

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 Fatima Catholic Primary School
Number of pupils in school	207
Proportion (%) of pupil premium eligible pupils	14.9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3
Date this statement was published	13.09.25
Date on which it will be reviewed	13.09.28
Statement authorised by	Local Governing Body
Pupil premium lead	Mr M Rayson-Leese
Governor / Trustee lead	Mr M Higgins

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£46,965
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	£46,965

Part A: Pupil premium strategy plan

Statement of intent

At Our Lady of Fatima Catholic Primary School, we believe that every child is a unique and precious gift from God, endowed with individual talents, needs, and potential. Rooted in our Catholic values, we are dedicated to nurturing each pupil in a loving and inclusive environment where they can flourish spiritually, socially, emotionally, and academically.

We recognise that children from vulnerable groups, including those eligible for Pupil Premium funding, deserve the same high expectations and opportunities as all learners. Every member of staff and our Local Governing Body shares a collective responsibility to ensure these pupils are supported holistically, with dignity and respect, so they can thrive and reach their full potential.

Our approach is driven by a rigorous needs analysis, ensuring that funding is allocated strategically to priority classes, groups, and individuals. We are committed to delivering targeted interventions, high-quality teaching, and enriching experiences that make a lasting impact.

Strategic Principles Guiding Our Pupil Premium Provision:

- **Closing the Attainment Gap:** Diminish the disparity in Reading, Writing, and Maths outcomes between Pupil Premium and non-Pupil Premium pupils through focused teaching and tailored support.
- **Empowering Middle Leaders:** Strengthen leadership of foundation subjects to enrich pupils' knowledge, cultural capital, and engagement across the curriculum.
- **Prioritising Core Learning:** Promote excellence in teaching and learning, with a sustained emphasis on progress in Reading, Writing, and Maths.
- **Fostering Mental Health & Wellbeing:** Cultivate a positive school ethos by embedding mental health awareness and emotional literacy into daily practice.
- **Expanding Enrichment Opportunities:** Enhance the wider curriculum to ensure all pupils, especially those from disadvantaged backgrounds, access meaningful and inspiring experiences.
- **Supporting Early Years Development:** Enable EYFS children to meet their social and emotional milestones through nurturing relationships and targeted provision.
- **Advancing Communication & Language:** Develop strong foundations in speech, language, and communication, particularly within Early Years and Key Stage 1, to support lifelong learning.

Challenges

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

Challenge number	Detail of challenge
1.	Social, Emotional, and Mental Health Needs: many PP children experience anxiety, low self-esteem, or trauma-related issues, sometimes linked to family instability, poverty, or adverse childhood experiences
2.	Attendance and Punctuality: poor attendance is one of the most frequently cited barriers, with many PP pupils missing valuable learning time due to illness, family issues, or lack of motivation
3.	Communication and Language Delay: especially in Early Years and KS1, PP children may show delayed speech and language development, affecting their ability to access the curriculum
4.	Home Environment Challenges: some children come to school not ready to learn due to chaotic home lives, including overcrowding, poor nutrition, or lack of routine and sleep.
5.	Lack of Cultural Capital: limited exposure to enriching experiences such as museums, theatre, travel, or extracurricular activities can restrict vocabulary development, general knowledge, and aspiration
6.	Limited Literacy and Numeracy Skills: lower reading levels and weaker foundational skills in maths and writing are prevalent, often due to reduced access to books, early language development, and home learning support
7.	Financial Barriers: inability to afford school trips, uniforms, resources, or digital access can isolate PP pupils from full participation in school life.

