



Our Lady Queen of Peace Catholic Primary School

... created to flourish in God's image ...



Pupil Premium Strategy Statement 2023 – 2026

Reviewed December 2025

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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 (2023 – 2024) and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Our Lady Queen of Peace Catholic Primary
Number of pupils in school	278 (R – Y6) 307 (N – Y6)
Proportion (%) of pupil premium eligible pupils	40 pupils – 13%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023 - 2026 This academic year: 2025/2026
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Mrs C Garbutt Headteacher
Pupil premium lead	Mrs C Garbutt Headteacher
Governor / Trustee lead	Mr B Robson Lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£66,320
Total budget for this academic year	£66,320

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 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

Challenges

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

Challenge number	Detail of challenge
1	Underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Nursery and Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Poor fluency skills in reading which negatively impacts development as readers. Data underpins this and has identified the lowest 20% of readers across the school.
3	Poor recall and fluency of basic skills in mathematics, this impacts on other aspects of the curriculum.
4	Attainment across the school is varied for PP, with gaps identified in children's learning. The reasons include, poor working memory, retention, understanding of language and lack of experiences. Some pupil premium pupils need additional support to address gaps in learning and ensure good progress.
5	Continued impact of Covid-19 – both academic challenges and increased social, emotional, mental health needs. This continues to be a challenge throughout school and is also increasingly evident in Early Years.
6	Teacher referrals for support have markedly increased since the pandemic with a greater need for interventions and additional 1:1 or small group targeted support.
7	Data shows some vulnerable pupils have higher absence rates or persistent absences – there are a small number of pupils and families who remain a concern regarding absence.

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 oracy and language skills within Early Years.	Improvement in children achieving GLD with focus on communication and language. Children able to apply new vocabulary from language rich environment and the embedded SPP (ELS).
Improve the percentage of PP children attaining expected level in reading, writing and maths.	Greater % achieving expected or higher for all pupils with a diminished gap for disadvantaged pupils.

<p>Pupils to develop strong basic skills including good number knowledge to support fluency, reasoning and problem solving.</p>	<p>Curriculum design provides opportunities to teach basic skills. Increase in % of PP pupils achieving their times tables, who pass multiplication check in year 4. Children have increased recall of number facts and apply skills to reasoning and problem solving. Mastery approach to teaching of maths embedded throughout school.</p>
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant reduction in incident logs • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
<p>To further improve attendance. Narrow the gap in attendance between disadvantaged pupils and non-disadvantaged pupils.</p>	<p>Sustained high attendance from 2024/25. Implementation of new attendance policy, practices and procedures. Parents greater informed on a more regular basis about their child's attendance. Targeted support in place for individuals and families who have poor attendance or are at risk from poor attendance.</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: **£20,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p><i>Cornerstones</i></p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p> <p>Consistency in assessment procedure throughout KS1 and KS2</p> <p>*(Y6 may differ – SATS papers maybe used in order to prepare for national tests)</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	<p>1, 2, 3, 4</p>
<p>CPD for teaching staff and support staff to ensure best use of support staff.</p> <p>Release time for SLT to deliver training materials</p>	<p>Importance of support staff deployment (Blatchford 2007).</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p> <p>https://maximisingtas.co.uk/assets/content/dissressum.pdf</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p>	<p>1, 2, 3, 4, 6</p>
<p>Continue to embed Government approved Synthetic Phonics Programme and CPD for all staff</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily</p>	<p>1, 2, 4, 6</p>

<p><i>Essential letters and Sounds</i></p> <ul style="list-style-type: none"> - Ongoing CPD through training subscription - KS1 phonics lead identified - Work with English Hub – 2nd year of support - Close monitoring and support given to embed SPP 	<p>comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>https://essentiallettersandsounds.org/</p>	
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school from Maths advisor.</p> <p>Ready to Progress materials rolled out with support from maths lead. Staff to access CPD</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-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p> <p>Current White Rose materials will be reviewed and NCTEM resources will compliment existing resources.</p>	3, 4, 6
<p>Whole school behaviour policy and curriculum reviewed.</p> <p>Improve consistency of implementation of BfL policy and curriculum.</p>	<p>Time for SLT to monitor and observe implementation of updates policies and Behaviour curriculum with a focus on lunchtimes.</p> <p>Ongoing training for lunchtime supervisors.</p> <p>Monitoring of key transition points within school.</p> <p>Monitor and continue to develop zoned areas.</p> <p>Addition of lunchtime clubs run by staff in winter months.</p> <p>Recording and reporting procedures reviewed and analysis of incident logs.</p> <p>Behaviour interventions - EEF</p>	5
<p>Improving standards of purposeful feedback</p> <ul style="list-style-type: none"> – staff CPD - feedback policy review. 	<p>https://educationendowmentfoundation.org.uk/public/files/Publications/Feedback/Teacher_Feedback_to_Improve_Pupil_Learning.pdf</p>	2, 3, 4

