

Pupil premium strategy statement – Our Lady of Lourdes 2025-26

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

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Our Lady of Lourdes
Number of pupils in school	218
Proportion (%) of pupil premium eligible pupils	11.9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	September 2023 to August 2026
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Anita Philbrook (Head Teacher)
Pupil premium lead	Simon Strange (SENCO)
Governor / Trustee lead	Whole FGB

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	22/23 - £32,775 23/24 - £26,885 24/25 - £25,860 25/26 - £30,300
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£30,300

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas and participate fully in the wider life of the school. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils on a case by case basis, such as those who have a social workers, those who are young carers and those working in partnership with other external agencies. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- effective quality first teaching and use of ordinary available practice
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.
- discussions during pupil progress meetings highlight what is being done and is effective.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils are as follows:

Challenge number	Detail of challenge
1	Lockdown had a significant impact on the economic wellbeing of some of our poorest families. We find that children coming from these backgrounds can still become depressed around their experiences in comparison with their peers. – <i>We are now 5 years on and still feeling the effects on select cohorts.</i>
2	The cost of living crisis is exacerbating the experiences of our most vulnerable children whose families are struggling with rising costs. This colours a multitude of factors from attendance to accessing the wider curriculum – attending trips for example. – <i>Even with a change of government for this academic year there is still no change in the cost of living</i>
3	Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably an increase in anxiety, and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment. Teacher referrals for support have markedly increased during and since the pandemic. – <i>We have our nest provision and this is dealing with a lot of SEMH need and is reactive to the changes in children's home lives.</i>
4	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths. – <i>We feel that last academic years and current years SATs results will also reflect this.</i>
5	Those families requiring wider support have had these networks impacted on by Covid-19. We're finding that this means they are less likely to cope and be able to support their children. - <i>We are finding that the school is offering more wellbeing and referral support to families now. School are advising and sign posting to as many services as possible.</i>
6	As a community school, we want to ensure that ALL our children have access to every part of our school life experience. We have now started to try and build and improve parent partnerships, with different committees, coffee mornings and training sessions.
7	Attendance Our attendance data continues to be of concern but not only in amongst our disadvantaged pupils but across the entire demographics. Our assessments and observations indicate that attendance could be negatively impacting disadvantaged pupils' progress.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p>For all children to feel equal in school; have the same access to resources, uniform, class trips and learning experiences, extra-curricular clubs and other opportunities. For families to be supported and able to ask for help and support.</p>	<ul style="list-style-type: none"> • All children to have equal access to school resources • For all children to be able to access all opportunities if they wish to • For families to feel able to approach school openly and in confidence for any request especially when there are trips • To support families at difficult times such as festive period and provide access to local charities.
<p>For children to be supported in all elements of their mental health and wellbeing and to be given learning tools to use in the future.</p>	<ul style="list-style-type: none"> • Barriers to emotional wellbeing and learning to be removed • For children to be supported long term with regard to managing their feelings • Evident in all aspects of school life; knock on effect shown in learning progress and data • The NEST to be accessible by any child if required.
<p>For children to have the opportunity for high quality input so that gaps in learning and knowledge can be identified and filled.</p>	<ul style="list-style-type: none"> • Children to be targeted to ensure all gaps in learning are recognised and supported • Evident in progress and data • Data system to record data is efficient and robust
<p>For school to be able to offer families high quality support in all areas; financially, with resources, with well-being, mental and physical health advice. For school to be open and welcoming to requests and be able to offer an immediate response.</p>	<ul style="list-style-type: none"> • For there to be an ongoing open dialogue between school and home • For communication channels to be clear and signposted • Evidenced by parental contact and subsequent actions
<p>For school to support children in providing extra opportunities for them to extend their learning and life experiences through targeted groups</p>	<ul style="list-style-type: none"> • For a greater range of children to access hands on and creative experiences not available to them outside school • For children to have a broader range of skills development becoming noticeable in conversation output, interest building and work in school.
<p>Improved attainment among disadvantaged pupils.</p>	<ul style="list-style-type: none"> • Students to be achieving results that are in line with national averages • Assessments and observations indicate significantly improved skills and capabilities for disadvantaged pupils. This is evidenced by engagement in lessons, book scrutiny and on-going formative assessment.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £4,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
To work under the guidance of the EWO to ensure that attendance for PPG children is at our target of 97%	EEF Attendance Studies	2, 7
Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	3
For support staff to lead groups with identified PP children to pre-teach, consolidate vocabulary and boost best chances of successful learning, Impact shown in progress.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	4
For ALL staff to be trained in understanding children's needs beyond the academic giving them a 'toolkit' to better support and nurture those with emotional and wellbeing needs.	Ongoing monthly CPD with a focus on the non-cognitive elements of SEND to remove barriers to learning and further develop children's sense of equality and inclusion.	1,3,4,5,6
Continue to upskill teachers in order to provide quality first teaching.	Provide professional development for teachers using evidence-based approaches. Offer mentoring and coaching for teachers to support their professional growth and implementation of effective teaching strategies. Support the recruitment and retention of teaching staff by providing cover time for professional development.	1,2,3,4,5,6,7