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><i>Academic progress</i></p> <ul style="list-style-type: none"> <i>Pupil Premium pupils make accelerated progress in Reading, Writing, and Maths.</i> 	<ul style="list-style-type: none"> <i>Termly data shows narrowing gaps between PP and non-PP attainment; with aspirational 90% target for PP pupils at ARE or above..</i>
<p><i>Attendance & Readiness to Learn</i></p> <ul style="list-style-type: none"> <i>Outcome: Improved attendance and punctuality among PP pupils.</i> 	<ul style="list-style-type: none"> <i>PP attendance rises to at least 95%; reduction in persistent absenteeism.</i>
<p><i>Emotional Wellbeing & Mental Health</i></p> <ul style="list-style-type: none"> <i>Outcome: PP pupils demonstrate improved emotional resilience and wellbeing.</i> 	<ul style="list-style-type: none"> <i>Pupil voice and wellbeing surveys show increased confidence and positive attitudes; reduced behavioural incidents.</i>
<p><i>Communication & Language Development</i></p> <ul style="list-style-type: none"> <i>Outcome: Enhanced speech, language, and communication skills in EYFS and KS1.</i> 	<ul style="list-style-type: none"> <i>NELI assessments and phonics screening show improved language acquisition and readiness for learning.</i>
<p><i>Enrichment & Cultural Capital</i></p> <ul style="list-style-type: none"> <i>Outcome: PP pupils access a broad range of enriching experiences e.g. trips, swimming, residential, places of worship, workshops..</i> 	<ul style="list-style-type: none"> <i>All PP pupils participate in at least two enrichment activities annually; increased vocabulary and engagement in class discussions.</i>
<p><i>Home Learning & Parental Engagement</i></p> <ul style="list-style-type: none"> <i>Outcome: Strengthened home-school partnerships and learning support.</i> 	<ul style="list-style-type: none"> <i>Increased parental attendance at workshops and events; improved completion of home learning tasks.</i>
<p><i>Financial Inclusion</i></p> <ul style="list-style-type: none"> <i>Outcome: PP pupils fully participate in school life without financial barriers.</i> 	<ul style="list-style-type: none"> <i>PP pupils access trips, clubs, and resources (uniform etc); no exclusions due to cost.</i>

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: £ 23,482.50

Activity	Evidence that supports this approach	Challenge number(s) addressed	Implementation update
<p><i>Collaborate with MAC schools to develop middle leaders and enhance the curriculum, ensuring both drive high-quality teaching and learning, with a focus on enriching foundation subjects across the school.</i></p>	<p><i>Development of small step learning within subjects (mastery, +5, EEF) to help diminish the gap between lower and higher attaining children whilst also enabling faster progress.</i></p>	4, 5, 6	
<p><i>Embed a shared CPD programme with regular monitoring and phase meetings to ensure consistent, high-quality teaching and learning, enabling staff to refine practice and improve pupil outcomes.</i></p>	<p><i>WalkThrus & Rosenshine's Principles: questioning and retrieval. Particular focus on Oral language (+5, EEF) develop through questioning to develop reading. Spoken vocabulary and therefore, developing more confident writers.</i></p>	1, 4, 5, 6	

<p><i>Utilise speech and language screening tools in the EYFS and across the school to identify PP pupils and implement appropriate support strategies.</i></p>	<p><i>Communication and Language Approaches are highly effective at very low cost (+6 EEF).</i></p> <p><i>NELI, Talk Boost and KS2 Narrative groups interventions scheme will also provide CPD opportunities for staff.</i></p>	<p>1, 3, 6</p>	
<p><i>Peer-to-peer support across the school, enhanced by WalkThrus guides, will focus on improving teaching and learning to enrich the children's learning experience and provide greater challenges for them.</i></p>	<p><i>EEF - High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom.</i></p>	<p>1, 5, 6</p>	
<p><i>Provide research-informed CPD for staff, including ELSA training and Mental Health First Aid, equipping them to support pupils' emotional well-being both in and beyond school. Establish additional nurture and social groups, alongside targeted programmes such as Rainbows and MyHappyMind, to meet specific social and emotional needs and enhance pupils' ability to learn effectively</i></p>	<p><i>More specialised programmes which are targeted at pupils with particular social or emotional needs e.g. Rainbows, MyHappyMind</i></p>	<p>1, 4</p>	

