

Pupil premium strategy statement – Our Lady Queen of Peace Catholic Primary School

This statement details our school’s use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	160
Proportion (%) of pupil premium eligible pupils	20.8% 35 children
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2028
Date this statement was published	November 2025
Date on which it will be reviewed	July 2025
Statement authorised by	Anthony Wilkes Executive Principal
Pupil premium lead	Anthony Wilkes Executive Principal
Governor	Marie Yates

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£48,480
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£48,480

Part A: Pupil premium strategy plan

Statement of intent

At Our Lady Queen of Peace Catholic Primary School, we are a diverse community and the Catholic nature of our school reaches pupils from a wide catchment area. We are an inclusive family where we value each other.

At Our Lady's we recognise the importance of a broad and balanced curriculum. We know our pupils well and design learning to spark their interests, while meeting individual needs, providing challenge while allowing pupils to feel that they can succeed. Interventions are rigorously planned and monitored to ensure that pupils make good progress and transfer their learning to the classroom.

- We organise teaching and learning at Our Lady's in order to meet the needs of all children in the best possible way.
- We ensure that appropriate provision is made for children who belong to vulnerable groups and that all children have their needs adequately assessed and met.
- We recognise that not all children who receive free school meals will be vulnerable and we also recognise that not all children that are vulnerable have free school meals.
- We allocate Pupil Premium funding to support any child the school has identified as being vulnerable in any way and should be making better progress.

Challenges

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

Challenge number	Detail of challenge
1	Whilst 80% of our disadvantaged children met the expected standard (compared to 59% nationally), high attainers in Writing (Greater Depth) and RWM (higher standard) is below and just in line with national averages. Core ES attainment is above national, but Writing GD (10%) trails national (13%); RWM higher standard remains around national.
2	High EAL (48.2% overall; up to 72% in Y2) plus low stability means many pupils join mid-year and may lack English vocabulary/background knowledge—risking comprehension and writing depth later. Therefore, we provide CPD on oracy for staff to develop communication and language skills of all pupils. Precision support for new-to-school / EAL / PP pupils: oral language, vocabulary & rapid induction. Bell's ASSE
3	Attendance – Disadvantaged PA is near to the national average—24% vs 24.4% nationally (sig+). Reducing PA will support the sustained

	attainment of PP children.
4	Our disadvantaged children have experienced fewer opportunities beyond school, in particularly with the increased cost of living leading to a much lower cultural capital than non-PP children which impacts overall attainment.
5	ACEs and early trauma experienced by some pupils has affected the social and emotional skills across all year groups leading to a lack of resilience, lower attendance and lower self esteem resulting in lower attainment than non-PP children.

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
Pupils to achieve at better than expected level of progress in Reading, Writing and Maths from starting points.	<p>Internal data to show that targeted pupils will achieve better than expected progress in reading, writing and maths. Robust on entry assessments to be undertaken to identify starting points.</p> <p>Termly Pupil Progress Meetings for early identification of support for disadvantaged pupils.</p> <p>Standardisation and moderation meetings to support accuracy of teacher judgements for disadvantaged children</p> <p>Use of Edukey to create provisions for disadvantaged children who show signs of needing support, regularly monitored for progress</p>
Improved pupils' emotional health and well-being leading to an increase in resilience, self esteem and overall an increase in attainment in reading, writing and maths at least in line with non-PP children.	<p>Improved levels of attendance</p> <p>Pupil voice demonstrates a positive learning attitude</p> <p>Pupil readiness for the next stage in their education journey</p> <p>Pupils' personal development is excellent and leads to good outcomes</p> <p>Emotional Literacy Support Assistant has a positive impact with improved attendance levels, and pupil outcomes, additional CPD given to support another member of staff to be able to deliver ELSA support to increase impact</p> <p>Current TA to train to be a THRIVE teaching assistant</p>
Continue to increase the attendance and punctuality of PP children to be in line with non-PP children	Close monitoring evidences that disadvantaged children's attendance increases across the year – with a reduction in persistent absence for disadvantaged children
Pupil Premium pupils' attainment to be in line with or better than non-pupil premium pupils	<p>Attainment measures on the school's tracking system (Insight) indicate same or better attainment than non-disadvantaged children and in line with national averages with an aspiration to reach Emmaus 90% target</p> <p>Edukey Provision maps demonstrate positive progress within intervention groups as evidenced through robust tracking – including</p>

	evidenced by PP Teaching Assistant
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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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils.	<p>Developing high-quality teaching, assessment and a broad and balanced, knowledge-based curriculum which responds to the needs of our pupils.</p> <p>Mentoring and coaching for leaders and teachers</p> <p>EEF-Effective-Professional-Development-Guidance-Report.pdf</p>	1, 2
<p>Embedding CPD for teachers and support staff, with a focus on providing support, ensuring a consistent approach to teaching and learning, and collaboratively developing next steps as a team.</p> <p>A shared CPD plan, regular monitoring, and phase meetings will deliver professional development and offer staff ongoing support</p>	<p>Developing high quality teaching</p> <p>Developing high-quality teaching, assessment and a broad and balanced, knowledge-based curriculum which responds to the needs of pupils.</p> <p>Teacher_Feedback_to_Improve_Pupil_Learning.pdf</p>	1, 2

