

Pupil premium strategy statement – Our Lady of the Visitation

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Our Lady of the Visitation Catholic Primary School
Number of pupils in school	408 (Nursery – Year 6)
Proportion (%) of pupil premium eligible pupils	97 pupils (23.7%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2025 2025-2026
Date this statement was published	October 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Kathleen Coll
Pupil premium lead	Joanna Etheridge
Governor / Trustee lead	Les Cook

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£139,380
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	£139,380

Part A: Pupil premium strategy plan

Statement of intent

Our school vision is that all pupils, regardless of their economic background, 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, maximizing progress for all including those who are already high attainers.

The goal for all pupils in our school is to achieve their full potential by providing a programme of support to close the gap for any child including both disadvantaged and non-disadvantaged groups. In particular, we expect disadvantaged pupils to have high levels of confidence and expectations of themselves by the end of Y6, in line with that of their peers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker, those living in poverty and those families identified as requiring additional support with mental health and wellbeing. The activities outlined in this report are designed to support all pupils, regardless of whether they are disadvantaged or not

Quality First Teaching is at the centre of our strategy. Following the EEF guidance, effective teaching 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.

To be most effective we ensure that gaps are identified through the use of robust diagnostic assessment, including the use of standardized tests with detailed gap analysis, school based curriculum assessments and teacher assessments. The approaches we have adopted have been used to formulate a catch-up plan, using a tiered model, targeting those pupils who are at risk and need additional support to ensure they are reaching their true potential. Our intent is to support pupils to ensure gaps in learning are closing.

To ensure our strategy is effective we will:

- Provide quality first teaching and effective assessment systems across the school
- ensure disadvantaged pupils are challenged in the work that they are 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
- provide a wide range of enrichment opportunities for helping disadvantaged pupils to build skills and confidence – these will be opportunities that they would not otherwise have access to
- As a minimum, we aim for the attendance of our Pupil Premium-funded pupils to improve and close the gap between PP and non-PP children.

Challenges

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

Challenge number	Detail of challenge
1	Pupils starting school with very limited vocabulary. Research shows that pupils from disadvantaged backgrounds are exposed to fewer words in their early childhood than that of their more advantaged peers. This negatively impacts their development as readers and writers.
2	Lower ability pupils lack independent learning skills, hindering their progress (linked to QFT)
3	Internal and external assessments indicate that reading attainment among disadvantaged pupils is below that of non-disadvantaged pupils. On entry to Reception class in the last 3 years, approximately 38% of pupils arrive below age-related expectations in reading.
4	Growing number of pupils with behaviours that indicate SEMH. Social and emotional issues impact upon resilience, readiness to learn and independence; these attributes underpin successful learning and are key to securing better outcomes for disadvantaged children. Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils.
5	Attendance - persistent absenteeism amongst PP pupils is significantly above that of all pupils.

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 phonics attainment among disadvantaged pupils (resources and training)	Phonics outcomes for disadvantaged pupils show that 90% pass the PSC by the end of year 2
A rapid closing of gaps across reading, writing and maths so that attainment has increased for disadvantaged pupils at the end of KS2	Gaps in learning to be closing rapidly as demonstrated by: Outcomes in gap analysis following standardised tests Increased number of pupils achieving the expected standard, with gaps closing between disadvantaged pupils and all pupils.
Pupils have developed greater independence when completing tasks	Learning is effectively adapted and scaffolded to support independent learning

