

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 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 Grace RC Primary School
Number of pupils in school	278
Proportion (%) of pupil premium eligible pupils	20 + 1PLAC - 7.55%
The national average percentage of primary pupils eligible for Pupil Premium (PP) in England is around .	25-26%
Academic year/years that our current pupil premium strategy plan covers	2025-2027
Date this statement was published	January 2026
Date on which it will be reviewed	January 2027
Pupil premium lead	Mrs Smith

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£32,930.00
Recovery premium funding allocation this academic year	£0
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	£32,930.00

Part A: Pupil premium strategy plan

Statement of intent

Our objective is to ensure disadvantaged pupils achieve well academically, attend school regularly, and develop the confidence, resilience, and wellbeing needed to succeed in school and later life. We are committed to closing gaps in attainment and progress, removing barriers to learning at the earliest opportunity, and ensuring all disadvantaged pupils access the full curriculum and wider school life.

High-quality teaching sits at the heart of our pupil premium strategy. Staff are trained to plan effectively for disadvantaged pupils through adaptive teaching, appropriate challenge, and strong classroom practice in reading, writing, and maths. Needs are identified early through assessment, attendance, behaviour, and wellbeing information, allowing timely and targeted responses. Support is evidence based, time limited, and includes academic intervention, pastoral provision, and nurture support, all of which are reviewed regularly for impact.

We place strong emphasis on attendance, wellbeing, and family support so disadvantaged pupils are ready to learn, feel safe, and remain engaged with school. Barriers linked to attendance, emotional wellbeing, or home circumstances are addressed proactively through close monitoring and direct work with pupils and families.

The strategy is underpinned by clear principles. Teaching quality comes first. Support is responsive and informed by assessment and evidence. Barriers are addressed early. Provision is inclusive and avoids stigma. Impact is reviewed regularly using pupil progress, attendance, and wellbeing measures. Leaders and governors hold clear accountability for the effective use of pupil premium funding and ensure provision is adapted promptly when impact is not strong enough, in line with the expectations of the Ofsted framework for disadvantaged and vulnerable pupils.

Summary from Data

Pupil premium pupils achieve strongest outcomes in mathematics. Reading and writing remain key priorities. Focused intervention and high quality teaching are required to close gaps and increase the proportion of pupils meeting age related expectations across all subjects.

The strongest gains for pupil premium readers come from high quality teaching, structured phonics and fluency work, explicit vocabulary teaching, and targeted small group or one to one support. Consistent implementation and regular review are essential to close reading gaps.

Challenges

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

Challenge Number	Detail of challenge
1- Language	Assessments, observations, and discussions with pupils show that many disadvantaged pupils have underdeveloped oral language skills and gaps in vocabulary. These issues are evident from Nursery through to Key Stage 2 and are more prevalent among disadvantaged pupils than their peers, impacting comprehension, communication, and learning across the curriculum.
2- Attendance	Attendance data identifies low attendance and persistent absence within a proportion of the disadvantaged cohort, limiting continuity of learning and negatively affecting attainment, progress, and engagement with school.
3- Reading	Assessments, observations, and pupil discussions indicate that disadvantaged pupils experience greater difficulty with phonics and early reading than their peers. These weaknesses hinder reading fluency, comprehension, and wider access to the curriculum.
4- Enrichment	Reviews, monitoring, and evaluation highlight the need to further embed strong pedagogy and curriculum delivery that consistently meets the needs of all pupils. Discussions with pupils and families also identify limited cultural capital and reduced links to the local and wider community for some disadvantaged pupils. This includes limited experiences beyond school, challenges with self regulation and self esteem, and reduced confidence in communication and expressing their voice.
5- Engagement	Limited parental engagement in supporting learning at home and barriers to attending school events reduce opportunities for reinforcement of learning and partnership working, particularly for some disadvantaged families.
6- Wellbeing	Assessment information, alongside observations and discussions with pupils and families, identifies increased social, emotional, and mental health needs. These challenges disproportionately affect disadvantaged pupils and have a direct impact on their wellbeing, behaviour, and academic attainment. Teacher referrals for support remain relatively high.

