

# Pupil Premium Strategy Statement 2025-2026

## Our Lady star of the Sea Catholic Primary School

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 Star of the Sea Catholic Primary School
Number of pupils in school	99
Proportion (%) of pupil premium eligible pupils	55.5%
Academic year/years that our current pupil premium strategy plan covers	2022/2023 to 2025/2026
Date this statement was published	October 2025
Date on which it will be reviewed	Termly
Statement authorised by	Lisa Ashton
Pupil premium lead	Lisa Ashton
Governor	Danny Dunleavy

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£88 295
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£88 295

# Part A: Pupil premium strategy plan

## Statement of intent

At Our Lady Star of the Sea, our Mission Statement focusses on the on the uniqueness of the child and our pupil premium strategy is rooted in our whole-school ethos. We know that if you provide high-quality teaching that is effective for disadvantaged learners then you are providing effective teaching for all. Pupil premium students are not all alike and as a school we ensure that we don't categorise pupils, by labelling them disadvantaged, but treating every child as an individual who has the potential to succeed and attain highly.

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. 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.

Our Lady Star of the Sea Catholic Primary School has high expectations for all pupils in our school, and believe that with great teaching, effective engagement with parents and a personalised approach to meet children's individual needs, every child can be the best possible versions of themselves, both academically and socially.

As a school we will:

- provide quality first teaching to ensure gaps in learning are identified and closed
- support pupils to be better learners, through well sequenced and cumulative narratives of learning, where all pupils know and remember more.
- deliver early intervention to address individual needs for the children who have the most significant gaps and/or who are not making expected progress.
- ensure high attainers continue to excel.
- establish effective home-school relationships to support parents and children with attendance, wellbeing and emotional support.

## Challenges

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

Challenge number	Detail of challenge
1	<p><b>Poor language skills. This includes speech and language difficulties and a lack of exposure to a wide range of vocabulary.</b></p> <p>Pupils who are eligible for Pupil Premium do not enter early years at age related-expectations in communication and language. This means they need to make more progress than some of their peers to catch up over time and address issues with language (speaking; listening and attention; vocabulary).</p>
2	<p><b>Low attainment on entry to the Early Years Foundation Stage in all areas</b></p> <p>On entry assessments to Reception show that disadvantaged pupils arrive below age-related expectations compared to other pupils.</p>
3	<p><b>Gaps in learning</b></p> <p>Assessments show that gaps in learning exist across school for our Pupil Premium pupils.</p>
4	<p><b>Parental Engagement</b></p> <p>Limited knowledge and understanding from parents on how best to support their child at home both academically and emotionally</p>
5	<p><b>Social and Emotional Wellbeing</b></p> <p>Observations and discussions with pupils and families have identified that a proportion of our disadvantaged pupils are from vulnerable backgrounds and they are exposed to a wide range of risk factors that affect emotional well-being, mental health and educational success.</p> <p>This includes a problem with the increase in the cost of living and financial strain this puts on families.</p>
6	<p><b>Attendance is a barrier to learning for some pupil premium pupils.</b></p> <p>Lower attendance and higher rates of persistent absenteeism of some of our disadvantaged children.</p>
7	<p><b>Educational and Cultural Experiences</b></p> <p>Lack of sufficient funds at home to ensure access to a wide range of educational and cultural experiences</p>

## 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>Clear programs of intervention are in place for children with identified speech and language needs.</p>	<p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils.</p> <p>Children to:</p> <ul style="list-style-type: none"> <li>Demonstrate that they have a wide and varied vocabulary</li> <li>Can articulate themselves clearly</li> </ul> <p>Monitoring is robust and effective at identifying progress and outlining next steps. Pupil tracking details rapid progress.</p>
<p>Basic and essential skills of number, reading and writing are securely embedded from an early stage. Where gaps are identified, high-quality teaching and swift and purposeful intervention is in place.</p>	<p>Majority of children will achieve at least age related for phonics in the phonics screening.</p> <p>Majority of children will achieve at least age related for pupils at the end of YR, Y2 and Y6.</p>
<p>Sounds-Write and Reading Plus is introduced and used effectively across our school. Reading across the curriculum ensures basic skills are constantly rehearsed.</p> <p>Sounds Write approach is used effectively for spelling and intervention in KS2.</p> <p>Children have access to a wide range of books 'real' books and/or on-line) and have the opportunity to read regularly (to an adult) to develop fluency and comprehension.</p>	<p>All staff are trained in the delivery of Sounds-Write phonics. Monitoring demonstrates that this approach is applied consistently and across subjects</p> <p>Improved spelling in KS2 and timely intervention and monitoring ensure rapid progress from their starting point.</p> <p>All children have access to books and develop a love of reading.</p>
<p>Pupils develop writing skills through the development of handwriting, spelling and sentence construction skills through high quality teaching and structured intervention. Foundational skills are secure.</p> <p>Pupils have many opportunities to write across the curriculum</p>	<p>Monitoring demonstrates that this approach is applied consistently and across subjects.</p> <p>Pupil progress is accelerated due to better access to the wider curriculum.</p>
<p>Ensure children develop a deep understanding of maths knowledge and skills through high quality teaching and timely intervention. Foundational skills are secure.</p>	<p>Monitoring demonstrates that this approach is applied consistently and across subjects. Pupil progress is accelerated and they feel confident and skilled in mathematics.</p>