	<p>LA pupils are taught skills to be independent of an adult</p> <p>LA pupils have greater confidence and sense of achievement when completing tasks</p> <p>Increased number of pupils achieving the expected standard, with gaps closing between disadvantaged pupils and all pupils.</p>
During termly PP meetings, focused discussions demonstrate a wide range of strategies used with supporting PP pupils.	<p>PP pupil voice demonstrates they can talk about their learning and feel supported when in the classroom.</p> <p>Areas identified by children that are hindering their learning are quickly addressed by teachers, support staff and pastoral staff.</p>
To achieve and sustain improved social interactions especially at playtime	a reduction in playground accidents and improved resilience and collaboration through the introduction of OPAL
To improve the outcomes for pupils identified with SEMH	<p>Pupils are better able to self-regulate</p> <p>Strategies are consistently used across the school to support pupils to self-regulate within the classroom setting.</p>
Ensure disadvantaged pupils have access to a broad range of experiences through a rich, varied and broad curriculum.	<p>Pupil premium pupils who have met the standard for swimming.</p> <p>When required, the funding is used for identified individual pupils who may not participate on or in an educational visit/activity due to disadvantage. Pupils have been supported through the funding to enable them to attend such activities with their peers.</p> <p>Supporting the purchase of P.E. Kit/School Uniform and additional clothing.</p> <p>Chrome Books and Internet Access.</p>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2025/26 demonstrated by:</p> <ul style="list-style-type: none"> the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being less than 2%. the percentage of all pupils who are persistently absent being below 8% and the figure among disadvantaged pupils being below 12% with a year on year reduction going forward.

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: **£55,224**

Activity	Evidence that supports this approach	Challenge number(s) addressed
To continue to ensure high quality teaching in order to ensure high quality learning for all children.	<p>EEF: Access to high quality teaching is the most important lever schools have to improve outcomes for their pupils.</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching</p> <p>Leaders to emphasise the importance of QFT. They aim to provide a consistently high standard, through setting expectations, monitoring performance.</p> <p>To give all teachers the opportunity to observe effective practice across the school, in order to improve their own practice.</p>	1, 2,3,4
<p>Develop oral literacy across the school curriculum to support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>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:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	1
<p>Train staff in catch up and keep up interventions.</p> <p>Continue to use Little Wandle CPD materials to embed best practice.</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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	1,
Lead teacher to have regular time to dedicate to the management and	It is essential that assessments are effectively tracked to identify needs and plug gaps through intervention and support for teachers This will include: targeted intervention time, action	3,4,5

<p>development of the PPG so that pupils all pupils in this group are making progress at a rate that closes the gap.</p>	<p>research, to support teachers, based on the Education Endowment Foundation (EEF), monitoring, analysing data to measure the impact of pp expenditure and present data.</p>	
<p>Time is allocated to implement a school 'growth' strategy that focuses on teacher learning and growth. Staff are provided with non-contact time to develop a peer to peer model of growth and coaching.</p>	<p>As a school we value staff development and utilising our experienced staff to mentor and develop less experienced staff. Collaborative learning is proven to have high impact for very low cost. Collaborative learning approaches Strand Education Endowment Foundation EEF</p>	<p>1,2,3,4</p>
<p>Improve the quality of social and emotional (SEL) learning including morning sensory circuit.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</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):</p> <p>https://educationendowmentfoundation.org.uk/early-years/evidence-store/personal-social-and-emotional-development?utm_source=/early-years/evidence-store/personal-social-and-emotional-development&utm_medium=search&utm_campaign=site_searchh&search_term</p>	<p>4</p>
<p>Promoting pupil independence through effective scaffolding</p>	<p>When used well, scaffolds help build independence steadily, over time, ultimately enabling pupils to complete tasks, solve problems, and apply strategies without the need for assistance, increasing their engagement in learning.</p> <p>This requires staff training to support staff to use these effectively.</p> <p>https://educationendowmentfoundation.org.uk/news/what-goes-up-must-come-down-promoting-pupil-independence-through-scaffolding?utm_source=/news/what-goes-up-must-come-down-promoting-pupil-independence-through-scaffolding&utm_medium=search&utm_campaign=site_search&search_term=scaffolding</p>	<p>1,2,3</p>