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
1- Language Disadvantaged pupils develop age-appropriate oral language and vocabulary, enabling them to communicate confidently and access learning across the curriculum.	<ul style="list-style-type: none"> ● Improved vocabulary and oral language assessment outcomes across all phases. ● Increased confidence in speaking, explaining ideas, and answering questions in class. ● Improved outcomes in reading comprehension and writing where vocabulary is a barrier. ● Teachers consistently plan and adapt lessons to support oral language development.

<p>2- Attendance Disadvantaged pupils attend school regularly and engage consistently with learning.</p>	<ul style="list-style-type: none"> ● Attendance of disadvantaged pupils improves and moves closer to that of non-disadvantaged pupils. ● Reduction in persistent absence within the disadvantaged cohort. ● Early identification and intervention for attendance concerns is evident. ● Pupils show improved engagement and continuity in learning.
<p>3- Reading Disadvantaged pupils become confident, fluent readers with secure phonics and comprehension skills.</p>	<ul style="list-style-type: none"> ● Improved phonics and early reading outcomes for disadvantaged pupils. ● Increased reading fluency and accuracy across key stages. ● Improved reading comprehension assessments. ● Disadvantaged pupils access the wider curriculum more confidently through reading.
<p>4- Enrichment Disadvantaged pupils access a broad curriculum and wider experiences that develop confidence, self regulation, and aspiration.</p>	<ul style="list-style-type: none"> ● Increased participation of disadvantaged pupils in enrichment, trips, and wider school opportunities. ● Improved pupil confidence, self esteem, and ability to express their views. ● Evidence of improved engagement and behaviour linked to enriched experiences. ● Pupils demonstrate greater cultural awareness and ambition.
<p>5- Engagement Parents and carers of disadvantaged pupils are more engaged in their child's learning and school life.</p>	<ul style="list-style-type: none"> ● Increased attendance of disadvantaged families at school events and meetings ● Improved communication between school and families. ● Parents report greater confidence in supporting learning at home. ● Improved pupil outcomes linked to stronger home-school partnership.
<p>6- Wellbeing Disadvantaged pupils have improved emotional wellbeing, enabling them to regulate emotions, feel safe, and be ready to learn.</p>	<ul style="list-style-type: none"> ● Improved Boxall and wellbeing assessment outcomes. ● Reduction in behaviour incidents linked to emotional need. ● Pupils demonstrate improved self regulation and resilience. ● Improved readiness to learn and sustained engagement in lessons.

Strategies

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: £15,430

Activity	Evidence that supports this approach	Challenge number(s) addressed
Wellcomm Language Screening, staff training and staff resource time in EYFS	<ul style="list-style-type: none"> Wellcomm is an evidence-based screening and intervention tool shown to improve early language and communication skills. Early identification of language delay supports timely intervention and improved outcomes in literacy and learning across the curriculum. EEF guidance highlights oral language interventions as having a high impact, particularly for disadvantaged pupils. 	1 Language 6 Wellbeing
English lead to implement FOCUS Reading and Writing sessions and provide CPD to staff	<ul style="list-style-type: none"> High-quality teaching and subject leadership are identified by the EEF as the most effective way to improve outcomes for disadvantaged pupils. Structured reading and writing approaches improve consistency, curriculum coverage, and progression. CPD improves teacher confidence and classroom practice, leading to stronger pupil outcomes. 	1 Language 3 Reading
Phonics Lead – Embed Little Wandle phonics programme. Training for support staff. Resources and CPD for all Nursery – Y3 staff, Little Wandle reading material for Reception – Y3, free reading books for KS2	<ul style="list-style-type: none"> Systematic synthetic phonics is proven to be the most effective approach to early reading. Little Wandle is a validated programme with strong evidence of impact on decoding and early reading skills. Consistent training and resources ensure fidelity and improved outcomes for disadvantaged pupils. 	3 Reading 1 Language
Refine Whole Class Reading model and Guided Reading. Resources, staff training and English Lead resource time. Year of Reading challenge.	<ul style="list-style-type: none"> Whole class and guided reading approaches improve reading comprehension, vocabulary, and engagement. Reading for pleasure initiatives are linked to improved attainment and wellbeing. Structured models ensure disadvantaged pupils receive high-quality reading experiences daily. 	3 Reading 4 Enrichment 1 Language

