Pupil premium strategy statement – Our Lady of Mount Carmel Catholic Primary School

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	215
Proportion (%) of pupil premium eligible pupils	14.8% (32 pupils)
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2026/7 2027/8 2028/9
Date this statement was published	September 2026
Date on which it will be reviewed	September 2027
Statement authorised by	Philippa Martin
Pupil premium lead	Philippa Martin/Charlie Shelton
Governor / Trustee lead	Catherine Stephenson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£41,443.75
Recovery premium funding allocation this academic year	NA
Pupil premium (and recovery premium*) funding carried forward from previous years *(enter £0 if not applicable)*	NA
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*	£41,443.75

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about the use of pupil premium funding, we carefully consider the specific context of our school and the barriers faced by our disadvantaged pupils. This is informed by robust assessment, professional dialogue and evidence from the Education Endowment Foundation.

At Our Lady of Mount Carmel Catholic Primary School, the proportion of pupils eligible for pupil premium is lower than national. However, a significant proportion of pupils speak English as an additional language. As a result, our strategy is deliberately focused on securing strong language development, early reading and fluency, ensuring that disadvantaged pupils are fully supported to access the curriculum and achieve well.

Disadvantaged pupils may face barriers including reduced exposure to rich language and vocabulary, fewer opportunities to practise reading at home, and, in some cases, lower confidence when communicating. These barriers can impact on pupils' ability to read fluently, comprehend texts and apply mathematical understanding with confidence. Our strategy is designed to address these barriers through a clear and evidence-informed approach.

We ensure that all staff take responsibility for the progress and attainment of disadvantaged pupils. Through regular pupil progress discussions and ongoing assessment, teachers identify need early and adapt teaching to ensure all pupils, including those eligible for pupil premium, are supported effectively.

High-quality teaching is at the heart of our approach. Evidence shows that this has the greatest impact on improving outcomes for disadvantaged pupils. We prioritise professional development to ensure teaching is consistently strong, with a particular focus on:

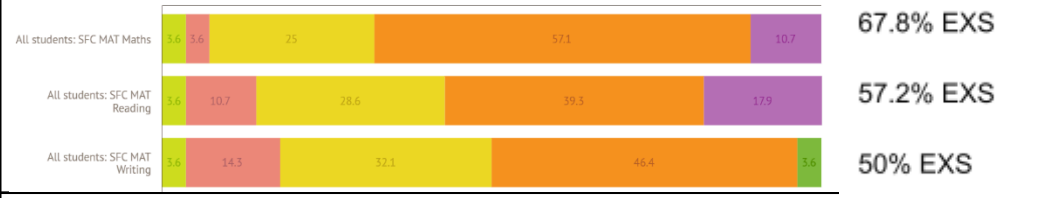
- early reading and systematic phonics
- explicit vocabulary instruction and language development
- reading fluency and comprehension
- mathematical fluency and automaticity
- explicit teaching of transcription skills, including handwriting, spelling and writing fluency

Our curriculum is designed to be ambitious and knowledge-rich, ensuring all pupils are exposed to high-quality texts, rich vocabulary and meaningful learning experiences. We recognise that disadvantaged pupils may have fewer opportunities to access enrichment beyond the classroom. Therefore, we ensure that these pupils are actively supported to participate in a wide range of enrichment opportunities, including trips, visits and extra-curricular activities. This strengthens cultural capital, broadens experiences and supports pupils to engage fully with the curriculum.

In addition to high-quality teaching, we provide targeted academic support and wider strategies where needed. These are carefully selected, evidence-informed and responsive to identified need.

