

# Pupil Premium Strategy Statement

## Our Lady and St Edward's

This statement details our school's use of pupil premium 25-26 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 and St Edward's Catholic Primary School
Number of pupils in school	216
Proportion (%) of pupil premium eligible pupils	4.6%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2025-2028
Date this statement was published	November 2025
Date on which it will be reviewed	July 2026
Statement authorised by	FGB
Pupil premium lead	Karen Woods
Governor / Trustee lead	Adrian Metcalf

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£18,542
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£18,542</b>

# Part A: Pupil premium strategy plan

## Statement of intent

At Our Lady and St Edward's, it is our intention that all pupils have equal access to the curriculum, that they are supported in their emotional, physical and spiritual development so that they are confident learners. We aim to ensure that barriers to learning are identified to ensure pupils' opportunities for learning and to have additional experiences are maximised. As a school, all staff are aware of the importance of ensuring pupil premium pupils are supported and encouraged to achieve at least in line with their peers. We are also aware that not all pupils are entitled to PP however, there may be some who will also need support with their learning.

Our PP numbers are low and analysis is not easily comparable in year group data sets. Data is therefore collated as a PP group across all year groups.

We have a number of overarching aims to support PP children.

- **To ensure we reduce the attainment gap between PP and non PP children**

At our Lady and St Edward's, PP children (where needed) are given additional class support through small group intervention. This is to ensure that their learning remains focused and any gaps are addressed. Teaching staff are aware of the PP children so that they can best address their needs. We use assessment systems to track and enable thorough analysis of data in Reading, Phonics, Writing and Maths to identify pupils who are under achieving and why. We identify resources and interventions to accelerate progress of eligible pupils and to close the attainment gap compared to their peers. We ensure class teachers know which pupils are eligible for Pupil Premium so they can take responsibility for accelerating progress.

- **To ensure that the well-being needs of PP children are being met so that they can engage fully with learning and make sure that they are on track to make or exceed expected progress or attainment.**

We are aware of the emotional needs of some of our pupils who require additional support. Staff work with outside agencies and specialist programmes in order to develop pupils' resilience and understanding of their emotions. Lockdown for some year groups has presented difficulties with emotional responses and anxiety; as a result, this has impacted upon their ability to engage with learning, to respond to challenge and to maintain stamina. As a school we are sensitive in our response to enable pupils to develop recognition of their own responses to situations so that they can self-regulate and manage their emotions.

**To provide wider experiences for PP children so that they have extra-curricular opportunities**

We organise a range of experiences for the pupils to support their learning and to provide activities which they may not have experienced. We support payment towards these

activities so that families do not feel the pressure of these additional costs. We also provide support for privately run activities which are held in school. We aim to ensure that PP children are not disadvantaged as a result of cost towards an activity.

The Governing Body closely monitors the school's effectiveness in closing the gap between different groups of pupils.

## Challenges

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

Challenge number	Detail of challenge
1 Educational Outcomes- Maths	Some of the pupils are lower ability in comparison with their class peers. They need additional support in order to grasp new concepts, to maintain stamina and to sustain concentration. Following data analysis, it was identified that improvements in mathematical attainment is needed in order to close the gap. It is important that a targeted approach is implemented particularly in early maths and through mastery in number.
2 Educational Outcomes Speech and Language	Evidence suggests that pupils from lower socioeconomic backgrounds are more likely to be behind their peers in developing early language and speech skills (EEF Oral Language interventions). It is estimated that 1.9million children in the UK are behind with their talking and/or understanding of words - the highest number ever recorded. This trend is reflected in EYFS Baseline Assessment for Listening, Attention and Understanding and Speaking.
3 Pastoral	Observations and discussions with parents, pupils and staff have indicated that a number of pupils are experiencing emotional difficulties which is affecting their overall wellbeing. Pupils with well-being, emotional, social and behavioural needs experience difficulties in being able to make progress and affected by their readiness to learn. Ongoing support is provided for pupils through 1:1 intervention or group support. The support reflects their needs to be socially aware, to self-regulate, to develop positive relationships and to make appropriate responses. Evidence supports the view that pupils from disadvantaged backgrounds have less developed social and emotional skills and therefore require the tools to be skilled up to make appropriate responses.
4 Limited exposure to cultural experiences	Due to limited opportunities of wider experiences as a result of financial circumstances, some pupils do not engage as much with the world around them. It is therefore important for pupils to have experiences through the wider curriculum.

