Pupil premium strategy statement – Our Lady's Bishop Eton Catholic Primary School

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	417
Proportion (%) of pupil premium eligible pupils	4.79% (20 children)
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended – you must still publish an updated statement each academic year)**	25-26
Date this statement was published	November 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Mrs R Davidson
Pupil premium lead	Mr M Bland
Governor / Trustee lead	Mr P Doyle

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£28,985
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*	£28,985

Part A: Pupil premium strategy plan

Statement of intent Statement of intent

We intend 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 high levels of progress for those who are already high attainers.

We will consider the challenges vulnerable pupils face, such as those with 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 disadvantaged 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 (where appropriate).

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 to act early to intervene at the point needed 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	An increase in children displaying signs of requiring additional SEMH support and SEND support.
2	Some children entering Reception have below average: • Levels of oracy, communication and language skills and struggle to communicate in an effective manner • Mark-making ability

	• Maths ability
3	Some children do not achieve the Y1 Phonics threshold at the specified point of time. Some Y2 children are not consistently proficient in Y1 phonics this has continued into Y3.
4	Some children do not achieve the Y2 end of year, age-related expectations at the specified point of time.
5	Some children do not achieve the Y6 end of year, age-related expectations at the specified point of time. This potentially affects their ability to be Secondary School ready.
6	Some children do not have access to Clubs and Curriculum Enrichment activities.

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
All of our children leave Reception ready for Year 1.	All PP children achieve end-of-reception expectations *
All of our children leave Year 2 achieving Age Related Expectations in Reading, Writing & Maths ready for KS2.	All PP children achieve Age Related Expectations in Reading, Writing & Maths at the end of Year 2*
All of our children leave Y6 achieving Age Related Expectations in Reading, Writing & Maths ready for secondary school.	All PP children achieve Age Related Expectations in Reading, Writing & Maths at the end of Year 6*
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of well-being from 2025/26 demonstrated by: Qualitative data from student voice, student and parent surveys and teacher observations. A significant increase in participation in enrichment activities, particularly among disadvantaged pupils.

* Unless there is a specific SEN.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ *16000*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to effectively implement and embed a systematic phonics programme (Little Wandle phonics) - Support pupils to develop fluent reading capabilities - Teach reading comprehension strategies through modelling and supported practice.	The Synthetic teaching of phonics is recognised as adding up to 5 months of progress to children's reading attainment. It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning. Phonics | EEF (educationendowmentfoundation.org.uk) The school has also changed the Phonics Curriculum Scheme of work to a DFE recommended scheme – Little Wandle.	1,2,3,5
The school will continue to maintain the staffing levels necessary to deliver a comprehensive programme of interventions for 2025-2026. The programme of interventions will continue to be refined and repositioned termly to reflect assessment data, feedback from staff and the needs of the new cohort and enhanced through relevant generic and individual staff training.	Rigorous processes to plan, monitor and evaluate PP provision is embedded and driven by the school's ethos and facilitated by the school's financial management, routines, systems and timetables. The school is consistently refining and repositioning a comprehensive programme of interventions to support PP children in achieving these high expectations. Data and SLT monitoring indicate that overall the programme of interventions for KS2 PP children is effective in terms of both impact and cost and has proven consistently impactful. This is mainly due to the continuity of staff and the use of both experienced LSAs and qualified teachers as HLTAs and generic and targeted staff development which contributes to the continuously improving provision and impact.	1,2,3,4,5

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

Budgeted cost: £ 7000

Activity	Evidence that supports this approach	Challenge number(s) addressed
PP children will engage in enrichment clubs in English and Maths. Examples of initiatives/ providers: ● Phonics intervention ● TT Rockstars ● IDL ● School-led tutoring ● Reading intervention ● Reading for pleasure	Facilitate structured, collaborative learning opportunities which promote high expectations for all of our pupils, including our more-able pupils ensuring they achieve their full potential. Research suggests that one-to-one and small group targeted intervention can add between 4 and 5 months of progress to the children involved. One-to-one tuition | *EEF (www.educationendowmentfoundation.org.uk)* *Small group tuition | EEF (www.educationendowmentfoundation.org.uk)*	1,2,3,4
Y6 PP children will receive small group afterschool tuition by a member of school staff during Spring Term	Research suggests that one-to-one and small group targeted intervention can add between 4 and 5 months of progress to the children involved. One-to-one tuition | *EEF (www.educationendowmentfoundation.org.uk)* *Small group tuition | EEF (www.educationendowmentfoundation.org.uk)*	5

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

Budgeted cost: £ *5985*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Intervention ● First Day Response Follow up ● Medical Evidence Parent meetings with Persistent	Liverpool City Council Attendance Strategy – see school's strategy School attendance, behaviour and welfare - Liverpool City Council	1,2,3,4

absentees • Support and Challenge parents. • Certificates in school		
Counselling/ Wellbeing/ self-esteem/ outdoor adventure learning sessions for PP children. Examples of initiatives: • Additional Seedlings support • Residential Trips • Sports Clubs	Social and Emotional learning toolkit https://educationendowmentfoundation.org.uk/educatio n-evidence/teaching-learning-toolkit/social-and emotional-learning	1,2,3,4,5

Total budgeted cost: £ *28,985*