Challenges

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

Challenge number	Detail of challenge
1	Internal assessment indicates that some disadvantaged pupils achieve below their peers in reading, writing and mathematics. This gap is linked to underlying barriers including language development, reading fluency and mathematical fluency, which limit pupils' ability to access the full curriculum. Non PP children core subject attainment  PP children core subject attainment 
2	A significant proportion of pupils, including disadvantaged pupils, enter school with limited English language and vocabulary knowledge. This impacts their ability to access phonics, develop early reading skills and understand the wider curriculum.
3	Some disadvantaged pupils require additional support to develop early reading and reading fluency This includes securing phonics knowledge, decoding skills, fluency and comprehension. Limited exposure to reading outside school can affect pupils' confidence, fluency and ability to access the wider curriculum.
4	Disadvantaged pupils may have fewer opportunities to access enrichment experiences beyond the classroom. This can limit the development of cultural capital, language and background knowledge, which are essential for success across the curriculum
5	Some disadvantaged pupils lack secure number fluency and automatic recall of key mathematical facts. This limits their ability to solve problems efficiently and apply mathematical understanding with confidence.

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
Disadvantaged pupils achieve outcomes in reading, writing and mathematics that are at least in line with their peers across the school.	All PP children will make good progress (in line with non PP peers) towards their end of year targets. • gaps between disadvantaged and non-disadvantaged pupils diminish across core subjects • disadvantaged pupils make strong progress from their starting points • attainment outcomes improve at key assessment points across the school
Improved oral language and vocabulary development	Pupils, including those eligible for pupil premium, demonstrate improved language acquisition and vocabulary knowledge from their starting points. This is evidenced through: • improved outcomes in EYFS, particularly in Communication and Language • increased use of vocabulary in spoken and written work across the curriculum • pupils able to access and engage with age-appropriate learning more confidently
Strong early reading outcomes	Our disadvantaged pupils achieve progress in line with Non PP pupils in phonics and early reading. This is evidenced through: • improved PP outcomes in the Year 1 Phonics Screening Check in • disadvantaged pupils making strong progress from their starting points in early reading • pupils reading with increasing accuracy, confidence and fluency .
Improved reading fluency and comprehension across the school	Disadvantaged pupils develop secure reading fluency, enabling them to access age-related texts and demonstrate

	understanding. This is evidenced through: • improved attainment in reading at key assessment points • pupils reading with appropriate pace, accuracy and expression • improved comprehension outcomes across the curriculum
Pupils articulate their learning clearly using appropriate vocabulary	Disadvantaged pupils are able to confidently explain their thinking and articulate their learning using subject-specific vocabulary. This is evidenced through: • pupils using precise vocabulary when speaking about their learning across the curriculum • improved responses during questioning and pupil discussions • pupils explaining their reasoning and understanding with increasing clarity and confidence
Increased mathematical fluency and confidence	Disadvantaged pupils develop secure mathematical fluency and automaticity, enabling them to apply their knowledge effectively. This is evidenced through: • improved attainment in mathematics at key assessment points • increased accuracy and efficiency when recalling number facts • pupils confidently applying mathematical skills in a range of contexts
Improved cultural capital through exposure to a wide range of enriching activities	Disadvantaged pupils have equitable access to a wide range of enrichment opportunities, supporting the development of cultural capital and engagement with learning. This is evidenced through: • increased participation in trips, visits and extra-curricular activities • improved engagement and confidence in learning

	• pupils able to draw on a broader range of experiences in their learning
Reduce cognitive load in writing lessons through improving handwriting and transcription	Disadvantaged pupils develop secure transcription skills, enabling them to record their ideas fluently and accurately. This is evidenced through: • improved handwriting consistency and presentation • increased fluency in writing tasks • pupils able to record their understanding clearly across the curriculum

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: £9434.02

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding structured talk and oracy approaches across lessons (e.g. sentence stems, partner talk, modelling responses)	EEF evidence indicates that oral language and structured discussion approaches can improve comprehension and reasoning. Planned opportunities for pupils to articulate their thinking support retention, understanding and accurate use of subject-specific vocabulary. Evidence source: EEF Teaching and Learning Toolkit - Oral Language Interventions.	2,3
High-quality CPD focused on language development, oracy and vocabulary instruction Includes: • Oracy training • Communication and Language (EYFS) development • Makaton training for all staff	Training will support staff to explicitly teach vocabulary, model high-quality language and provide structured opportunities for talk. This is particularly important in a school context with a high proportion of pupils with English as an additional language. Evidence source: EEF Teaching and Learning Toolkit - Oral Language Interventions.	2,3