<p>To achieve and sustain improved attendance. Developed resilience and aspirations for the future</p>	<p>The attendance gap between disadvantaged pupils and their peers is eradicated.</p> <p>Persistent absence does not indicate a trend with disadvantaged pupils.</p>
<p>To meet the needs of an increased number of pupils who require emotional wellbeing support.</p>	<p>Disadvantaged pupils from vulnerable backgrounds who are exposed to a wide range of risk factors that affect emotional well-being, mental health and educational success are given the support needed so that they become the best versions of themselves, academically and socially.</p> <p>Families are supported where there is a need, including Early Help intervention</p>
<p>To further strengthen the emotional resilience of all pupils</p>	<p>Improve pupils' self-belief, determination, resilience and readiness to learn. Pupils will be more able to reflect and evaluate their own learning and often lack self-motivation and confidence to improve.</p>
<p>Ensure that children have a wide range of experiences to develop cultural capital.</p>	<p>Children to report positively about the opportunities provide in the main curriculum and through enrichment activities</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: £33 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue to develop high quality teaching around language development and communication. Key vocabulary is taught across the school curriculum</p> <p>Embed the use of a range of strategies for engaging children in speaking and listening activities</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p><a href="https://educationendowmentfoundation.org.uk">Dialogic Teaching   EEF (educationendowmentfoundation.org.uk)</a></p> <p>It is recommended to use a wide range of explicit and implicit approaches including planning the teaching of vocabulary, modelling and extending children’s language and thinking during interactions and activities such as shared reading.</p> <p>Dialogic Teaching aims to improve pupil engagement and attainment by improving the quality of classroom talk. Teachers are trained in strategies that enable pupils to reason, discuss, argue and explain rather than merely respond, in order to develop higher order thinking and articulation. This approach appears to show +2 months gains <a href="https://educationendowmentfoundation.org.uk">Dialogic Teaching   EEF (educationendowmentfoundation.org.uk)</a></p>	1
<p>Ensure quality teaching and learning so that all teaching is outstanding and learning is long term</p> <p>Lower teacher-child ratio to support PP children, closing gaps</p> <p>Moderation across the trust and linked schools. Modelling of good practice shared</p>	<p>For disadvantaged pupils, the difference between a good and bad teacher is a whole year's learning (Sutton Trust 2011 and social mobility Commission 2014b)</p> <p>Strategies to develop metacognitive thinking are most effective when subject specific rather than through the teaching of 'generic thinking skills'. EEF Metacognition and self-regulated learning review (May 2020)</p>	3

<p>Ensure all relevant staff (including new staff) have received training to support the development of reading. This would include Sounds Write training for all staff and use of Lexia and Reading Plus.</p> <p>Support the development of writing skills through high quality teaching and structured writing intervention</p>	<p>Extensive research of effective literacy teaching conducted by the EEF shows that the following will have the greatest impact on children’s learning:</p> <p>Research shows that on average, reading comprehension approaches improve learning by an additional five months’ progress over the course of a school year. These approaches appear to be particularly effective for older readers (aged 8 or above). Successful reading comprehension approaches carefully select activities for pupils according to their reading capabilities- Reading Plus, and ensure that texts provide an effective, but not overwhelming, challenge.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p> <p>In EYFS and KS1, build secure foundational knowledge, implementing the guidelines from the Writing Framework. Ensure feedback is instant and pupils are given timely intervention when required.</p> <p>In KS2, teach writing composition strategies through modelling and supported practice and develop pupils’ transcription and sentence construction skills through extensive practice</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a></p>	<p>3</p>
<p>SENDCo works with all staff to identify and plan CPD for staff to support the learning of vulnerable pupils</p>	<p>Track PP progress and discuss with teachers, signposting needs for CPD for targeted intervention</p>	<p>1 2 3 4 5 6</p>