Teacher Staff Development model – CPD program to develop reflection skills and embed new skills introduced in training.	<ul style="list-style-type: none"> • The EEF identifies high-quality CPD as critical to improving teaching quality and pupil outcomes. • Reflective practice supports sustained changes in classroom behaviour and teaching consistency. • Strong teaching benefits all pupils and has a particularly positive impact on disadvantaged pupils. 	1 Language 3 Reading 6 Wellbeing
Maths White Rose training, resources and materials. Mastering Number at KS2 training times and resources. FOCUS Maths	<ul style="list-style-type: none"> • Mastery approaches improve conceptual understanding and long-term retention in maths. • White Rose and Mastering Number are evidence-informed programmes aligned with national guidance. • Targeted CPD improves teacher confidence and consistency in maths teaching. 	6 Wellbeing 2 Attendance

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

Budgeted cost: £10,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Morning Booster sessions with HLTA. Y5-6.	<ul style="list-style-type: none"> • Small group, targeted intervention supports rapid progress in core subjects. • EEF evidence shows structured, time-limited tutoring has a strong impact on attainment for disadvantaged pupils. • Morning delivery improves focus and attendance at intervention sessions 	2 Attendance 3 Reading 6 Wellbeing
SATS booster morning sessions with SEND Lead, Head teacher and Deputy for Y6	<ul style="list-style-type: none"> • Targeted support from experienced staff improves outcomes for pupils at risk of not meeting age-related expectations. • Leadership involvement ensures high-quality provision and close monitoring of impact. • Focused SATs preparation reduces anxiety and improves confidence. • 	3 Reading 6 Wellbeing
HLTA in year 1 to support the teaching of phonics and early reading and writing.	<ul style="list-style-type: none"> • Additional adult support improves phonics outcomes when aligned to a validated phonics programme. • Early intervention prevents gaps widening over time. • EEF evidence highlights early literacy support as high impact for disadvantaged pupils. 	1 Language 3 Reading
Spelling shed to accelerate the development of literacy skills.	<ul style="list-style-type: none"> • Regular, structured spelling practice supports spelling accuracy and vocabulary development. • Online platforms increase engagement and allow targeted practice. 	1 Language 3 Reading

licences for Y1 – Y6 pupils.	<ul style="list-style-type: none"> Improved spelling supports writing outcomes across the curriculum. 	
Speech and Language Therapy support to provide assessment and advice 1 day per week.	<ul style="list-style-type: none"> Specialist assessment supports early identification of speech and language needs. Targeted advice improves classroom practice and intervention planning. Improved communication skills support learning, behaviour, and wellbeing. 	1 Language 6 Wellbeing

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

Budgeted cost: £7,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Parent education programme staff resource time. - Phonics / SATs parents meeting	<ul style="list-style-type: none"> Parental engagement has a positive impact on pupil attainment and attendance. Supporting parents to understand phonics and assessment improves confidence in helping learning at home. EEF guidance highlights parental engagement as an effective wider strategy when well targeted 	5 Engagement 3 Reading 1 Language
Identification of eligible pupils through Integris/ARBOR. Emails and letter sent to parents to help check for eligibility.	<ul style="list-style-type: none"> Accurate identification ensures pupil premium funding reaches the pupils who need it most. Increased take-up improves access to targeted support and wider provision. Proactive communication reduces barriers for families. 	5 Engagement 2 Attendance
Subsidised residential offer Y6 and subsidised educational visits N – Y6.	<ul style="list-style-type: none"> Educational visits and residential improve confidence, resilience, and independence. Enrichment experiences increase engagement and aspiration for disadvantaged pupils. Access to enrichment supports wellbeing and social development. 	4 Enrichment 6 Wellbeing 5 Engagement
CARITAS support and services	<ul style="list-style-type: none"> CARITAS provides targeted family and wellbeing support to reduce barriers to learning. Early intervention with families improves attendance, behaviour, and engagement. Holistic support strengthens emotional wellbeing and resilience. 	6 Wellbeing 5 Engagement 2 Attendance
Mrs Smith Nurture group (lego) aimed at PP and Vulnerable children.	<ul style="list-style-type: none"> Nurture provision supports emotional regulation, social skills, and readiness to learn. Targeted nurture groups improve behaviour and engagement for vulnerable pupils. Improved wellbeing supports academic progress. 	6 Wellbeing 2 Attendance

