

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 academic year) 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 George's Catholic Primary School
Number of pupils in school	297
Proportion (%) of pupil premium eligible pupils	39%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025/2026 to 2027/2028
Date this statement was published	December 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Rosie McGlynn
Pupil premium lead	Rosie McGlynn
Governor / Trustee lead	Greg Joseph

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£185,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£190,000

Part A: Pupil premium strategy plan

Statement of intent

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.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.
- ensure access to wider school opportunities such as musical tuition, extra curricular activities and visits.

Our current pupil premium strategy is focussing on the following three key areas:

1. High quality teaching and learning

Ensuring all teaching is at least good and develop a shared pedagogy through the use of WalkThrus resources and professional partners

Prioritising 1st and 2nd year ECT provision, coaching and addressing any gaps in provision where identified.

Embedding a supportive monitoring system and ensuring high quality induction for all new staff.

Review of behaviour policy and ensuring low level disruption does not impact on learning.

2. Targeted Academic Support

Diagnostic assessments by teachers to identify appropriate interventions, catch up and 1:1 or 1:3 support where required.

Adapting teaching to meet the varying needs of pupils

Ensuring effective deployment of other support staff to maximise addressing gaps in learning.

Providing high quality staff CPD especially for Teaching Assistants and ECTs on identifying learning needs and how to address them.

3. Wider Strategies

Whole school focuses on improved attendance making excellent attendance a part of the culture of the school community.

Adequate social and emotional support is in place and a senior mental health lead champions wellbeing for both staff and pupils.

Behaviour policy is shared and known by all and is working effectively to ensure high standards of behaviour across the school.

Access to wider curriculum opportunities is in place for all children such as residential, theatre trips, music lessons, chess, after school clubs and positions of responsibility ensuring cost is not a prohibitive factor.

Key Principles going forward

- to develop, implement and monitor an evidence-informed approach based on EEF research on using your pupil premium funding effectively and DFE guidance for school leaders.
- Ensure effective diagnostic assessment is in place and understood by all teachers to understand the specific challenges faced by disadvantaged children.
- Ensure all staff including admin support staff understand non-academic challenges that disadvantaged pupils may be facing such as access to technology and wider curriculum opportunities.
- Parental Engagement - to support parents to understand how to help their children learn particularly in EYFS (EEF Research)
- Ensure that pupils receiving targeted support do not miss out on core curriculum content.
- Ensure all staff support and promote the principles and ethos of our pupil premium strategy ensuring we have high expectations for everyone from everyone.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Nursery through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Attendance and Punctuality - A small number of children in every year group with attendance below 90% and/or frequent lateness. Our assessments and observations indicate that absenteeism and poor punctuality is negatively impacting disadvantaged pupils' progress.
3	Access to wider opportunities particularly extra curricular activities such as after school clubs and music tuition have less take up by disadvantaged pupils.

4	SEMH - increasing number of children being supported by social care, school well being providers, experiencing homelessness which has a negative impact on attainment and general well being.
5	Engagement with home learning in general and particularly online learning platforms such as Mathletics, Lexia, Google Classroom and Oxford Owl is less among disadvantaged pupils.
6	Maintain 2024 and 2025 achievement for Disadvantaged pupils in Phonics and KS2 which was above or in line for disadvantaged pupils at expected standard. Improve achievement for Disadvantaged pupils in EYFS.

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
Improved oral language skills and vocabulary among disadvantaged pupils. Improved early literacy and parental engagement	Higher attainment in Writing across Key Stage 1 and Key Stage 2. Parents are equipped to help their child learn especially in EYFS All staff are confident in the delivery of phonics. End of year teacher assessment in Year 2 and Year 6 show improvements in Greater Depth for Disadvantaged pupils
To achieve and sustain Improved attendance for all pupils, particularly our disadvantaged pupils.	Attendance by the end of 2027/2028 is at least 96%. Persisted absentee rate is below 10% and the figure among disadvantaged pupils is no more than 2% lower than their peers.
More high achieving disadvantaged pupils are given free access to music tuition and after school clubs.	Increase in number of disadvantaged children accessing tuition and clubs.
To achieve and sustain improved well being for all pupils particularly our disadvantaged	Sustained high levels of well being evidenced through pupil voice, surveys and observations.
Engagement with home learning including online platforms as well as general homework increases among disadvantaged pupils	Regular completion of homework is monitored and parents engaged to encourage children. Barriers to accessing home learning are removed. .
Improve maths attainment at expected levels for disadvantaged pupils at the end of Key Stage 2 and for EYFS pupils.	Expected outcomes 2026/2027 for maths show a less than 3% gap. Expected GLD to be in line with peers.