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

Budgeted cost: £51,756

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. Purchase of additional keep up, catch up and group and individual readers to secure stronger phonics teaching for all pupils.</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>	3
<p>Additional targeted KS2 interventions eg, pre and post teaching, colourful semantics, vocabulary development, comprehension and grammar activities</p>	<p>Gaps clearly identified through thorough gap analysis to ensure the support is targeted to ensure gaps close Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1,2,3
<p>Additional targeted one to one and small group phonics catch-up lessons</p>	<p>The average impact of the adoption of phonics approaches is about an additional five months' progress over the course of a year. Phonics Toolkit Strand Education Endowment Foundation EEF</p>	3
<p>SEMH related activities including sensory circuit, social stories, zones of regulation,</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):</p>	1,2

sensory room and resources		
Targeted intervention for Reading	EEF Improving Literacy in KS2 Guidance recommends 'Teach reading comprehension strategies through modelling and supported practice and to use high-quality structured interventions to help pupils who are struggling with their literacy.' https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	2
Targeted intervention Mathematics including pre and post teaching, across KS1 and KS2	Using a range of strategies including increased use of manipulatives in whole class and small groups supports pupils' knowledge and understanding in maths https://educationendowmentfoundation.org.uk/news/new-eef-podcast-maths-manipulatives https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3	1, 2,3

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

Budgeted cost: **£32,400**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Clear attendance procedures known and understood by staff, parents and pupils including the impact on learning Range of rewards to encourage higher attendance Targetted support for PAs	Attendance and reading are key barriers to progress https://educationendowmentfoundation.org.uk/news/attendance-and-reading https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance	5
Support for participation in a range of extra curricular clubs	According to a report by the Social Mobility Commission (UK), participation in extra-curricular activities (ECAs) is clearly linked to positive outcomes: increased confidence, social skills, broader networks, higher educational aspiration, and better labour-market prospects. "Children from the poorest households were much less likely to take part in any extra-curricular	

	activity... as household income declines so too does participation in each activity.”	
Introduction of OPAL to support resilience, collaboration and harmony at playtime	All OPAL schools report a transformation in the equality and equity of children's playtime experiences. Girls, children with additional needs, those on free school meals and non-sporty children consistently have better, more active and more enjoyable playtimes. https://outdoorplayandlearning.org.uk/evidence/research-and-evidence/	4
Additional pastoral support time allocated to support children with anxiety, bereavement and behaviour needs, including training for the pastoral staff team	Social and emotional skills' are essential for children's development— they support effective learning and are linked to positive outcomes in later life. With the right support, children learn to articulate and manage their emotions, deal with conflict, solve problems, understand things from another person's perspective, and communicate in appropriate ways.	4,
Contingency fund for acute issues.	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.	

Total budgeted cost: £139,380

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.

Pupils in our school are given access to a wide range of enrichment opportunities and do not miss out because of their circumstances. A greater number of disadvantaged pupils were targeted for after school and enrichment activities. 40% were signed up to after school clubs compared to 30% of all pupils. 28% of the choir is made up from disadvantaged pupils as well as 40% of pupils who attend daily sensory circuit, 45% of additional tennis, 27% are representative of the prayer leader group and 25% attend the creation gardening club. There is an equitable representation in such things as school council and eco-warriors.

100% of pp pupils met a good level of development in 2025, an increase from 40% in 2024.

The gap between pp pupils and non-pp pupils meeting expectations for R,W,M at KS2 remains the same as national at 19%.

However, PP pupils doubled between 2024 and 2025 cohort to 30%. Of that 30% of the cohort, 45% were also registered as having SEN, 45% spoke English as an additional language and 14% were registered as having SEN and spoke English as an additional language. Data shows that this group made good progress given their starting points.

Throughout the school data is showing that the majority of pupils entitled to PP who are not meeting expectations are also registered as having a SEN and or speak English as an additional language. The gap between PP and non-pp pupils is closing as the pupils come through the school.

Therefore, attainment in the core subjects continues to be a focus for the 2025.2026 grant.

There has been a slight decrease in attendance for PP pupils with the gap between PP and all pupils at 3.8%. The PA gap is 11.5%. Attendance remains a focus of our current plan.

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
Little Wandle	Little Wandle
MyMaths	MyMaths
Sing programme	Westminster Diocese
Sonar assessment	
Ten Ten RSHE programme	Ten Ten resources
Healthy Schools	Ealing Learning Partnership
Google Classroom	Google