

Our Lady of Perpetual Succour Catholic Primary School



Pupil Premium Strategy Statement

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

It outlines our 3 year 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
Our Lady of Perpetual Succour Catholic Primary School	
Number of pupils in school	191
Proportion (%) of pupil premium eligible pupils	2022-23: 57 children 26.8% 2023-24: 49 children 24.6% 2024-2025: 47 children 24.8% 2025-2026: 46 children 24.1%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/2023: PP Funding: £76,665. £8808 Recovery 2023/2024: PP Funding: £71,295 2024-2025: PP Funding: £65,120 2025-2026: PP Funding: £69,690
Date this statement was published	01.09.25
Date on which it will be reviewed	July 2026
Statement authorised by	P McGuffie/ K. Nuttall
Pupil premium lead	A Heston
Governor / Trustee lead	S Williams/ Peter Hindley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 69,690
Recovery premium funding allocation this academic year	£ 0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

Part A: Pupil Premium Strategy Plan

Statement of intent

At Our Lady of Perpetual Succour Catholic Primary School, it is the mission of the whole school community to nurture a loving, safe, caring, supportive, quality environment in which each individual has the opportunity to develop intellectually, spiritually, morally, socially and emotionally in an atmosphere of trust and mutual respect.

Our highest priority is to narrow the gap between the disadvantaged and non-disadvantaged by giving our children the best possible education.

Historically by the end of Key Stage 2, school Pupil Premium pupils as a group, have consistently performed better than other pupils nationally at the expected standard. However, at the end of 2025 the Pupil Premium pupils performed in line with national therefore, this will be a focus for the new academic year 2025- 2026.

From EYFS Baseline in terms of tracking all pupil premium children, they make at least good progress across all year groups. (The ratio of SEND children within these groups is taken into consideration when evaluating impact and success criteria)

As a school we continue to facilitate the independent application of knowledge and skills through our creative learning environment and focus on collaborative learning in the context of and continued commitment to an ambitious and broad curriculum. Subjects are highly structured to meet the needs of children with a strong emphasis on the basic skills of reading, writing and maths but with enough time given to all subjects and areas of learning so all children enjoy a rich series of experiences.

Objectives

- Pupil Premium children including those with SEND make accelerated progress from their starting points which is equal to or above Non PP in school.
- By the end of Key Stage 2 to diminish the difference between Pupil Premium children and others in school at EXS and GDS in reading, writing and maths.
- The social, emotional, physical health and well-being of all children ensured impacting upon readiness to learn.
- The development of cultural capital, impacting upon aspirations and self-esteem supporting the achievement of individual potential and fulfilment.

Rationale and evidence base for chosen approaches

The timing of the allocation of the Pupil Premium to school and the fluidity of Free School Meals (FSM) as a group drives decisions relating to the deployment of this funding within school to ensure the most efficient and effective use of the funding.

We recognise that not all pupils who are entitled to Pupil Premium are disadvantaged or vulnerable and that there are those children not eligible for Pupil Premium who are. Strategies such as group interventions funded by the grant may be made up of Pupil Premium pupils and non-Pupil Premium pupils where needs are similar.

Sir John Dunford National Pupil Premium Champion for the Government advised that schools focus on the quality of teaching to ensure all children reach their full potential. This is integral to our Mission Statement and Catholic ethos and drives our Pupil Premium Strategy.

The Sutton Trust and Education Endowment Foundation (EEF) Learning Toolkit and other guidance including 'Moving forward, making a difference – A planning guide for schools 2022-23' and 'The EEF Guide to the Pupil Premium' (September 2023) consider a wide range of common approaches and strategies to raise achievement and analyses them in order to identify the high impact approaches. The Pupil Premium Strategy Action Plan is based on some of the higher impact strategies and on the Ofsted document 'The Pupil Premium: How schools are spending the funding successfully to maximise achievement'. We are confident then that we are using interventions and approaches with a track record of success.

In line with our Mission Statement Pupil Premium has been and will continue to be, deployed to staffing, to CPD and also to resources and extended activities as appropriate to meet identified needs. This enables children to maximise their progress and meet their potential in an atmosphere of trust and mutual respect.

