Our Lady of Lourdes Catholic Primary School & Little Acorns Nursery

Strategy Statement for **PUPIL PREMIUM**

2025/28 (update November 2026)

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

School Context

Our Lady of Lourdes Catholic Primary School & Little Acorns Nursery is a small Catholic primary school and nursery serving the parish and wider community. The school is committed to providing an inclusive, nurturing and aspirational learning environment where every child is known, valued and encouraged to flourish. Guided by our Catholic mission and values, we strive to remove barriers to learning and ensure that all children, regardless of their background or starting point, are able to achieve their full potential.

The school serves a community with a range of socio-economic needs, and the proportion of children eligible for Pupil Premium funding is broadly in line with, or above, national figures. Many disadvantaged children experience multiple and overlapping barriers to success, including lower starting points in communication and language, reduced vocabulary acquisition, lower levels of attendance, social and emotional needs, and limited access to wider cultural and enrichment opportunities. A significant number of disadvantaged children also have additional needs, including Special Educational Needs and Disabilities (SEND), which can further impact educational outcomes.

Our assessments and school self-evaluation indicate that the most significant barriers facing disadvantaged children include language and communication development, reading fluency and comprehension, writing outcomes, attendance, and access to enrichment experiences that broaden aspirations and cultural capital. While many disadvantaged children achieve well, internal and national data demonstrate that attainment gaps can emerge at different stages of education if these barriers are not addressed effectively and promptly.

As a school, we are committed to ensuring that pupil premium funding is used strategically and responsibly to address these challenges. Our approach is informed by evidence from the Education Endowment Foundation (EEF) and centres on three key principles: delivering high-quality teaching for all children, providing targeted academic support where required, and addressing wider barriers to learning through pastoral care, attendance support and enrichment opportunities. Through this approach, we aim not only to improve attainment and progress, but also to nurture confident, resilient learners who are well prepared for the next stage of their education and able to fulfil their God-given potential.



Detail	Data
Number of children in school	71 children (includes 11 Nursery children)
Proportion (%) of pupil premium eligible children	19 children (32%)
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	**£30,545**
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	**£0**
Total budget for this academic year *If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year*	**£30,545**

Part A: Pupil premium strategy plan

Statement of intent

At Our Lady of Lourdes Catholic Primary School & Little Acorns Nursery, we believe that every child is unique, valued and precious in God's eyes. We are committed to ensuring that all children, irrespective of their background or circumstances, receive the support, opportunities and encouragement they need to flourish academically, socially, emotionally and spiritually.

Our Pupil Premium Strategy reflects our determination to remove barriers to learning and ensure that disadvantaged children achieve as well as their peers. As a small Catholic primary school serving a community with varying levels of need, we recognise that many of our disadvantaged children face multiple challenges that can impact upon their educational outcomes, including lower starting points in communication and language, gaps in vocabulary development, difficulties with attendance, limited access to enrichment opportunities and social and emotional vulnerabilities. These challenges can be compounded by special educational needs, English as an Additional Language and wider family circumstances.

Our strategy is rooted in the evidence-based principles outlined by the Education Endowment Foundation (EEF), with high-quality teaching at the heart of our approach. We know that excellent teaching has the greatest impact on closing attainment gaps and improving life chances for disadvantaged children. Therefore, we prioritise staff development, high expectations, carefully designed curriculum experiences and responsive teaching that enables all children to succeed.

Early identification and intervention are central to our work. We place a strong emphasis on developing children's communication, language, reading and phonics skills from the earliest years, recognising that these provide the foundations for success across the curriculum. We also provide targeted academic support through carefully planned interventions that are closely matched to children' needs and reviewed regularly for impact.

Alongside academic achievement, we recognise the importance of emotional wellbeing, attendance and personal development. We are committed to working closely with families and external agencies to ensure that children receive the support they need to attend school regularly, engage positively in learning and develop resilience, confidence and aspiration. Through pastoral support, nurturing relationships and a wide range of enrichment opportunities, we seek to broaden horizons and ensure that all children can participate fully in school life.

We take collective responsibility for the achievement of disadvantaged children. Leaders, teachers, support staff, governors and trustees share a common ambition to improve outcomes and life chances for every child. Through rigorous monitoring, regular evaluation and ongoing refinement of our approach, we will ensure that pupil premium funding is used effectively and that disadvantaged children make strong progress from their individual starting points.

Ultimately, our aim is that every disadvantaged pupil leaves Our Lady of Lourdes Catholic Primary School & Little Acorns Nursery equipped with the knowledge, skills, confidence and aspirations needed to succeed in the next stage of their education and beyond, enabling them to fulfil their God-given potential.