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

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teaching Assistants deployed to create capacity to teach appropriate high-quality interventions, either as small groups or leading</p>	<p>Small group tuition EEF  <a href="#">EEF Teaching and Learning Toolkit: Small group tuition (EEF +5 months)</a>                      Small group tuition can enable pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the tutor to focus exclusively on the needs of the learners and provide teaching that is closely matched to each pupil’s understanding.</p>	<p>3</p>
<p>Intervention groups before and after school hours for maths -small groups taken by teachers in school</p>	<p>High quality, targeted support can provide effective extra support for children                      Small-group support is more likely to be effective when:</p> <ul style="list-style-type: none"> <li>• training, support, and resources are provided for staff using targeted activities</li> <li>• Sessions are brief and regular; and explicit connections are made between targeted support and everyday activities or teaching</li> </ul> <p>EEF research – +4 months, when organised into short, regular sessions over a set period of time</p>	<p>1 2 3</p>
<p>Reading Plus and Lexia purchased and used in school. Also, encourage home learning.                      Reading Plus-KS2                      Lexia-KS1</p> <p>Intervention groups before and after school hours for reading-small groups taken by teachers and TAs in school</p>	<p>Reading at home and/or reading regularly to an adult, ensures that all pupils get the same opportunities to practise and develop fluency compared to the non-disadvantaged peers.                      Data from Reading Plus and Lexia  <a href="#">EEF Teaching and Learning Toolkit: One to One tuition (EEF +5 months)</a> <a href="#">EEF Teaching and Learning Toolkit: Small group tuition (EEF +5 months)</a></p>	<p>1 2 3 4</p>

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

Budgeted cost: £25 295

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
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<p>Further strengthening school's social, emotional and mental health provision by implementing and embedding a number of whole school strategies, including zones of regulation and social stories to help children engage academically.</p> <p>Continue to offer programmes such as Lego Therapy, Worry Monsters, Anxiety Gremlin and other opportunities provided for all children to disclose worries/anxieties in a discrete way.</p> <p>Implement Zones of Regulation approach across school</p>	<p>An effective well-being programme shown to improve pupil's engagement. (<a href="#">EEF Toolkit</a>) <a href="#">EEF Teaching and Learning Toolkit: Social and Emotional Learning (EEF +4 months)</a></p>	<p>5</p>
<p>Create a sensory room to enable pupils to regulate their emotions.</p>	<p>EEF research – SEL (social and emotional learning) interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p>	<p>5</p>
<p><b>School Counsellor</b> Road Centre engaged to provide weekly 1-1 counselling and group programmes</p>	<p>EEF research – SEL (social and emotional learning) interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p>	<p>5</p>
<p>Use of school PPG funding for eligible children for all trips including the</p>	<p>Subsidising of trips, as may be required, to enable full access to enrichment activities.</p> <p>To give disadvantaged children the breadth of curriculum enjoyed by no disadvantaged shown to reduce growth in gap</p>	<p>7</p>

theatre and residential		
Offer disadvantaged pupils access to breakfast club and tea time club	Removing potential barriers to participation and increasing attendance and punctuality.	6
Offer a wide range of high-quality curriculum enrichment and extra-curricular activities.	Feedback from pupils and parents tell us that parents do not take children to after school club activities. This may be because of financial reasons or parents lack of motivation. Evidence suggests that extra-curricular activities boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Children from wealthiest backgrounds are 3 times more likely to take up music classes outside of school hours than children from poorer backgrounds	5 6 7
Access to Technology and educational materials	Technology has the potential to increase the quality and quantity of practice that pupils undertake, both inside and outside of the classroom. Using technology to support retrieval practice and self-quizzing can increase retention of key ideas and knowledge. <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital</a>	2 3
Encourage parental engagement so that all pupils are supported with learning at home.	Ensure that parents are engaged and understanding of how best to support their child at home. Research shows that the impact of effective parental engagement and support is low cost in implementation and benefits pupil outcomes by +4months <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a>	4
Family Learning (external and internal delivery arrangements)	EEF research - Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions	4
Parental curriculum workshops to increase knowledge and parental involvement in children's learning	EEF research - Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.	4
Provide a range curriculum and enrichment op-	In line with the research, providing pupils with access to a full range of educational experiences can decrease outcome gaps. <a href="#">The Pupil Premium - How schools are spending the funding.pdf</a>	7

portunities to develop children's cultural capital		
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**Total budgeted cost:** £33 000 (Teaching) + £30 000 (Targeted Academic Support) + £25 295 (Wider Strategies) = £33 990

## 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.

#### Pupil premium has impacted in the following ways:

- 100% of pupils (3) achieved a pass in phonics in Y1.
- Parents were reassured that breakfast and tea-time club were available for their children and all children were fed if hungry coming to school.
- Pupils had a wide variety of educational visits which provided them with a wealth of opportunities and experiences, regardless of family finances, all children were included in these visits. This included a residential for 2 nights for Years 5 and 6.

### 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