Support for key transition points, especially EYFS to Y1 and Y6 to Y7.	<ul style="list-style-type: none"> Targeted transition support reduces anxiety and emotional distress. Improved emotional security supports attendance and engagement. Strong transitions support sustained academic and personal outcomes. 	6 Wellbeing 2 Attendance
Targeted attendance mentoring or incentive schemes for disadvantaged pupils.	<ul style="list-style-type: none"> Mentoring addresses barriers contributing to persistent absence. Incentives encourage improved attendance and engagement. Proactive attendance support demonstrates strong leadership and early intervention. 	2 Attendance 6 Wellbeing
Explicit teaching of self regulation skills or trauma-informed approaches.	<ul style="list-style-type: none"> Supports pupils with social, emotional, and mental health needs. Reduces behaviour incidents and emotional dysregulation. Improves readiness to learn and classroom engagement. 	6 Wellbeing
Regular pupil voice, check-ins, or mentoring for disadvantaged pupils.	<ul style="list-style-type: none"> Builds confidence, aspiration, and self esteem. Enables early identification of barriers to learning or wellbeing. Strengthens engagement and emotional security 	4 Enrichment 6 Wellbeing
Free peripatetic music lesson place for a pupil premium pupil	<ul style="list-style-type: none"> Access to music education supports confidence, self esteem, and emotional wellbeing. Participation in the arts is linked to improved engagement, attendance, and aspiration for disadvantaged pupils. Music tuition supports wider curriculum access and personal development without financial barriers. 	4 Enrichment 6 Wellbeing
Uniform support for pupil premium pupils	<ul style="list-style-type: none"> Access to appropriate school uniform removes financial barriers to attendance and participation. Consistent uniform supports a sense of belonging, confidence, and readiness to learn. Practical support for families reduces anxiety and supports sustained attendance. 	2 Attendance 6 Wellbeing 5 Engagement

Total budgeted cost: £32,930

Further information (optional)

Our pupil premium strategy is part of a wider whole-school approach to improving outcomes for disadvantaged and vulnerable pupils. Strategy planning is informed by ongoing assessment, attendance data, behaviour and wellbeing information, and regular pupil progress discussions. This ensures that need is identified early and provision is responsive rather than reactive. The strategy is reviewed throughout the year and refined where impact is not strong enough.

In addition to pupil premium funded activity, disadvantaged pupils benefit from a range of whole-school approaches that are not dependent on pupil premium or recovery premium funding. These include consistent quality first teaching, a well-sequenced and ambitious curriculum, whole-school behaviour and relationships approaches, and universal pastoral support. Staff training in adaptive teaching, safeguarding, and inclusion strengthens daily classroom practice for all pupils, including those who are disadvantaged.

Disadvantaged pupils are also supported through whole-school attendance systems, transition arrangements, enrichment opportunities, and strong partnership working with families and external agencies. Leaders maintain clear oversight of all provision, ensuring that support is coordinated, inclusive, and aligned with school priorities. Governors receive regular updates on progress, attendance, wellbeing, and the impact of provision, enabling effective challenge and accountability for outcomes for disadvantaged pupils.

Data- As of Autumn 2 2025

Cohort size and profile

- 22 pupils identified as FSM.
- Coverage spans Reception to Year 6.
- Small cohort size means individual pupils significantly affect percentages.

Overall attainment

- 33.3 percent are just at or above age-related expectations in all subjects.
- 0 percent are above age-related expectations in all subjects.
- This highlights limited depth and high attainment across the cohort.

Reading attainment

- 47.6 percent are just at age-related expectations.
- 14.3 percent are securely at.
- 28.5 percent are below or significantly below.
- A sizeable group are not yet secure readers.

Writing attainment

- 47.6 percent are just at age-related expectations.
- 19.0 percent are securely at.
- 14.0 percent are below or significantly below.
- Writing is stronger than reading for some pupils but depth remains limited.

Mathematics attainment

- 52.4 percent are just at age-related expectations.
- 28.6 percent are securely at.
- 9.3 percent are below or significantly below.
- Maths is the strongest subject overall but still relies heavily on pupils being just at.