SLT Release time for CPD delivery/research	This is to be reviewed with input from SDP and CPD offered as refresher or to new staff. New Feedback and Marking policy rewritten and embedded consistently.	
HLTA in UKS2 identified need in cohort to reduce class size – allow teacher to focus on target groups. Additional P/T teacher, study support leading up to national tests in order to support pupils to reach potential.	Reducing class size to support with targeted academic support as well as emotional wellbeing and targeted intervention within cohort. Impact seen when pupils have better access to teacher/support working in smaller groups and receiving immediate feedback.	2, 3, 4, 6

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
Provision of additional HLTA time to deliver intervention programmes to support children. Targeted support in class and through specific catch-up intervention. HLTA classroom release to be able to run full programme of intervention – for reading fluency specifically.	Importance of support staff deployment (Blatchford 2007). https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants https://maximisingtas.co.uk/assets/content/dissrsum.pdf	1, 2, 3, 4, 6
Y6 homework material – CGP resources. Test base – used to create specific / targeted resources for Y6	Resources used to hone pupils' skills on specific subjects and topics. Working alongside teachers, pupils are signposted to additional activities to reinforce or address gaps in knowledge. Our experience in school has shown these resources to be highly effective.	2, 3, 4

<p>Purchase of a programme to improve listening, narrative and vocabulary skills in EYFS and 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> <p>Staff release time to deliver Language screener tests in October in Nursery and Reception.</p>	<p>1, 4</p>
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.</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>	<p>1, 2</p>
<p>Subsidised/paid Music Tuition for disadvantaged pupils.</p> <p>Links with Rocksteady Music School</p>	<p>All children should have the right to play a musical instrument.</p> <p>Learning a musical instrument can enrich students' lives and education https://nafme.org/important-benefits-of-music-in-our-schools/</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1086619/The Power of Music to Change Lives.pdf</p>	<p>5</p>

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

Budgeted cost: **£16,320**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.</p> <p>Embed Behaviour Policy and Behaviour Curriculum with a specific focus on lunchtimes and transition points.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>5, 7</p>
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures.</p> <p>Embed new Attendance Policy – links to praise and recognition.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>7</p>
<p>Dedicated counsellor (Road Centre)</p>	<p>Counsellor works in school 1 day per week</p> <p>Experiencing a mental health problem in childhood is one of the biggest barriers to achieving well-being and yet only one quarter of children affected are getting specialist help (Green et al, 2005).</p> <p>Counselling in schools has been shown to be a highly effective support for tens of thousands of troubled children and young people who are experiencing emotional health difficulties.</p>	<p>5, 7</p>

	https://www.bacp.co.uk/media/2127/bacp-school-based-counselling-for-all-briefing-dec15.pdf	
<p>Breakfast club and After School Club</p> <p>Ran by school staff</p> <p>Subsidised places for PP pupils</p>	<p>According to a government study, pupils being hungry has been linked with poor concentration in class.</p> <p>Breakfast clubs can have positive impacts on pupils' ability to concentrate, and pupils who have eaten breakfast are more prepared to learn. A free breakfast club is on offer for disadvantaged pupils.</p> <p>This has supported with the attendance and punctuality of some children and also enables them to prepare, self-regulate and start school ready to learn.</p>	5, 7
<p>Financial support to parents for residential visits / trips and events for disadvantaged pupils</p>	<p>Outdoor adventure learning – supporting collaborative learning experiences.</p> <p>Physical and emotional challenges developing team work and problem solving skills.</p> <p>For many disadvantaged families, the residential trips will provide experiences that they may not normally be able to participate in.</p> <ul style="list-style-type: none"> - Derwent Hill and Youth Ministry Team - Cultural Capital - London <p>Other school visits/trips linked to curriculum are either fully paid or heavily subsidised to enable disadvantaged children to participate.</p>	5, 7
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p> <p>In our experience, this can be used for: -</p> <ul style="list-style-type: none"> - Uniform - Funding wrap around childcare 	5, 7