## 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
To narrow the maths attainment gap between PP and non PP children. Progress of some lower ability children who are in receipt of Pupil Premium funding is in line with progress of other children. Data is used to target gaps through intervention and small group support—termly data analysis and pupil progress meetings will identify next steps	-End of term maths tracking data shows 100% of the average attaining pupils are on track -All children make good progress from their starting points
To develop communication skills so that pupils in receipt of PP funding have improved oracy skills.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
To provide support to develop behaviour approaches so that pupils demonstrate regulated responses.	Sustained high levels of well-being from 2025 demonstrated through qualitative data from student voice, parent TAF meetings and staff observations.
Pupils experience a range of educational visits/visitors	-Visits are enjoyed and support learning -Pupils have cultural experiences which inspire

## 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: £1,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To narrow the maths attainment gap between PP and non PP children.  Use of intervention strategies and resources to include number stacks, NCETM mastery of number and the NCETM spine resources.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</a> See attainment table in part B for school evidence <a href="https://www.ncetm.org.uk/features/equity-for-all-pupils-blackpool-schools-open-their-classrooms/">https://www.ncetm.org.uk/features/equity-for-all-pupils-blackpool-schools-open-their-classrooms/</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</a>	1

<p>Staff training through the Maths Hub</p> <p>The SDP link</p> <p>Priority 1 - To raise the profile of maths across school and improve teaching and learning through a revised mastery approach.</p> <ul style="list-style-type: none"> <li>-Embedding the mastery approach</li> <li>-deepen understanding of the 5 big ideas of teaching mastery with a focus on Mathematical thinking</li> <li>-oracy to be embedded in Mathematical Thinking.</li> <li>-begin using NCETM materials in Y1 and Y2</li> <li>-use of standardised assessments using GL assessments</li> <li>-embedding of times tables</li> </ul>	<p>School has been part of the Maths hub for the past four years and are following advice for the implementation of the NCETM spine materials. School is introducing the materials initially in Y1 and Y2.</p> <p><a href="https://www.ncetm.org.uk/teaching-for-mastery/mastery-explained/supporting-research-evidence-and-argument/">https://www.ncetm.org.uk/teaching-for-mastery/mastery-explained/supporting-research-evidence-and-argument/</a></p> <p><a href="https://www.ncetm.org.uk/teaching-for-mastery/mastery-explained/five-big-ideas-in-teaching-for-mastery/">https://www.ncetm.org.uk/teaching-for-mastery/mastery-explained/five-big-ideas-in-teaching-for-mastery/</a></p> <p><a href="https://www.ncetm.org.uk/teaching-for-mastery/mastery-explained/oracy/">https://www.ncetm.org.uk/teaching-for-mastery/mastery-explained/oracy/</a></p>	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £5,220

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Support for speech and communication</p> <p>To develop communication skills so that pupils in receipt of PP funding have improved oracy skills.</p> <p>Oracy and speech and language Training.</p> <p>All staff to receive termly oracy updates to continue with the training received in the previous academic year.</p> <p>The Literacy lead will provide</p>	<p><a href="https://educationendowmentfoundation.org.uk/early-years/toolkit/communication-and-language-approaches">https://educationendowmentfoundation.org.uk/early-years/toolkit/communication-and-language-approaches</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p>	2

<p>updates to ensure a consistent approach.</p> <p>A whole school approach to develop language, vocabulary and oracy skills.</p> <p>Whole school oracy projects-voices in action to include the specific teaching of vocabulary.</p> <p>SDP Link To respond to the new SALT approach for S&amp;L</p> <ul style="list-style-type: none"> <li>•Pupils receive speech and language support from TA's working on targets set by NHS therapists or Private therapist.</li> <li>•Purchase new teaching resources</li> </ul>	<p><a href="https://voice21.org/oracy-across-the-curriculum-the-evidence/">https://voice21.org/oracy-across-the-curriculum-the-evidence/</a></p> <p>School data shows that C&amp;L at baseline requires further intervention along with the information regarding the number of pupils who require S&amp;L support.</p>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £12,322