Challenges

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

Challenge number	Detail of challenge
1	**Communication and language development** Many disadvantaged children enter Nursery and Reception with delayed language and vocabulary acquisition, limiting access to the wider curriculum.
2	**Reading & Phonics** Some disadvantaged children require additional support to develop fluency, comprehension and reading stamina.
3	**Writing Attainment** Internal assessment data shows that writing attainment remains below leaders' aspirations, with a significant proportion of disadvantaged children working below age-related expectations.
4	**Mathematics Attainment** Assessment data indicates that a substantial proportion of disadvantaged children are not yet achieving age-related expectations in mathematics.
5	**Attendance and persistent absence** Attendance for disadvantaged children is below national averages, with persistent absence affecting a significant proportion of children and limiting access to learning.
6	**Personal development and wellbeing** Some disadvantaged children require additional social, emotional and pastoral support to engage successfully in learning and school life.
7	**Enrichment and cultural capital** Some disadvantaged children have fewer opportunities to access experiences that broaden aspirations and cultural understanding.

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
Improve attendance and reduce persistent absence **Disadvantaged children attend school regularly and punctually, enabling them to benefit consistently from high-quality teaching, achieve stronger academic outcomes and participate fully in the life of the school.**	Attendance for disadvantaged children improves and moves closer to national averages. The percentage of disadvantaged children who are persistently absent reduces significantly from current levels. The proportion of disadvantaged children attending above 95% increases year-on-year.

	Attendance concerns are identified and addressed quickly through effective partnership working with families and external agencies. Improved attendance contributes to stronger progress and attainment, particularly in writing and mathematics. Children demonstrate positive attitudes towards school and engage fully in learning opportunities.
Raise writing attainment **Disadvantaged children develop the knowledge, vocabulary and transcription skills necessary to write effectively for a range of purposes and audiences, resulting in improved attainment in writing.** *Given that 60% of children are currently below EXS in writing, this is something that needs to be developed across the whole school.*	The proportion of disadvantaged children achieving age-related expectations in writing increases year-on-year. The percentage of disadvantaged children working below expected standards in writing reduces. Assessment evidence demonstrates strong progress in writing across all year groups. Children apply writing skills confidently across the wider curriculum. The attainment gap between disadvantaged and non-disadvantaged children narrows over time.
Raise mathematic attainment **Disadvantaged children develop secure mathematical knowledge, fluency and reasoning skills, enabling them to achieve in line with their peers and national expectations.** *Maths appears equally significant as a priority, particularly with half of children working below expected standards.*	The proportion of disadvantaged children achieving age-related expectations in mathematics increases. The percentage of disadvantaged children working below expected standards reduces significantly. Children demonstrate increased confidence and accuracy in arithmetic and number fluency. Assessment data demonstrates strong progress in mathematics from individual starting points. The attainment gap between disadvantaged and non-disadvantaged children narrows over time.
Develop communication and language **Disadvantaged children develop strong communication, language and vocabulary skills from the earliest years, enabling them to access learning successfully across the curriculum.**	Children who begin school with delayed language acquire the vocabulary required to access age-appropriate learning. Communication and Language outcomes in EYFS improve year-on-year. Vocabulary is explicitly taught and embedded across all curriculum subjects. Child voice demonstrates increased confidence in speaking, listening and articulating ideas.

	A greater proportion of disadvantaged children achieve a Good Level of Development.
Sustain strong reading outcomes **Disadvantaged children become fluent, confident readers who use reading effectively to access learning across the curriculum.** *Reading appears to be a relative strength based on our data profile so the outcome should focus on maintaining and securing success rather than suggesting it is the school's biggest weakness.*	The proportion of disadvantaged children meeting the expected standard in phonics is in line with or above national averages. Reading attainment remains strong and is sustained across the school. Disadvantaged children make at least expected progress in reading from their starting points. Reading fluency assessments demonstrate measurable improvements for identified children. The attainment gap between disadvantaged and non-disadvantaged children remains small or continues to close.
Enhance wellbeing, aspiration and enrichment **Disadvantaged children develop resilience, confidence and aspiration through effective pastoral support and access to high-quality enrichment opportunities.**	Children report feeling safe, supported and included in school. Participation in clubs, visits and enrichment activities is high. Disadvantaged children experience a wide range of cultural and curriculum-enhancing opportunities. Social, emotional and behavioural needs are identified and supported effectively. Children demonstrate positive attitudes to learning and school.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£ 8,000 (approx.)**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deliver high-quality CPD focused on writing, vocabulary development and mathematics pedagogy.	The Education Endowment Foundation (EEF) identifies high-quality teaching as having the greatest impact on disadvantaged children' outcomes. Sustained professional development improves teaching quality across the curriculum.	**1, 2, 3, 4**

Provide opportunities for moderation, coaching and collaborative planning to ensure consistent expectations and assessment.	Effective professional development improves teacher expertise and ensures disadvantaged children receive consistently high-quality classroom experiences.	**2, 3, 4**
Embed explicit vocabulary instruction across the curriculum.	Oral language approaches can add approximately six months' additional progress and support children with language deficits.	**1, 2, 3**
Strengthen adaptive teaching strategies to meet the needs of disadvantaged children within the classroom.	Evidence shows that responsive teaching and appropriate scaffolding improve progress for disadvantaged children.	**1, 2, 3, 4**