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Staff to identify lowest 20% of readers and hear them read regularly, working on fluency, comprehension and vocabulary.</p>	<p>On average reading comprehension approaches deliver an additional six months' progress. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming challenge.</p> <p>Reading comprehension strategies EEF</p> <p>Attendance and reading key barriers to disadvantaged pupils'... EEF</p>	<p>1,4</p>

<p>TA and HLTA led intervention groups across the school to accelerate progress in Maths and Writing, targeting those who are not on track to meet ARE.</p>	<p>Schools identify low literacy skills and poor attendance as the... EEF</p> <p>The importance of reading in early years education EEF</p> <p>Overall, evidence shows that small group tuition is effective and as a rule of thumb, the smaller the better.</p> <p>Teaching assistants provide a large positive impact on learner outcomes. As a school we monitor pupil progress carefully to ensure maximum impact.</p>	<p>1,4</p>
<p>The development of Oracy across the school in order to improve reading comprehension, reasoning and metacognitive skills, as well as deepening understanding across through curriculum through exploratory talk, questioning, and structured dialogue.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>Voice 21: Improving Oracy - second pilot EEF</p> <p>Strong oracy skills support vocabulary growth and comprehension, which are critical for reading and writing attainment.</p> <p>Pupils who can articulate ideas clearly are better able to engage in reasoning and problem-solving, improving outcomes in maths and science as well.</p> <p>EEF notes: Oracy is not just about public speaking—it includes exploratory talk, questioning, and structured dialogue that deepen understanding.</p>	<p>1, 2</p>

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional outdoor learning sessions are provided for pupils to support their health and well-being.	<p>The New Economics Foundation and their research found:</p> <ul style="list-style-type: none"> • Confidence: children had the freedom, time and space to learn and demonstrate independence • Social skills: children gained increased awareness of the consequences of their actions on peers through team activities such as sharing tools and participation in play. • Communication: language development was promoted by the children’s sensory experiences • Motivation: the woodland tended to fascinate the children and they developed a keenness to participate and the ability to concentrate over periods of time • Physical skills: these improvements were characterised by the development of physical stamina and gross and fine motor skills • Knowledge and understanding: the children developed an interest in the natural surroundings and respect for the environment. • Outdoor adventure learning EEF 	4,5
TIS sessions will be delivered to children requiring targeted support around mental health and well-being.	<p>Evidence associated with supporting children’s social and emotional development and improving academic outcomes behaviour and relationships.</p> <p>Schools identify low literacy skills and poor attendance as the... EEF</p>	3, 5
Funding for school uniform, instrumental tuition school trips, including residential is	Engagement in wider opportunities supports children to experience cultural, educational and outdoor learning activities that deepen understanding of	3, 4, 5

<p>available for families in receipt of FSM.</p>	<p>the curriculum. The EEF Guide to the Pupil Premium EEF</p>	
<p>Prioritise the participation of children eligible for Pupil Premium in extracurricular activities.</p> <p>Audit the children's thoughts and opinions about our extra-curricular clubs and ask them to offer suggestions of clubs that they would like to see on our 'clubs list'.</p> <p>Question those children who haven't applied for a club and find out why.</p>	<p>Engagement in wider opportunities supports children to experience cultural and educational opportunities. Outdoor adventure learning EEF The EEF Guide to the Pupil Premium EEF</p>	<p>3, 4</p>
<p>Additional TA trained as ELSA to provide practical and emotional support for key children in nurture sessions and to begin apprenticeship.</p>	<p>Social and emotional learning EEF Supports the need for mental wellbeing enabling pupils to access learning.</p>	<p>3, 4</p>

<p>Close analysis of attendance data, identify pupils at risk, and implement targeted support through strategies funding through pupil premium</p> <p>Home visits and attendance clinics for early intervention.</p> <p>Practical barriers removal (e.g., breakfast club, transport support, uniform).</p> <p>Communication and incentives aligned with DfE guidance.</p>	<p>Improving attendance not only boosts attainment but also reduces risk of:</p> <ul style="list-style-type: none"> • Exclusion and NEET status (Not in Education, Employment or Training). • Long-term negative life outcomes linked to poor school engagement • Disadvantaged pupils are disproportionately affected by absence due to factors like poverty, family stress, and health issues. 	<p>1, 2, 3</p>
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Part B: Review of the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023-2024 academic year.