Implementation of a consistent approach to early reading through Little Wandle (systematic synthetic phonics)	Systematic synthetic phonics has strong evidence of impact on early reading outcomes, particularly when delivered consistently and with fidelity. Regular training, coaching and monitoring will ensure pupils who need additional support are identified early. Evidence source: EEF Teaching and Learning Toolkit - Phonics. high impact (+5 months) on early reading outcomes, particularly for disadvantaged pupils. Consistency and fidelity are key	2,3
Whole-school CPD focused on effective teaching strategies (formative assessment, questioning and adaptive teaching) through a clear lesson structure that focuses on knowing more and remembering more	EEF identifies high-quality teaching as having the **greatest impact on disadvantaged pupils**. Effective questioning, checking for understanding, responsive teaching and planned retrieval help teachers identify misconceptions early and adapt teaching to meet need. Evidence source: EEF Teaching and Learning Toolkit and EEF guidance on effective implementation.	1,2,3,4,5
Explicit teaching of reading fluency through repeated reading, modelled reading and guided practice	EEF literacy guidance identifies fluency as a key component of reading development. Repeated reading, teacher modelling and guided practice support accuracy, pace and expression, enabling pupils to focus more effectively on comprehension. Evidence source: EEF Improving Literacy in Key Stage 2 guidance report.	3
Implementation of a structured maths curriculum (White Rose) with a focus on fluency and automaticity	A coherent, sequenced curriculum supports pupils to build knowledge over time. Regular practice of key number facts improves automaticity and reduces cognitive load when pupils are solving more complex mathematical problems. Evidence source: EEF Improving Mathematics in Key Stages 2 and 3 guidance report.	1,5
Use of standardised assessments (NFER) to accurately identify gaps and inform responsive teaching	Termly standardised assessments support accurate identification of gaps in learning. Leaders and teachers will use this information in pupil progress meetings to adapt teaching, plan intervention and monitor the progress of disadvantaged pupils over time. Evidence source: EEF guidance on diagnostic assessment, feedback and responsive teaching.	1,3,5
Whole-school implementation of Widget Online to provide consistent visual support for vocabulary across the curriculum	Widgit Online enables staff to create consistent symbol-supported resources, including vocabulary mats, displays, lesson slides and scaffolded resources. This makes language visible, supports dual coding and reduces cognitive load for pupils who need additional language support. Evidence source: EEF evidence on oral language, scaffolding and cognitive science approaches.	2,3
Training for teachers on explicit teaching and consistent approach to handwriting and transcription across the school	Writing framework 2025 and EEF writing guidance highlights the importance of transcription, including handwriting and spelling, in enabling pupils to write fluently. When transcription becomes more automatic, pupils can focus on composition and communicating ideas clearly. Evidence source: EEF Improving Literacy guidance reports and DfE Writing Framework.	1,2

Strengthening EYFS provision with a focus on communication, language and early reading foundations	Early language and literacy development are strongly associated with later attainment. Strengthening EYFS provision ensures pupils' needs are identified early and that high-quality adult interaction, vocabulary teaching and early reading foundations are secure. Evidence source: EEF Preparing for Literacy guidance report.	2,3