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To provide additional class support who is deployed to support emotional needs in KS2</p> <p>Support is through 1:1 personal behaviour plan</p> <p>Support and advice from a specialist behaviour adviser</p> <p>Group support for similar needs.</p> <p>Support from the child and family well-being team</p> <p>SDP Link Use of the Equals curriculum to support pupils with SEND and facilitate a needs based</p>	<p>A need was identified in April 2022. A member of staff was deployed to provide additional support in order to improve emotional wellbeing and provide emotional support. This deployment was enhanced by employing a permanent member of staff. The EEF research identifies that emotional needs are to be prioritised in order to improve outcomes.</p> <p><a href="https://educationendowmentfoundation.org.uk/news/prioritise-social-and-emotional-learning">https://educationendowmentfoundation.org.uk/news/prioritise-social-and-emotional-learning</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</a></p>	3

curriculum through effective group collaboration.		
Support for school visits	Pupils enjoy school visits/visitors. These opportunities enhance learning and provide pupils with first hand experiences. Being able to participate in activities arranged by external providers	4

**Total budgeted cost: £ 18,542**

## 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 2022 to 2023 academic year. **Impact from 2024-2025 in red font**

Intended Outcomes	Success Criteria																									
Progress of some lower ability children who are in receipt of Pupil Premium funding is in line with progress of other children. Data is used to target gaps through intervention and small group support–termly data analysis and pupil progress meetings will identify next steps.	<p>Pupils made expected progress. Small group support enabled pupils to have a more bespoke response to teaching and learning. Overall PP pupils made better progress (based on average progress across the school) as their peers and in 2025 improved progress was made compared to the past two years. Termly pupil progress meetings identify the ongoing needs and teachers plan to support this.</p> <table><tr><td></td><td>R</td><td>W</td><td>M</td><td>Sc</td></tr><tr><td>Av PP 2023</td><td>2.76</td><td>2.9</td><td>2.76</td><td>2.9</td></tr><tr><td>Av PP 2024</td><td>3</td><td>2.8</td><td>3</td><td>3.09</td></tr><tr><td>Av PP 2025</td><td>3.3</td><td>3</td><td>3</td><td>3.18</td></tr><tr><td>Av sch</td><td>2.95</td><td>2.96</td><td>2.9</td><td>3.03</td></tr></table>		R	W	M	Sc	Av PP 2023	2.76	2.9	2.76	2.9	Av PP 2024	3	2.8	3	3.09	Av PP 2025	3.3	3	3	3.18	Av sch	2.95	2.96	2.9	3.03
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A greater number of pupils attain the expected standard in writing and are targeted for support.	<p>Whole school data results showed that pupils made better progress in writing than their peers however, attainment was lower at the expected standard than whole school data . Writing at greater depth attainment was at least in line with whole school data for 2025 (av 19%)</p> <p>Writing 50% EXS 19% GD 2023 Writing 69% EXS 19% GD 2024 Writing 58% EXS 17% GD 2025</p> <p>In 2024 a significant increase in attainment at the expected standard. 2025 showed a dip in results.</p>																									
Pupil premium children have improved self-esteem, resilience and motivation to learn.	Many of the PP children are confident with their learning. A smaller number demonstrate reservations and are less resilient. It is clear that emotional stability takes time. We will continue to work with pupils who are identified as needing more intensive support. Pupils across the school benefitted from small group support and 1:1																									



	time to help regulate and understand their emotions.
Pupils experience a range of educational visits/visitors	A range of visits provided pupils with a variety of experiences. Pupils are enthusiastic about school trips. Y6 pupils thoroughly enjoy the residential trip where they experience outdoor activities. Pupils also participate in after school clubs which are provided by an external provider.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
Early Maths (ongoing subscription)	NCETM
Number Stacks (ongoing subscription)	Number Stacks
Twinkl Phonics (ongoing subscription)	Twinkl
GL assessments (new in 2025)	GL