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

Budgeted cost: **£ 21,000 (approx.)**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deploy additional Teaching Assistant capacity to provide targeted support within lessons, enabling immediate intervention, scaffolding and feedback.	Evidence indicates that well-trained Teaching Assistants have the greatest impact when delivering structured support linked to classroom learning.	**1, 2, 3, 4**
Deliver small-group and individual interventions for children identified through ongoing assessment as requiring additional support in writing and mathematics.	Targeted academic support is most effective when delivered to children with clearly identified needs and reviewed regularly.	**3, 4**
Deliver pre-teaching and overlearning activities to strengthen curriculum access and retention of key knowledge.	Pre-teaching supports disadvantaged children in accessing whole-class learning and improves confidence and engagement.	**1, 3, 4**
Provide early language and communication interventions in EYFS and Key Stage 1.	Early intervention has the greatest long-term impact and helps reduce gaps before they widen.	**1**
Deliver targeted phonics support and reading fluency intervention for children at risk of falling behind.	Systematic phonics approaches have a consistently strong evidence base, particularly in early reading.	**2**
Conduct regular child progress meetings and intervention reviews to ensure support remains closely matched to need.	Frequent review ensures resources are directed effectively and interventions remain responsive.	**1, 2, 3, 4**

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

Budgeted cost: **£8,000 (approx.)**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement a robust attendance strategy including attendance monitoring, family meetings, early intervention and celebration initiatives.	Current attendance data identifies persistent absence as a significant barrier to achievement for a number of disadvantaged children. Improved attendance increases access to learning and better outcomes.	5
Provide pastoral and emotional wellbeing support for identified children through nurture, mentoring and targeted intervention.	Social and emotional learning approaches can improve engagement, behaviour and academic outcomes.	**6**
Support disadvantaged children to access educational visits, residential experiences and enrichment opportunities.	Participation in wider opportunities improves cultural capital, aspiration and engagement in learning.	**7**
Provide financial assistance to remove barriers to participation in trips, clubs and enrichment activities.	Reducing financial barriers ensures disadvantaged children access the full curriculum and wider school experiences.	**7**
Strengthen relationships with families through regular communication, parental engagement and support for attendance and learning.	Effective parental engagement has a positive impact on child outcomes and school attendance.	**5, 6**

Total budgeted cost: £ 37,000

Part B: Review of the previous academic year

Outcomes for disadvantaged children

Attainment: Assessment	All children (percentage at age related expectation or above)	Disadvantaged (percentage at age related expectation or above)	National

Statutory Assessments Report

Academic Year 2025-2026 Pupils who are **Disadvantaged** Filter Pupils Sections Print

Key Results - 2025-2026

Assessment	Statistic	Cohort	School Result	National Comparison	National Result
KS2 Reading, Writing & Maths combined	% achieving the expected standard	4	0%	Below	49%
KS2 Reading, Writing & Maths combined	% achieving the higher standard	4	0%	Below	4%
Multiplication Tables Check (MTC)	% scoring full marks (25/25)	2	0%	Below	~ 33%
Phonics Screening Check	% passing in Year 1	3	67%	Below	68%
Early Years Foundation Stage	% achieving a Good Level of Development	0	-	-	~ 55%

Please note that some school results may vary from official statistics. This can happen if Insight doesn't have data for all pupils. For example, data will be missing for a pupil who left school before you started using Insight.

Go to detailed results: KS2 MTC KS1 Phonics EYFS

Legend
- Above national (statistically significant)
- At or above national
- Below national
- Below national (statistically significant)
- Missing data
- ~ Estimated national
- Filtered data

Key Stage 2

Subject	Statistic	2022-2023 School	2022-2023 National	2023-2024 School	2023-2024 National	2024-2025 School	2024-2025 National	2025-2026 Cohort	2025-2026 School	2025-2026 National
Reading, Writing & Maths combined	% achieving the expected standard	-	44%	-	46%	50%	47%	4	0%	49%
Reading, Writing & Maths combined	% achieving the higher standard	-	3%	-	3%	0%	4%	4	0%	4%
Reading	% achieving the expected standard	-	60%	-	62%	63%	63%	4	50%	63%
Reading	% achieving the higher standard	-	17%	-	18%	13%	21%	4	0%	19%
Reading	Average scaled score	-	102.0	-	103.0	101.7	103.0	4	96.3	103.0
Writing	% achieving the expected standard	-	58%	-	58%	50%	59%	4	0%	60%
Writing	% working at greater depth	-	7%	-	6%	0%	7%	4	0%	7%
Maths	% achieving the expected standard	-	59%	-	59%	50%	61%	4	0%	62%
Maths	% achieving the higher standard	-	13%	-	13%	13%	15%	4	0%	15%
Maths	Average scaled score	-	101.0	-	101.0	100.7	102.0	4	95.3	102.0
GPS	% achieving the expected standard	-	59%	-	59%	50%	60%	4	25%	61%
GPS	% achieving the higher standard	-	18%	-	20%	13%	19%	4	0%	19%
GPS	Average scaled score	-	102.0	-	102.0	99.0	103.0	4	97.8	103.0
Science	% achieving the expected standard	-	68%	-	69%	75%	70%	4	50%	71%

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
• We currently have no external programmes but are working closely with the English & Maths Hub.	