Challenges

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

Challenge number	Detail of challenge
1	<p>Emotional needs and lack of enrichment.</p> <ul style="list-style-type: none"> • School observations, discussions and questionnaires with pupils and families have identified an increased number of pupils with social and emotional issues. • Limited opportunities outside the school to develop cultural capital e.g. Arts including visits to museums, to the theatre, music and art and outdoor learning. • Emotional Health and Well-being for some children due to a number of factors including Family issues, separation, bereavement, SEMH as part of SEND. • All of these challenges particularly affect disadvantaged pupils, including their attainment.
2	<p>Speech and Language.</p> <ul style="list-style-type: none"> • Assessments, observations and discussions with children indicate under-developed speech and language skills and vocabulary gaps among a large proportion of disadvantaged pupils. • 13% of pupil premium children have received or currently require speech and language therapy intervention. • Internal assessment show low levels of language and communication skills on entry at EYFS. • Without these fundamental skills, children are unlikely to use talk to connect ideas and explain what is happening coherently.
3	<p>Phonics</p> <ul style="list-style-type: none"> • Assessments, observations and discussions with pupils suggests disadvantaged pupils generally have greater difficulties with phonics rather than their peers.

4	<p>Literacy skills</p> <ul style="list-style-type: none"> Historically on entry children are below age expectation in reading and writing. This is most significant in phonic knowledge with a lack of access to and familiarity with books. It is also significant in the standard of writing at the HS at the end of KS1 and KS2 for the disadvantaged children.
5	<p>Maths</p> <ul style="list-style-type: none"> Internal data shows that maths attainment in KS1 and KS2 is below that of non-disadvantaged. This is a gap that needs to be addressed as these children progress through the school.
6	<p>Attendance</p> <p>•2022/2023 Attendance PP: 92.6% school / 91.6% National NPP: 95.7% school / 95.1% National</p> <p>Persistent Absence PP: 18.8% school / 29.3% National NPP: 6.2% school / 10.9% National</p> <p>•2023/2024 Attendance PP: 93.2% school / 92.0% National NPP: 95.5% school / 95.4% National</p> <p>Persistent Absence PP: 28.9% school / 27.1% National NPP: 7.5% school / 9.4% National</p> <p>•2024/2025 Data collected from: https://viewyourdata.education.gov.uk/report/dtp-benchmarking-school</p> <p>Attendance All pupils: 95% school. (0.5% lower than similar schools' median attendance) PP: 92.7% school. (0.6% lower than similar schools' median attendance) NPP: 95.8% school. (0.3% lower than similar schools' median attendance)</p> <p>Persistent Absence All pupils: 13.6% school. PP: 34.0% school. NPP: 5.6% school.</p> <ul style="list-style-type: none"> Observations and assessment indicate absenteeism negatively impacts on disadvantaged pupil's 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>To achieve and maintain improved wellbeing and positive behaviours for learning for all children in the school, particularly disadvantaged children.</p> <p>Pupils receive the support within school and develop personal skills to overcome personal barriers.</p>	<p>Pupil voice indicates disadvantaged children feel safe, well and happy in school and have positive and enhanced experiences in their learning.</p> <p>Staff voice indicates that the mental health policy and support provided has enabled most children to overcome their emotional barriers/difficulties.</p> <p>Internal and external professionals indicate a positive impact of support provided through tiered approach.</p> <p>Quality assurance indicates trauma informed practice is evident in daily practice to support children at Our Lady's.</p> <p>An increase in participation and engagement in enrichment activities, particularly among disadvantaged pupils.</p> <p>To provide enhanced curricular opportunities in order to provide opportunities for application of basic skills, consolidate learning and deepen understanding.</p> <p>To ensure all pupil premium children have a positive and proactive attitude towards their learning.</p>
<p>Majority of children to achieve ELGs for Communication and Language (Speaking & Listening)</p> <p>Improved speech and language skills and vocabulary among disadvantaged pupils</p> <p>Provision of Speech and Language support for those children who require it.</p>	<p>Assessments and observations indicate significantly improved speech and language and vocabulary skills among disadvantaged children. This is evident in the triangulation of learning walks, book looks, Welcomm and ongoing formative assessment.</p> <p>End of EYFS assessment shows an increase of those on track to achieve in Communication and Language.</p> <p>Observations, assessments and provision map evaluation indicate that individual speech, language and listening activities have a positive impact on improving speech and language skills for those taking part.</p>

