencies to work with vulnerable families and improve parental engagement</p>	<p>We define parental engagement as the involvement of parents in supporting their children's academic learning. It includes -approaches and programmes, which aim to develop parental skills such as literacy or IT skills.</p> <ul style="list-style-type: none"> ○ General approaches which encourage parents to support their children with, for example reading or homework. ○ Support for Attendance in embedding effective strategies to drive improvement in attendance and punctuality. ○ To track attendance and punctuality for key groups or pupils including 'lowest 20%' and Vulnerable children. 	3 & 4

Total budgeted cost: £ 37, 600

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Attainment: Assessment	All pupils (percentage at age related expectation or above)	Disadvantaged (percentage at age related expectation or above)	National
Early Years Foundation Stage Profile (GLD)	86%	50%	68.3%
Year 1 Phonics Check	67%	33%	80%
Year 2 Phonics retake	0% (0/3)	-	
End of KS1 Attainment	Reading: 60% Writing: 60% Maths: 60%	Reading: 50% Writing: 50% Maths: 50%	
Year 4 Multiplication Check (20+ marks)	Average score 14.8		21.0 National average score
End of KS2 Attainment	Reading: 69% Writing: 62% Maths: 62% GPS: 62% RWM: 54%	Reading: 71% Writing: 57% Maths: 57%	Reading: 75% Writing: 72% Maths: 74% GPS: 72% RWM: 62%

Phonics in Year 1:

Disadvantaged pupils performed significantly below that of their peers in the Year 1 Phonics Check (33%). This suggests that interventions for early phonics are not as effective for disadvantaged pupils, leading to less strong early reading skills.

End of KS1 Attainment:

This was a very small cohort of children with 5 in total – 2 children were PP. Disadvantaged pupils achieved 50% across reading, writing, and maths.

End of KS2 Attainment:

At the end of Key Stage 2, disadvantaged pupils performed well:

Reading: 71%

Writing: 57%

Maths: 57%

These results show that the disadvantaged children attained well in comparison to national figures and were in line with that of their peers.

The disadvantaged group in the school shows a pattern of children reaching the expected performance, particularly in reading. This could be a result of effective targeted support.

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
<ul style="list-style-type: none"> We currently have no external programmes but are working closely with the English & Maths Hub. 	