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

Budgeted cost: £ 15,655

Activity	Evidence that supports this approach	Challenge number(s) addressed	Implementation update
<p><i>Interventions will be implemented to support reading and writing progress across the school as needed. This support will include a combination of teacher-led support groups, additional interventions, and one-on-one assistance when necessary.</i></p>	<p>Oral language interventions work undertaken to support I'm a clever writer within English lesson alongside, RWInc 1:1 phonics tuition, KS2 narrative groups, colourful semantics, Talkboost, NELI (+4, EEF).</p> <p>Guided writing helps to develop spoken vocabulary and contextual meaning.</p>	4, 6	
<p><i>Interventions in place to support the progress of maths across the school where identified.</i></p> <p><i>Use of a tiered approach to support interventions: teacher led support groups, additional interventions or 1:1 (where needed).</i></p>	<p>Mastery teaching strategies support by the Maths hub (+5, EEF).</p>	4, 6	
<p><i>Training for Brick Therapy, IDL, Colourful Semantics to support social communication, reading and writing needs across the school.</i></p>	<p>Oral language interventions work (+4, EEF). Social and emotion learning has a positive impact on decision making, interactions and self-regulation (+4, EEF)</p>	1, 2, 6	

<p><i>KS2 booster sessions will be implemented to address knowledge gaps identified through Pupil Progress meetings and the Insight data system. Small group and one-on-one support will be provided across the school for PP pupils.</i></p>	<p>Smaller class/group sizes (+3, EEF) will provide more opportunities for teachers to develop new skills and approaches to better support learners.</p>	<p>6</p>	
<p><i>Additional support and resources for SEN pupils who are PP with 1:1 e.g. SCLN, sensory resources, staff CPD</i></p>	<p>Smaller class/group sizes (+3, EEF) will provide more opportunities for teachers to develop new skills and approaches to better support learners.</p>	<p>1, 2, 3, 4, 5, 6</p>	

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

Budgeted cost: £ 7,827.50

Activity	Evidence that supports this approach	Challenge number(s) addressed	Implementation update
<p><i>Enable children to attend before- and after-school club, improving their social, emotional and mental health (SEMH), fostering positive relationships, and increasing physical activity to support overall well-being and readiness for learning.</i></p>	<p>Rapid Evidence Assessment (+2, EEF); Breakfast interventions are linked to better attendance, improved classroom behaviour, and enhanced readiness to learn.</p>	<p>2,4,7</p>	

<p><i>Introduce whole-school well-being interventions through nurture groups and targeted in-class provision (e.g. zones of regulation, emotion coaching, ELSA), supported by staff training and development, to address pupils' social, emotional, and mental health needs.</i></p>	<p>School-level approaches to developing a positive school ethos, which also aim to support greater engagement in learning. (+4, EEF)</p>	<p>1, 2, 3</p>	
<p><i>Provide training for the new HLTA and allocate release time for the Forest School leader to deliver activities that build children's self-esteem, resilience, confidence, and teamwork across the school."</i></p>	<p>Training for two members of staff to monitor and embed the effective practice of leading and delivering Forest Schools for the children.</p>	<p>1, 2</p>	
<p><i>Increase the participation of Pupil Premium (PP) students by providing targeted support that enables them to attend school trips and after-school activities. This includes offering financial assistance and practical help where needed to ensure consistent engagement throughout the academic year.</i></p>	<p>Enriching PP children academic and life experiences.</p>	<p>3, 4</p>	
<p><i>Malachi will provide ongoing therapeutic family support to Pupil Premium (PP) children and their families, addressing wider social and economic challenges that impact wellbeing and learning. This includes tailored interventions aimed at strengthening family relationships, improving emotional resilience, and supporting positive engagement with school life.</i></p>	<p>Specialised support which targets the social and emotional needs of families who need additional support (+4, EEF)</p>	<p>1, 2, 3, 4</p>	

Total budgeted cost: £46,965

Part B: Review of outcomes in the previous academic years

Pupil premium strategy outcomes (2025 – 2026)

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
n/a	n/a