<p>Increased attainment for disadvantaged children across the school.</p>	<p>Whilst the percentage of disadvantaged pupils achieving ARE or above in Reading, Writing and Maths is historically above National at EOKS2, this has not been the case in 2025 and the children are not inline or above that of their peers. Therefore, schools aims to narrow the difference between themselves and their peers.</p> <p>To address any cohort led differences in attainment between pupil premium and other children.</p> <p>Pupils receive the support within school to narrow the gap between PP and NPP nationally in all year groups.</p>
<p>Improve attendance and punctuality of disadvantaged pupils.</p>	<p>Improve overall attendance in 2025/2026 from previous year, with a specific focus on the persistent absentees.</p> <p>•2024/2025 Data collected from: https://viewyourdata.education.gov.uk</p> <p>Attendance All pupils: 95% school. (0.5% lower than similar schools' median attendance) PP: 92.7% school. (0.6% lower than similar schools' median attendance) NPP: 95.8% school. (0.3% lower than similar schools' median attendance)</p> <p>Persistent Absence All pupils: 13.6% school. PP: 34.0% school. NPP: 5.6% school.</p> <p>2023/2024 Attendance PP: 93.2% school / 92.0% National NPP: 95.5% school / 95.4% National</p> <p>Persistent Absence PP: 28.9% school / 27.1% National NPP: 7.5% school / 9.4% National</p>

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: £48,824

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teacher to cover PPA.	<ul style="list-style-type: none">The best available evidence indicates that quality first teaching is the most important lever schools have to improve outcomes for their pupils. https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teachingEvidence suggests that TAs should be used to add value to what teachers do and not to replace them.The most effective use of TAs is to deliver high quality one-to-one and small group support using structured interventions. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	1, 2, 3, 4, 5,6
Speech and Language Interventions Provision of specific SALT support for identified children.	<ul style="list-style-type: none">Evidence suggests that oral language approaches have a high impact on pupil's vocabulary, reading and oral skills. (6 months additional progress).Focus on speaking and listening activities to meet particular needs.Evidence also suggests that approaches that are delivered 1:1 have a high impact.	2

	https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/oral-language-interventions	
CPD. Teacher and Teaching Assistant CPD to support high quality teaching and learning. Investment in a whole school CPD plan which includes Lesson Study for TAs and Coaching/lesson study for teachers.	High quality staff CPD is essential to ensure high quality teaching and learning as indicated by EEF research. • Implementation of a CPD programme which focuses on the engagement of pupils and collaborative learning approaches as evidenced as having a positive impact on attainment as evidenced by EEF. https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/collaborative-learningapproaches	3,4,5

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

Budgeted cost: £12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching Assistants deliver focused interventions.	<ul style="list-style-type: none"> • Evidence suggests that TAs should be used to add value to what teachers do and not to replace them. • The most effective use of TAs is to deliver high quality one-to-one and small group support using structured interventions. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	1,2,3,4,5
Maths resources and training to support EYFS staff to deliver the mastery of number.	EEF research suggests that the teaching of Early Number in EYFS has +7 months impact. https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/early-numeracy-approaches	5

Phonics Interventions Implementation of additional targeted phonics interventions led by staff to improve standards in phonics.	<p>Studies have shown that Phonics has a positive impact overall (+5 months) and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <ul style="list-style-type: none"> • Studies have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. • Targeted phonics interventions may improve decoding skills more quickly for pupils who have experienced these barriers to learning. <p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/phonics</p>	4
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £5,220

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Education Welfare Officer.</p> <p>Increase Attendance and Punctuality of children across the school including disadvantaged pupils through embedding the principles of Improving School Attendance.</p>	<p>Attendance and punctuality data for Pupil Premium pupils is strong due to current strategies in place and the aim is to maintain this by:</p> <ul style="list-style-type: none"> • Communicating clear and consistent expectations about attendance to families • Identify pupils who are at risk of disengagement and develop plans to support their regular attendance including meetings, home visits and external agency support. <p>https://www.gov.uk/government/publications/schoolattendance/framework-for-securing-full-attendanceactions-for-schools-and-local-authorities</p>	6
<p>Enrichment and Physical Activity</p> <p>Provision of access to extracurricular</p>	<p>The provision of physical activities at a subsidised rate gives pupils access to benefits and opportunities that might not otherwise be available to them.</p>	1,3

activities and visits including: <ul style="list-style-type: none"> • Access to before and after School Clubs which include physical activity and sport. • Support Residential Visits and other School Visits 	https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/physical-activity <p>Off Site and residential visits are essential for children's wellbeing and experience and provide memorable and inspirational learning opportunities.</p>	
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Total budgeted cost: £69, 690