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

Budgeted Cost £21,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To establish 'The Nest' provision where vulnerable children can receive bespoke assistance with their curriculum work, be nurtured and supported to make progress.	EEF Study – Impact of small group interventions.	1,2,3,4,5,6,7
Phonics interventions	Early identification of children falling behind and then supporting them to keep up with whole class learning. 1:1 Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading.	1,3,4
<i>All teachers to dedicate time to work 1:1 with key children to support their learning and explore other avenues that they may need support with.</i>	Quality First teaching and personalised input from class teacher has been shown to provide maximum benefit for children.	4

Wider strategies

Budgeted Cost £5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Nurture and social Groups	NEST groups to aid nurture, transition, social skills and emotional support. Increasing numbers of pupils need individualised approaches to support their social, emotional and mental health needs.	1,2,3,4,5,6,7
For children to have all their mental health, wellbeing and emotional needs addressed initially in school by known adults.	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): EEF Social and Emotional Learning .pdf(educationendowmentfoundation.org.uk)	2,5,6
To support PP families with the cost of uniforms, trips, residential trips and other costs.	As above.	5,6

Total budgeted cost: £ 30,300

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Summary

In the last academic year, we observed a notable improvement in Key Stage 1 data, with all PPG students achieving 100% in literacy and maths. Despite this success, our internal data revealed that progress for PPG children was lower than that of non-PPG children in certain classes. Specifically, these discrepancies were found in Years 3 and 4, and now in Years 5 and 6. To address this, we must implement targeted interventions for Years 5 and 6 in the upcoming academic year to close the achievement gap.

Our data consistently shows strong performance in maths coordination, with progress and improved results across all year groups by the end of the academic year. However, external data at KS2 highlights that Reading and Writing remain areas where all pupils could show significant improvement. As a dedicated staff team, we have coordinated the use of effective teaching tools and supporting adults to bridge these gaps and advance our students. We are committed to providing high-quality, bespoke CPD to equip our staff with the skills to understand, work with, and support our children and families. This will continue to be a key focus for our CPD efforts.

We understand that student wellbeing has a profound impact on academic attainment. The NEST intervention space, now in its third year, plays a crucial role in supporting pupils seeking help with wellbeing and dysregulation. This space is designed to support vulnerable students and provide targeted assistance to those in need.

Future analysis should include a focus on students with SEND and PP to better understand the factors affecting their attainment. To facilitate this, we are transitioning to an in-house data system that will enable real-time tracking and reporting on various demographics, tailored to our specific needs. The Arbour system is now fully effective and can produce all required data.

As budget constraints tighten, it is important to recognize that our catchment area differs from other schools in the same geographic region. Consequently, their PP grant is sometimes double that of our school. Understanding this context is crucial for appreciating the unique challenges we face.