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ £95,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of NELI pre screening materials for Nursery and use of NELI in Reception Use of NFER reading diagnostics	Earliest possible intervention to assist language. Areas for development for individual pupils or across classes. Diagnostic assessment EEF	1 +6
Revised monitoring programme is embedded with key teachers identified for coaching and mentoring	High Quality Teaching across the school and effective team teaching in place where required. High quality support for ECTs and a rigorous induction process in place	6
Pupil Premium Champions to be established in phase groups	Academic Mentor role to be developed in KS2	2,3,4 + 5
CPD	MHST training (CAMHS) , Speech Language and Communication training (SALT service), Whole School Reading (in house and RWI online portal), Maths training (NE Hub/WRM), ELSA training, ECT Induction programme. RSE training RED training	1,4,5,6

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

Budgeted cost: £45,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
NELI programme in place for Reception and Nursery Structured Interventions and pre teaching in Maths and English delivered by TAs and teachers in school	Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress. (EEF)	1,2 +6
After school I booster sessions for targeted groups in Year 6 and year 2.	Focus on reinforcement of key skills Small group tuition Teaching and Learning Toolkit EEF	4,,5 +6
Additional phonics sessions targeted at disadvantaged pupils who require further support.	Identified pupils to receive extra small group tuition to help close gaps. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period of up to 12 weeks. Phonics Teaching and Learning Toolkit EEF	1,5 +6

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

Budgeted cost: £ 45,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance . This will involve training and release time for staff to develop and implement new procedures and	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	2,3 +4 2,4,+6

<p>appointing attendance/support officers to improve attendance.</p> <p>School Counsellor and other Mental Health Workers including the Mental Health Lead teacher time allocation.</p> <p>ELSA trained staff in place and having ongoing training</p>	<p>Removing barriers to learning will support achievement</p> <p>Greater Engagement of pupils and families will support progress</p>	2,4 +6
<p>After School homework club to be set up.</p>	<p>Recognition that children attending school childcare struggle with home learning.</p>	2,5 + 6
<p>Children attending school childcare have timetabled tuition sessions</p>	<p>Identified children will receive targeted support and preteaching.</p>	5 +6
<p>Access to wider curriculum areas</p>	<p>Increased cultural capital leading to improved attainment.</p>	3

Total budgeted cost: £ 190,000

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.

End of Year Attainment KS2 for 2025

Key Stage 2 Expected	Reading	Writing	Maths	RWM
All Children (47 pupils)	72.3	66	89.4	59.6
Pupil Premium (22 pupils)	72.7	68.2	86.4	59.1

Key Stage 2 Greater Depth	Reading	Writing	Maths	RWM
All Children (47 pupils)	36.2	10.6	38.3	10.6
Pupil Premium (22 pupils)	45.5	13.6	45.5	13.6

At the end of Key Stage 2 our pupil premium pupils' attainment was higher than their peers in reading, writing and maths at Greater Depth. It was just below in maths and combined scores at expected levels.

Year Group 1 Phonics	Overall
All Children (30 pupils)	73.3%
Pupil Premium (15 pupils)	100%

Pupil premium children have achieved very well in phonics and above that of all children.

Year Group Reception GLD	Overall
All Children (34 pupils)	70.6%
Pupil Premium (8 pupils)	37.5%

Pupil premium children in Reception have performed well below their peers. Of the 8 pupils 4 have SEN support and 2 have high level social care needs. .

Our percentage of pupils eligible for pupil premium funding continues to increase and is now consistently above 35%. Along with the ongoing challenges of cost of living increases, general housing issues and increased social care needs, our strategy continues to be more wide reaching to ensure that barriers to learning can be mitigated wherever possible for all our pupils. Due to this our focus for pupil premium children has shifted to ensuring the following:

- ensuring that all teaching is at least good and good quality support is in place especially for ECTs.
- access to online learning platforms such as Google Clasroom and Mathletics is prioritised and devices provided where needed.
- access to counselling services and other outside mental health support agencies is extended to meet growing needs.
- support from the Local Authority BACME team has been increased to help address attendance
- interventions such as NELI, phonics booster extended to pupil premium children as reinforcement and consolidation.
- Engagement with home learning, homework and access to online learning platforms is carefully monitored and opportunities given to catch up through extending the school day.
- catch up interventions are carefully targeted to ensure access to the main curriculum is not jeopardised.
- Pupil premium staff champions are established across phases
- ensure access to wider curriculum opportunities such as after school clubs, musical instrument lessons, trips including residential where cost may be a prohibitive factor.

Given the current challenges of falling rolls and mixed age classes in some year groups, intended outcomes for our disadvantaged pupils were largely met across the school. Our challenge is to maintain the good progress we have made in closing the gap between disadvantaged pupils and their peers going forward.

Externally provided programmes

Programme	Provider
NELI (EYFS)	Nuffield Early Language Intervention
Oxford Owl	Oxford University Press
Phonics training Portal	Ruth Miskin RWI
Lexia	Lexia Learning Systems
Maths Programmes	White Rose maths/NE London Maths Hub/Mathletics
Counselling	Brentwood Catholic Children's Services/ Well-Being Practitioner/SOLACE
Mental Health Support	NELFT NHS Waltham Forest CAMHS/ EP service/ELSA
Speech and Language	NELFT NHS Waltham Forest
Reading Volunteers	Beanstalk
Music Nurture Group	Waltham Forest Music Service
Music Tuition	Waltham Forest Music Service
WalkThrus-based PD programme	WalkThrus
PEEPs	Local Authority