Aims	Outcome
Training and support for TA's to deliver quality intervention to pupils, ensuring access to universal, targeted or specialist support is provided. Early identification of pupils with Speech, Language and Communication needs.	Specific targeted intervention is RAG rated and reviewed half termly.
Small groups for maths interventions for disadvantaged pupils falling behind age-related expectations.	Pupil progress and attainment evident in book trawl, moderation, lesson observations and end of year results.
Intervention groups for key groups to assist in their learning in Reading, Writing and Maths.	Pupil progress and attainment evident in book trawl, moderation, lesson observations and end of year results.
Pastoral TA to provide practical and emotional support for key children in nurture sessions. Funding for visits, sports clubs, residential and uniform is available for families in receipt of FSM.	Pupils experience first-hand valuable learning opportunities outside the classroom.

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

<p>This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year. Whole school – attainment Based on 30 children</p>

Subject	Pupil Premium % EXS + above	Pupil Premium % above	Non Pupil Premium % EXS + above	Non Pupil Premium % above
Reading	70%	7%	69%	21%
Writing	57%	0%	66%	6%
Maths	67%	7%	65%	24%
Combined	50%	0%	62%	3%

In most areas PP children are in line with non-PP children at the expected standard other than writing. However, in all areas at the higher standard non-PP children achieve greater than PP children.

*Within the PP group there are also **7 children with SEND**. A comparison of the groups is below and demonstrates attainment more in line with non-PP children.

Subject	Pupil Premium + SEND % EXS + above	Pupil Premium + SEND % above	Pupil Premium Without SEND % EXS + above	Pupil Premium Without SEND % above
Reading	14%	0%	87%	9%
Writing	14%	0%	70%	0%
Maths	14%	0%	83%	9%
Combined	14%	0%	61%	0%

In Year progress (Expected progress would be c lasses as '0.0')

Reading

Pupil Premium 30 pupils · Average: +0.4

Not Pupil Premium 143 pupils · Average: +0.2

Writing

Pupil Premium 30 pupils · Average: +0.1

Not Pupil Premium 143 pupils · Average: +0.1

Maths

Pupil Premium 30 pupils · Average: +0.0

Not Pupil Premium 143 pupils · Average: +0.2

Throughout the school year children in receipt of Pupil Premium funding were supported through quality first teaching and through the delivery of smart targets by teaching assistants as well as a HLTAs. As can be seen by progress measures, Pupil Premium children make good progress from their starting points, and in reading better progress than non-Pupil Premium children. Pupil Premium children attain in line with non-PP children in reading and maths at the expected standard, but in writing and in all areas at the greater depth standard they attain below their peers.

Social and emotional Wellbeing support

Mental Health Lead member of staff fully trained.

Forest school nurture groups are fully embedded in school and have supported children's wellbeing, self-worth, confidence and self-esteem. They are led by an

experienced HLTA.

Emotional Literacy Support Assistant fully trained and has provided interventions such as Get Moving, Nurture Groups, Social Skills groups and preparation for transition which has been highly effective.

PCSO course for targeted children in school.

Mental health and Wellbeing work in school – including externally provided yoga in children's mental health week.

Nurture groups provided. Clothing allowance where required to support with social and economic needs.

Support for children to attend school trips/residentials.

Nurture support from Worcester Warriors to support a child with behaviour and transition.

SEND PP children targeted support

A wide range of resources have been purchased to support both SEND and PP children such as reading pens and assessment resources.

Wellbeing resources have been purchased for the nurture Hub that have supported children's social skills and self esteem.

Attendance

Whole school 95%

Pupil Premium 91.24%

Not Pupil Premium 95.38%

National 94.8%

Local Authority 94.8%

Attendance is monitored daily by senior leaders and office staff. Letters to parents are sent where an attendance concern arises and parent meetings take place. Staff conduct safe and well calls and support some families in getting their children into school where this support is required.

Penalty notice referrals to the local authority are sent whereby a child meets the DFE threshold. Support sought from the Education Engagement Team for a child with low attendance.

Curriculum Development and teaching and learning

Senior Leaders have continued to support middle leaders to develop foundation subjects to ensure that the curriculum for all is ambitious, broad and well sequenced, this included the attendance at MAC curriculum Hubs to support the effective launch of a new curriculum approach in school with the intended impact of ensuring greater equity for all pupils.

Formative and summative assessments have been developed with the use of the Insight platform and the purchase of TestBase to inform teaching assessment and in turn adapt curriculum plans.

Leaders have started to use WALKTHRU clusters to develop pedagogical approaches

throughout school, with monitoring evidencing further development of teachers' modelling, questioning and feedback, as well as the positive framing of behaviour reminders.

Enrichment · Class trips (such as Pioneer Centre, London, Bell boating and others) · Targeted children attended extra curricular clubs

Total budgeted cost: £48,480.00