Total budgeted cost: £66,320

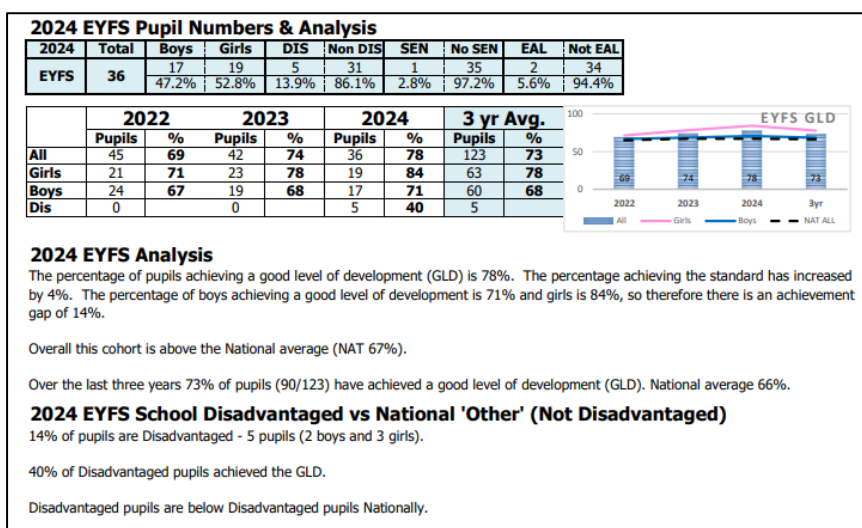
Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Intended Outcome 1

Improvement in children achieving GLD with focus on communication and language. Children able to apply new vocabulary from language rich environment and the embedded SPP (ELS).

Data:



- Three-year upward trend of pupils achieving GLD in Reception
- Focus area still remains – a higher percentage of disadvantaged pupils need to achieve GLD
- 92% of pupils in Reception achieved Listening, Attention and Understanding ELG and 89% of pupils in Reception achieved Speaking ELG.

Intended Outcome 2

Greater % achieving expected or higher for all pupils with a diminished gap for disadvantaged pupils.

Data:

- Positive outcomes in **Phonics** data in Year 1. Over the last three years 100% of disadvantaged pupils (5/5) have achieved the expected standard.
- Focus area – percentage of disadvantaged pupils achieving **RWM** EXS at end of Key Stage 2. 21% of pupils are Disadvantaged - 10 pupils (3 boys and 7 girls). 40% of Disadvantaged pupils achieved the expected standard compared to 70% of 'Other' pupils Nationally. Therefore, there is an achievement gap of 30%. National Disadvantaged is

51%. Disadvantaged pupils are below Disadvantaged pupils Nationally. Over the last three years 42% of disadvantaged pupils (9/21) have achieved the expected standard or above.

- **Reading data at end of Key Stage 2** is positive. 21% of pupils are Disadvantaged - 10 pupils (3 boys and 7 girls). 90% of Disadvantaged pupils achieved the expected standard compared to 80% of 'Other' pupils Nationally. Therefore, there is an achievement gap of 10%. National Disadvantaged is 64%. The performance of Disadvantaged pupils in school is similar or better than 'Other' pupils Nationally. Over the last three years 76% of disadvantaged pupils (16/21) have achieved the expected standard or above.
- **Writing** is a priority area when analysing Key Stage 2 data. 21% of pupils are Disadvantaged - 10 pupils (3 boys and 7 girls). 50% of Disadvantaged pupils achieved the expected standard compared to 83% of 'Other' pupils Nationally. Therefore, there is an achievement gap of 33%. National Disadvantaged is 67%. Disadvantaged pupils are below Disadvantaged pupils Nationally. Over the last three years 48% of disadvantaged pupils (10/21) have achieved the expected standard or above.
- **Maths** is a priority area when analysing Key Stage 2 data. 21% of pupils are Disadvantaged - 10 pupils (3 boys and 7 girls). 40% of Disadvantaged pupils achieved the expected standard compared to 81% of 'Other' pupils Nationally. Therefore, there is an achievement gap of 41%. National Disadvantaged is 64%. Disadvantaged pupils are below Disadvantaged pupils Nationally. Over the last three years 43% of disadvantaged pupils (9/21) have achieved the expected standard or above.

A target area in our School Improvement Plan is to stabilise the small inconsistencies in cohort specific data for disadvantaged pupils and the identified gender gaps.

Intended Outcome 3

Increase in % of PP pupils achieving their times tables, who pass multiplication check in year 4. Children have increased recall of number facts and apply skills to reasoning and problem solving. Mastery approach to teaching of maths embedded throughout school.

Data:

Focus area still remains – a higher percentage of disadvantaged pupils need to achieve 25/25 in the **MTC check**. The percentage of disadvantaged pupils achieving full marks (25/25) in the Year Four Multiplication Tables Test is 27%. The average score of disadvantaged pupils who took the Year Four Multiplication Tables Test is 19 (out of 25).