Key points

Key stage 1 – All PPG meeting ARE

Key stage 2 – Only year 6 meeting ARE in Maths and Literacy

Key stage 2 - Year 5 Maths all meeting ARE when previously not

Key Stage 2 – Focus on Year 5 & 6 for the 25/26 academic year

Whole school – Maths attainment shows progress and improvement through the academic year

Next Steps

Improving PPG (Pupil Premium Grant) attainment results requires a strategic approach that addresses both academic and non-academic barriers. Here are some next steps to consider:

1. Targeted Interventions

- Personalized Learning Plans: Develop individualized learning plans for PPG students to address specific needs and gaps
- Tutoring Programs: Implement one-on-one or small group sessions, particularly in subjects where PPG students are underperforming

2. Enhanced Teaching Strategies

- Quality First Teaching: Ensure high-quality teaching practices are consistently applied in all classrooms
- Professional Development: Provide ongoing CPD (Continuing Professional Development) for teachers to equip them with strategies to support disadvantaged students

3. Monitoring and Assessment

- Real-Time Data Tracking: Utilize an in-house data system to monitor student progress in real-time and adjust interventions as needed
- Regular Assessments: Conduct frequent formative assessments to identify areas of improvement and measure the effectiveness of interventions

4. Supportive Environment

- Wellbeing Programs: Continue to develop spaces like the NEST intervention space to support student wellbeing, which is crucial for academic success
- Parental Engagement: Increase efforts to engage parents in their children's education, providing them with tools and resources to support learning at home

5. Resource Allocation

- Effective Use of Funding: Ensure that PPG funding is strategically allocated to interventions that have proven to be effective
- Collaboration with External Agencies: Partner with organisations that can provide additional support and resources for PPG students

6. Focus on Key Areas

- Literacy and Numeracy: Prioritise interventions in literacy and numeracy, as these are foundational skills that impact overall academic performance
- SEND Support: Tailor interventions to meet the needs of students with SEND (Special Educational Needs and Disabilities) to ensure they receive appropriate support

Implementing these steps can help create a more supportive and effective learning environment for PPG students, ultimately improving their attainment results.

Internal Data, Summer 2024: Pupils % achieving ARE+

		Reading au-tumn	Read-ing sum-mer	Writing Au-tumn	Writing sum-mer	Maths Aut	Maths sum-mer	No. Chil-dren
Year 1	DIS	100	100	100	100	100	100	2
	NON DIS	79	78	79	61	83	78	26

1 child not accessing curriculum

Year 2	DIS	100	100	100	100	100	100	4
	NON DIS	64	60	50	65	86	85	28

2 EHCPs – not accessing majority of the curriculum

Year 3	DIS	50	33	0	33	50	67	3 (+1)
	NON DIS	73	82	80	82	87	79	28

1 child on part time timetable

1 child not accessing curriculum

Year 4	DIS	100	67	0	33	100	100	3 (+1)
	NON DIS	91	83	82	84	95	92	24

Year 5	DIS	100	100	0	100	100	100	1
	NON DIS	77	79	68	71	73	79	27

1 non English speaker –

1 EHCP child not working on national curriculum

Year 6		% ARE OLOL	Na-tional	%GD
	SPaG	78%	72%	25%
	Reading	78%	74%	31%
	Writing	72%	72%	3%
	Maths	81%	73%	19%
	Combined	59.30%	61%	3%

Breakdown of Reception and year 6 not available at production of report

External Data, Summer 2023: Data analysis from 2023 (when progress data was available)

School At a Glance		
Our Lady of Lourdes RC Primary School	8463316 DfE number	22/11/2018 School remains Good Ofsted inspection

School Context (LA and national relate to primary phase settings)					
Indicator	2021	2022	2023	LA	National
Number of pupils	196	197	194	14,273	
% Disadvantaged pupils (R-Y11)	10.7	11.7	8.8	25.1	27
% Free School Meals pupils (R-Y11)	8.7	10.2	7.7	26.2	24
% EHCP pupils	1.5	3.0	3.1	3.1	3
% SEN Support pupils	19.9	21.8	15.5	16.7	14
% Not SEN pupils	78.6	75.1	81.4	80.2	84
% Planned Admission Number	100.0	100.0	83.3		

Absence and Exclusions (LA and national relate to primary phase settings)

2023 for schools refers to autumn term only. 2021 academic year did not include majority of the spring term due to Covid-19 disruption. LA and national benchmarks are 2022 whole academic year.