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

Budgeted cost: £23869.73

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and language interventions, including NELI and SALT-informed support	Targeted oral language interventions can improve communication, vocabulary and readiness for reading. Support will be directed to pupils with identified language needs and monitored through assessment and pupil progress meetings. Evidence source: EEF Teaching and Learning Toolkit - Oral Language Interventions.	2,3
Rapid catch-up and Little Wandle daily keep-up interventions	Targeted phonics support helps pupils keep up with age-related phonics expectations and prevents gaps from widening. Interventions will be closely matched to Little Wandle assessments. Evidence source: EEF Teaching and Learning Toolkit - Phonics and Small Group Tuition.	3
Same-day interventions to address misconceptions in reading, writing and mathematics	Timely support prevents misconceptions from becoming embedded and enables pupils to access the next lesson successfully. This approach is linked to responsive teaching and ongoing assessment. Evidence source: EEF Teaching and Learning Toolkit - Feedback and Individualised Instruction.	1,3,5
After-school booster sessions for identified KS2 pupils	Small group tuition can be effective when it is targeted, structured and led by staff who understand pupils' needs. Booster sessions will focus on identified gaps in reading, writing and mathematics. Evidence source: EEF Teaching and Learning Toolkit - Small Group Tuition.	1,3,5
Nessy literacy support for identified pupils	Structured literacy programmes can support pupils who require additional practice in phonics, spelling and reading. Nessy will be used as targeted support alongside teacher assessment and not as a replacement for high-quality teaching. Evidence source: EEF evidence on targeted academic support and technology-supported practice.	2,3

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

Budgeted cost: £8140

Activity	Evidence that supports this approach	Challenge number(s) addressed
Family learning workshops to support reading, language and learning at home	Parental engagement can have a positive impact when it focuses on practical ways families can support learning. Workshops will focus on reading routines, phonics, vocabulary and supporting learning at home. Evidence source: EEF Teaching and Learning Toolkit - Parental Engagement.	2,3,4
Ensuring disadvantaged pupils access enrichment opportunities, including educational visits, clubs and wider curriculum experiences	Access to enrichment broadens pupils' experiences, develops cultural capital and supports pupils to make connections across the curriculum. Funding will reduce financial barriers to participation. Evidence source: DfE pupil premium guidance and EEF wider strategies principles.	4
Daily access to extra-curricular provision, including after-school clubs	Regular participation in wider school experiences supports confidence, belonging, engagement and positive attitudes to school. Participation of disadvantaged pupils will be monitored to ensure equity of access. Evidence source: EEF evidence on arts participation, physical activity and wider strategies.	4
Targeted SEMH and nurture provision, including ELSA support	Supporting pupils' emotional wellbeing improves readiness to learn and engagement in the classroom. ELSA and nurture support will be targeted at pupils whose social, emotional or mental health needs are a barrier to learning. Evidence source: EEF Teaching and Learning Toolkit - Social and Emotional Learning.	1,4
Whole-school community events, including the Colour Run, to strengthen belonging and participation	Community events support relationships between school, pupils and families. They can strengthen engagement and belonging, which are important foundations for attendance, confidence and readiness to learn. Evidence source: EEF Teaching and Learning Toolkit - Parental Engagement and Social and Emotional Learning.	4
Subsidising trips, residentials and curriculum-linked visits for disadvantaged pupils	Removing financial barriers ensures disadvantaged pupils can access the same curriculum-linked experiences as their peers. These experiences support vocabulary, background knowledge and engagement. Evidence source: DfE pupil premium guidance on wider strategies and enrichment.	4
Targeted participation in sporting festivals, community events and wider opportunities	Wider participation opportunities develop teamwork, resilience, communication and aspiration. Targeted monitoring will ensure disadvantaged pupils are represented in these opportunities. Evidence source: EEF evidence on physical activity and wider strategies.	4

Estimated Costs: £ £41,443.75

Allocated Budget: £ £41,443.75

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

2025/6 End of Key Stage Statutory Assessments

KS2 Reading Writing Combined - PP 83% NonPP 84% +44% from 2024/25

KS2 Maths - PP 100% Non PP 84% +57% from 2024/25

KS2 Reading PP 100% Non PP 89% +57% from 2024/25

KS2 Writing PP 83% Non PP 84% +26% from 2024/25

KS2 Grammar PP 100% Non PP 91% +57% from 2024/25

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider