



Pupil Premium Strategy Statement

2024 to 2027

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 Lincoln Catholic Primary School a Voluntary Academy
Number of pupils in school	205
Proportion (%) of pupil premium eligible pupils	77 pupils 2021 2022 96 pupils 2022 2023 38% 2021 2022 45.9% - 2022 2023 50% 2023 2024 50% 2024 2025 (so far)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/2025 - 2025/2026 2026/2027
Date this statement was published	December 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Ann Desforges
Pupil premium lead	Ann Desforges & Janis Edward
Governor / Trustee lead	Antony Edwardson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year 24/25	£162,715.50
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£162,715.50 - 2024 2025
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	N/A



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Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all Our Lady of Lincoln pupils, irrespective of their background or the challenges they face, make at least 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 aspiration, including progress for those who are working at a greater depth level.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker. The actions we have summarised 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 strategy is also integral to wider school plans for education recovery, notably in its targeted support for pupils whose education has been worst affected, including non-disadvantaged pupils.

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



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Challenges

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

Challenge number	Detail of challenge
1	Vocabulary gap for some disadvantaged pupils. Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Gaps in learning (specifically writing, phonics, early reading and mathematics) Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	Internal and external assessments indicate that writing attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.
4	Emotional, social and behavioural issues for some disadvantaged pupils. Our assessments observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment. Teacher referrals for support have markedly increased during the pandemic. Thirty pupils have been discussed in consultations since we started as a MHST school, which does not always end in a referral- there are lots of other outcomes.
5	Attendance of some disadvantaged pupils is low. Our attendance data over the last 2 years indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils in KS2 classes. Over the last year the attendance of the disadvantaged pupils has improved in KS1 and is in line or in some cases above the non-disadvantaged. 48% of disadvantaged pupils have been 'persistently absent' Our assessments and observations indicate that persistent absenteeism is negatively impacting disadvantaged pupils' progress. The school location deprivation indicator is in quintile 5 (most deprived) of all schools.



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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.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils. All disadvantaged pupils leave our school as strong readers.	KS1 phonics assessment scores reduce the attainment gap to no more than 5%. All disadvantaged pupils will achieve a reading age that corresponds with their own age or be making accelerated progress with their reading age score. End of Key Stage outcomes show disadvantaged pupils performing as well as non-disadvantaged pupils nationally. KS2 reading outcomes in 2024/25 show that more than 50% of disadvantaged pupils met the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that more than 50% of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none">• qualitative data from student voice, student and parent surveys and teacher observations• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none">• the overall absence rate for all pupils being no more than 6%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced.• the percentage of all pupils who are persistently absent being below 10% (from 23%)
Improved Key Stage outcomes for all subjects.	85% of disadvantaged pupils will achieve expected in Reading, Writing and Maths.



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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)

Budgeted cost: £ 75,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Enhancement of teaching and learning provision to ensure structured interventions, small group tuition and one to one support. To ensure classroom teaching is precise and of a high quality to meet the needs of disadvantaged pupils so that they make progress by meeting (or exceeding) age related national expectations. To ensure pupils consolidate basic skills To respond rapidly with targeted teaching for pupils at risk of underachievement.</p>	<p>Sutton Trust found that, ‘The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years’ worth of learning with very effective teaching.’ Additional adults mean pre-planned intervention groups can take place and also ad-hoc according to need. Research from the Education Policy Institute highlights that the disadvantage gap is around 40% by age 5. With early intervention/ screening in the early years, we aim to prevent the gap from widening. Pupils need a sound understanding of number bonds and times tables to free the working memory to successfully apply more complicated maths operations. Daniel Willingham (Psychologist at the University of Virginia) states: Automatic retrieval of basic maths facts is critical to solving complex problems because complex problems have simpler problems embedded in them.’</p>	<p>1</p>
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time.</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: Oral language interventions Toolkit Strand Education Endowment Foundation EE</p>	<p>1</p>
<p>Continue to develop whole class reading strategies, with explicit use of vocabulary (LEAD Phonics Project foci) and speaking and listening.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EE toolkit highlights that focusing on reading comprehension strategies and mastery learning can have an impact of +6 and +5 months of additional progress. EEf toolkit shows that phonics strategies can have up to +4 months of additional progress. This is based on extensive evidence and provides high impact for low cost.</p>	<p>2</p>
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-</p>	<p>3</p>



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<p>EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access Maths resources and CPD (including Teaching for Mastery training).</p>	<p>based approaches: Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 (and 3)</p>	
<p>Support and improve the mental health of children through 'My Happy Mind' https://myhappymind.org/</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF_Social_and_Emoional_Learning.pdf(education endowmentfoundation.org.uk</p>	5
<p>Ensure consistency of teaching early reading and phonics and the purchase of additional reading books (decodable) matching to developing phonic knowledge.</p> <p>This will include professional development, instructional coaching and teacher release time working with external expertise from our CMAT.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy</p>	2

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

Budgeted cost: £21,638

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk</p>	1,4
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2



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<p>One-to-one and small group tuition:</p> <ul style="list-style-type: none"> • Leaders to provide targeted support teaching, to improve outcomes for children. • Additional teachers to work in year groups • Teaching assistants to provide specific additional support for identified pupils. <p>Teaching Assistant to lead phonics interventions</p>	<p>Small group tuition has an average impact of four months' additional progress over the course of a year (EEF). https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/small-group-tuition</p>	<p>1, 2, 3</p>
<p>Provide additional support for pupils with special educational needs and/or disabilities.</p>	<p>EEF's five evidence-based recommendations to support pupils with SEND: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</p>	<p>1, 2, 3</p>

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

Budgeted cost: £ 21,840

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Contribution towards DSL/Well-being /mental health lead salary who works closely with families and leads on counselling, attendance, behaviour and social and emotional support, including providing INSET/ workshops to focus on mindfulness, anxiety and managing emotions.</p>	<p>EEF toolkit highlights that offering social and emotional learning can boost progress by an additional +4 months and behaviour interventions/parental involvement can add up to +3 months. NFER research (2015) has identified that addressing behaviour and attendance is a key building block in raising disadvantaged pupils' attainment. Addressing any attendance concerns is key step to improving progress and attainment. Pupils must be in school to access learning and avoid gaps occurring. By informing parents regularly about attendance you can raise awareness of the implications of poor attendance and pre-empt possible attendance issues</p>	<p>5</p>
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>6</p>
<p>Subsidise breakfast/after school club, trips, experiences, visits and activities to broaden cultural capital and opportunity.</p>	<p>EEF randomised control trial (2016) has found that breakfast clubs that offer a free and nutritious meal before school can boost reading, writing and maths results by the equivalent of two</p>	<p>6</p>



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	<p>months' progress per year. Breakfast clubs improve attendance/punctuality. To build relationships with pupils/families. To provide/locate support. To liaise with relevant services. Research tells us that families and parents are critical to pupils' attainment. Feinstein and Symons (1999) found that parental interest in their child's education was the single greatest predictor of age 16 achievement. An effective curriculum will be ambitious and designed to give all learners, particularly the most disadvantaged, the knowledge and cultural capital they need to succeed in life. Pupils' horizons will be broadened and they will learn more about culture, history and geography. Local deprivation- IDACI rating highlights that Our Lady's is in the top 10% of most deprived neighbourhoods in the country (2019)</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1003469/Teaching_a_broad_and_balanced_curriculum_for_education_recovery.pdf</p>	
<p>Learning Mentor to work with both pupils and families.</p>	<p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/175391/Munro-Review.pdf</p> <p>https://www.jrf.org.uk/report/evaluation-child-and-family-support-services</p>	<p>6</p>

Total budgeted cost: £162,715.50



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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 2023 to 204 academic year.

PPG Pupil Premium Strategy Outcomes

Outlines the outcomes of our Pupil Premium Grant (PPG) strategy for the academic year 2023 to 2024, highlighting the significant challenges faced by our disadvantaged pupils and the impact of our targeted interventions.

One prominent issue is the vocabulary gap that exists for a considerable number of our disadvantaged pupils. Evaluations reveal underdeveloped oral language skills and pronounced vocabulary deficiencies among many of these students. This issue is notably evident from the Reception year through to Key Stage 2 (KS2), with disadvantaged pupils showing a more significant disparity in their language development when compared to their peers. When pupils struggle with vocabulary, it limits their ability to access the curriculum fully and stifles their potential for academic and social growth.

Addressing this vocabulary gap is essential, as language is the cornerstone of learning. Our PPG activities this year have included targeted language interventions. By increasing exposure to high-quality texts, utilising storytelling sessions, and embedding vocabulary development into daily learning, we endeavoured to close this gap. Evaluating the efficacy of these methods shows promise, but we need to continue to refine our approach to ensure every pupil can thrive linguistically.

Additionally, our assessments, observations, and discussions have highlighted significant gaps in learning, particularly in writing, phonics, early reading, and mathematics. Disadvantaged pupils are showing greater difficulties in phonics compared to their peers, hindering their development as proficient readers. This situation is particularly concerning as the ability to read proficiently influences most other areas of learning. Furthermore, internal and external assessments depict a stark contrast in writing achievement; disadvantaged pupils' writing attainment is significantly below that of their non-disadvantaged counterparts.

To combat these academic disparities, we have implemented interventions focused on phonics and early reading (LEAD). For instance, small group/1-1 sessions and targeted phonics interventions have been central to our strategy. Continuous monitoring shows a gradual improvement in phonics scores and writing skills among our disadvantaged pupils, yet we acknowledge we still have considerable ground to cover.

In addition to academic challenges, many disadvantaged pupils are grappling with emotional, social, and behavioural issues. Our assessments and engagement with families indicate that many pupils have experienced heightened difficulties particularly attributable to a deficiency in enrichment opportunities during the school closures prompted by the pandemic. This lack of exposure to a range of experiences has had a detrimental effect on their emotional wellbeing, and it has been revealed that these challenges directly impact their academic attainments. As a result, teacher referrals for support services have surged in recent months.

Since becoming a Mental Health Support Team (MHST) school, we have discussed thirty pupils in consultations. While some of these discussions have led to formal referrals for additional



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support, others have resulted in alternative outcomes that still aim to provide assistance and resources to benefit the pupils’ emotional and social development. It’s crucial to recognise that not every pupil requires a formal referral; many have benefited from supportive dialogues and additional in-class strategies designed to promote emotional resilience.

Furthermore, attendance among disadvantaged pupils remains a significant area of concern. Our attendance data spanning the past two years demonstrates that attendance rates among disadvantaged pupils are lower than those of their non-disadvantaged peers in KS2 classes. Yet, there is a glimmer of hope; the attendance of disadvantaged pupils has improved in KS1, aligning with or even exceeding that of their counterparts. Despite this progress, a staggering 48% of disadvantaged pupils have been classified as ‘persistently absent’ over the evaluated period.

Persistent absenteeism is undeniably interfering with the academic progress of disadvantaged pupils and perpetuates a cycle of disadvantage. Our assessments indicate that each day missed directly correlates with delayed learning and increased challenges in reintegration into the classroom setting. Addressing these attendance issues is imperative, and as a school, we have intensified our engagement with families to raise awareness of the importance of attendance. Key strategies have included personalised attendance plans, direct communication with parents, and incentivising regular attendance.

As we reflect on the challenges identified and the ongoing work carried out in addressing these disparities, it’s evident that our PPG activities are pivotal in offering much-needed support to our disadvantaged pupils. Our commitment to closing these gaps encompasses a well-rounded approach, integrating not only academic interventions but also emotional, social, and behavioural support strategies. This holistic approach aims to cultivate an environment where every pupil, regardless of their background, can flourish academically and personally.

We are diligently working towards creating a supportive atmosphere where children feel valued and engaged. Importantly, we have begun to seek quantitative data to complement our qualitative assessments; thus, we look forward to obtaining the requisite. This information will further enhance our understanding and enable us to adapt our interventions accordingly.

In summary, the impact of our PPG activities during the 2023 to 2024 academic year has been significant, albeit with ongoing work to achieve optimal outcomes for our disadvantaged pupils. Through our continued efforts and commitment, we can bridge the gaps in language, learning, emotional wellbeing, and attendance, ensuring all pupils are offered the same opportunities to succeed.

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



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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



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Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.