However, a tremendous amount of work has been completed across school to embed the Mastery approach to the teaching of Maths. Our curriculum is based on White Rose with Ready to Progress materials and memory joggers embedded to target gaps in knowledge. Although outcomes in the Expected Standard in Year 6 may look as if the school is just maintaining the standards, internal data demonstrates the rapid progress pupils have made in the last two years to overcome legacy gaps in knowledge. Ongoing CPD from our Trust's Primary Maths Lead is having a clear impact on staff subject and pedagogical knowledge, lesson design and structure and outcomes. Staff are part of regular Teacher Research Groups which enables professional dialogue and discussion to support consistency of approach

throughout school. A gender gap was identified in KS2 outcomes with boys achieving 20% higher than girls and disadvantaged pupils not performing as well as non-disadvantaged pupils, this is our challenge reflected in the school improvement plans. However, pupils achieving a greater depth standard rose to 33%. There was a significant increase in the outcomes of the MTC with 43% of pupils achieving 25/25 and an average scaled score of 21.1. The rigorous application of teaching strategies focussing on multiplication has resulted in much stronger outcomes.

Intended Outcome 4

Sustained high levels of wellbeing from 2023/24 demonstrated by:

- *qualitative data from student voice, student and parent surveys and teacher observations*
- *a significant reduction in incident logs*
- *a significant increase in participation in enrichment activities, particularly among disadvantaged pupils*

The school has high expectations for pupils' behaviour and conduct. An updated policy was embedded in 2023-2024 which now includes recognition, restorative approaches, immediate actions and a tiered approach for low-level disruption. A new Behaviour Curriculum was written and embedded with feedback from staff and pupils. These expectations are consistently applied by school staff. Praise and rewards are effective in ensuring our high standards of behaviour are maintained inside and outside of the classroom. Pupils understand expectations and consequences are put in place if necessary. The impact of this is evident during lesson visits where calm and orderly learning environments allow pupils to learn. This is commented upon during learning walks, monitoring activities, by Governors and external visitors.

Pupil participation in school life ensures that they play an active role in promoting responsible behaviour. Pupil groups include School Council, Mini Vinnies, Eco-Warriors, Friendship Ambassadors and House Captains. Pupils take their roles and responsibilities seriously in school and are keen to promote the positive behaviours and hardworking attitudes expected at Our Lady Queen of Peace.

Incidents of reported bullying have decreased. Any which do occur are dealt with immediately and effectively. Pupils enjoy school, feel safe and know that there are adults in school who they can talk to about any issues or concerns. Any inappropriate behaviours and incidents are discussed in weekly staff briefings and detailed on our Arbor system for recording and reporting purposes. Parents are informed in line with the Behaviour Policy where necessary.

Behaviour at lunchtimes and play times has been a focus area with staff working hard to model expectations and ensure that pupils follow appropriate routines. Several changes have taken place including:

- zoned areas at break times to support active and purposeful play with pupils given the responsibility of being play leaders,
- staggered lunchtimes (timings reviewed) which has created a calmer lunch hall environment and reduced incidents at lunchtimes,
- CPD for lunchtime supervisors – 'Creating a Calm Lunchtime'
- presence of SLT at lunchtime

The wellbeing needs of all children in receipt of PP are met. Staff CPD to identify and support wellbeing and mental health is being utilised through Sunbeams and Rainbows sessions with identified pupils. These sessions are well received and having a positive impact on SEMH needs in the classroom and among peers. Our links with *The Road Centre* have enabled one school based counsellor to work at OLQP for 1 full day a week. Their anonymised reports indicate the positive impact of their work. There is a waiting list for their service.

Greater opportunities for learning outside of the classroom have increased including subsidised visits, breakfast club and residential opportunities. However, an ongoing focus area is still the need to increase participation in enrichment activities, particularly among disadvantaged pupils. In 2024-2025 staff are exploring the development of lunchtime clubs in the winter months to promote engagement from disadvantaged pupils.

Intended Outcome 5

Sustained high attendance from 2023/24. Implementation of new attendance policy, practices and procedures. Parents greater informed on a more regular basis about their child’s attendance.

Targeted support in place for individuals and families who have poor attendance or are at risk from poor attendance.

Data:

Absence:	2018	2019	2022	2023	PA:	2018	2019	2022	2023
School:	2.8%	3.2%	5.5%	4.5%	School:	2.8%	3.1%	12.7%	8.6%
National:	4.2%	4.0%	6.3%	5.9%	National:	8.7%	8.2%	17.7%	16.2%

Overall attendance for 2023-2024 was 95.24%. Through the relentless work of leaders and the school’s Attendance Team, maintaining strong attendance and improving attendance for key groups of pupils has ensured persistent absence remains below national average including that of disadvantaged pupils.

Externally provided programmes

Programme	Provider
N/A	

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- offering a wide range of extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.