Part B: Review of outcomes in the previous academic year

READING TA 2025 All Pupils working at ARE+					
	Autumn Term		End of Summer Term		
	Pupils	Percentage	Pupils	Percentage	+/- Pupils
Reception (21)	0	0%	14	67%	+14
Year 1 (23)	12	52%	14	61%	+2
Year 2 (29)	20	69%	24	83%	+4
Year 3 (27) 28 in July	19	70%	20	71%	+1
Year 4 (29) 28 in July	19	66%	19	66%	-
Year 5 (29) 30 in July	16	55%	24	80%	+8
Year 6 (31)	21	68%	23	74%	+2
Total 189 (191)	107		138		+31
READING TA 2025 Pupil Premium Pupils working at ARE+					
	Autumn Term		End of Summer Term		
	Pupils	Percentage	Pupils	Percentage	+/- Pupils
Reception (2)	0	0%	2	100%	+2
Year 1 (5) 6 in July	4	80%	5	83%	+1
Year 2 (6)	3	50%	3	50%	-
Year 3 (5) 6 in July	1	20%	2	33%	+1
Year 4 (9)	5	56%	5	56%	-
Year 5 (8) 9 in July	3	38%	8	89%	+5
Year 6 (9)	4	44%	5	56%	+1
Total 44	20		30		+10

WRITING TA 2025 All Pupils working at ARE+					
	Autumn Term		End of Summer Term		
	Pupils	Percentage	Pupils	Percentage	+/- Pupils
Reception (21)	1	5%	16	76%	+15
Year 1 (23)	14	61	15	65%	+1
Year 2 (29) 28 in July	15	52%	18	62%	+3
Year 3 (27)	14	52%	15	54%	+1
Year 4 (29)	17	59%	17	59%	-
Year 5 (29) 30 in July	14	48%	20	67%	+6
Year 6 (31)	19	61%	22	71%	+3
Total 189 (191)	94		123		+29
WRITING TA 2025 Pupil Premium Pupils working at ARE+					
	Autumn Term		End of Summer Term		
	Pupils	Percentage	Pupils	Percentage	+/- Pupils
Reception (4)	0	0%	2	100%	+2
Year 1 (5) 6 in July	4	80%	5	83%	+1
Year 2 (6)	2	33%	2	33%	-
Year 3 (5) 6 in July	1	20%	3	50%	+2
Year 4 (9)	4	44%	3	33%	-1
Year 5 (8)	3	38%	4	50%	+1
Year 6 (9)	3	33%	4	44%	+1
Total 44	17		23		+6

MATHS TA 2025 All Pupils working at ARE+					
	Autumn Term		End of Summer Term		
	Pupils	Percentage	Pupils	Percentage	+/- Pupils
Reception (21)	1	5%	18	86%	+17
Year 1 (23)	13	57%	14	61%	+1
Year 2 (29)	20	69%	23	79%	+3
Year 3 (27) 28 in July	21	78%	22	79%	+1
Year 4 (29)	20	69%	20	69%	-
Year 5 (29) 30 in July	19	66%	19	63%	-
Year 6 (31)	16	52%	21	68%	+5
Total 189 (191)	110		137		+27
MATHS TA 2025 Pupil Premium Pupils working at ARE+					
	Autumn Term		End of Summer Term		
	Pupils	Percentage	Pupils	Percentage	+/- Pupils
Reception (2)	0	0%	2	100%	+2
Year 1 (5) 6 in July	3	60%	3	50%	-

Year 2 (6)	3	50%	3	50%	-
Year 3 (5) 6 in July	1	20%	2	40%	+1
Year 4 (9)	5	56%	5	56%	-
Year 5 (8)	5	63%	5	63%	-
Year 6 (9)	1	11%	4	44%	+3
Total 44	18		24		+6

We will continue to evaluate the impact on each pupil at the end of each term through rigorous Pupil Progress Meetings.

Evaluation will focus on academic gains and how pupils' self-confidence has developed as a consequence of the interventions and 'extra' programmes which aim to raise progress.

Robust fortnightly attendance monitoring will be completed, together with weekly monitoring of those pupils who are deemed to be persistent absentees in order to try and diminish the gap between PP pupils and their peers.

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A