Indicator	2021	2022	2023	LA	National
% Authorised absence	2.4	4.9	8.9	5.2	4.8
% Unauthorised absence	0.3	0.9	0.4	1.1	1.5
% Overall absence	2.7	5.7	9.3	6.3	6.3
% Persistent absence (10% threshold)	4.1	15.3	34.9	16.9	17.7
Number of fixed term exclusions	0	0	no data	215	
% Fixed term exclusions	0.0	0.0	no data	1.2	1.4
Number of permanent exclusions	0	0	no data	0	

Early Years Foundation Stage Profile

All Pupils	2019	2022	2023	LA	National
Number of pupils	24	30	27	2,376	
% Good level of development	70.8	76.7	70.4	69	67
Disadvantaged (FSM) Pupils	2019	2022	2023	LA	National
Number of pupils	1	2	2	459	
% Good level of development	100.0	100.0	100.0	52	52

Phonics

Year 1	2019	2022	2023	LA	National
Number of pupils	30	29	30	2,454	
% Working at (Wa)	53.3	75.9	83.3	79	79
By end of Year 2	2019	2022	2023	LA	National
Number of pupils	28	27	30	2,483	
% Working at (Wa)	92.9	92.6	86.7	89	

Key Stage 1

All Pupils	2019	2022	2023	LA	National
Number of pupils	28	26	30	2,489	
% Expected standard in Reading	85.7	61.5	66.7	69	68
% Expected standard in Writing	78.6	57.7	56.7	57	60
% Expected standard in Maths	78.6	80.8	73.3	70	70
% Greater depth within Reading	25.0	7.7	6.7	19	19
% Greater depth within Writing	10.7	0.0	6.7	5	8
% Greater depth within Maths	28.6	23.1	23.3	14	16
Disadvantaged Pupils	2019	2022	2023	LA	National
Number of pupils	4	4	1	605	
% Expected standard in Reading	100.0	50.0	100.0	57	54
% Expected standard in Writing	75.0	0.0	100.0	42	45
% Expected standard in Maths	75.0	50.0	100.0	51	56

Key Stage 2

All Pupils	2019	2022	2023	LA	National
Number of pupils	32	29	24	2,643	
% Expected standard in Reading	78.1	86.2	95.8	75	73
% Expected standard in Writing	81.3	75.9	87.5	71	71
% Expected standard in Maths	84.4	79.3	83.3	72	73
% Expected standard in GPS	90.6	82.8	87.5	71	72
% Expected standard in RWM	65.6	65.5	83.3	59	59
% Greater depth within Reading	37.5	20.7	41.7	34	29
% Greater depth within Writing	25.0	13.8	12.5	11	13
% Greater depth within Maths	12.5	27.6	33.3	22	24
% Greater depth within GPS	46.9	37.9	33.3	29	30
% Greater depth within RWM	9.4	0.0	12.5	6	8
Reading Progress	1.2	0.7	Interim 1.7	0.9	0.0
Writing Progress	1.0	-0.2	results 0.2	-0.2	0.1
Maths Progress	0.4	0.3	0.0	-0.4	0.0

Disadvantaged Pupils	2019	2022	2023	LA	National
Number of pupils	6	4	3	696	
% Expected standard in Reading	83.3	75.0	100.0	60	60
% Expected standard in Writing	66.7	75.0	100.0	51	58
% Expected standard in Maths	83.3	100.0	100.0	55	59
% Expected standard in GPS	83.3	75.0	100.0	53	59
% Expected standard in RWM	66.7	75.0	100.0	39	44
Reading Progress	1.8	4.2	Interim -1.7	-0.6	-0.9
Writing Progress	-0.1	2.1	results -1.1	-1.4	-0.7
Maths Progress	1.3	2.1	0.2	-1.9	-1.1