Our Lady & St Gerard's RC Primary
Pupil Premium 2026-2027

School Overview

Detail	Data
Number of pupils in school Based on Autumn term census data (2025)	**318 (R-Y6)**
Proportion (%) of pupil premium eligible pupils Oct 25 81/318 FSM, PLAC & Service	**25.5%**
Academic year / years that our current pupil premium strategy covers (3 year plans are recommended)	**2024-2027**
Date on which it will next be reviewed	07 October 2027
Statement authorised by	Miss K Harvey
Pupil Premium Lead	K Harvey
Governor	Mr J Kingswood

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year (based on Oct 25 census: financial year funding April 2026-Mar 2027)	**£ 115,930**
Recovery premium funding allocation this academic year	**£ 0**
Pupil premium funding carried forward from previous academic years (enter 0 if not applicable)	**£ 0**
Total budget for this academic year	**£ 115,930**

The 2026/27 approach moves beyond viewing Pupil Premium as a series of separate interventions. Funding will support a coherent strategy of high-quality teaching, skilled and well-trained staff, targeted support and the removal of wider barriers to learning. Expenditure will be aligned with identified pupil need and the SIP, with governors monitoring its impact on disadvantaged pupils' attainment, progress, attendance, engagement and inclusion throughout the year.

Pupil Premium funding for 2026/27 will be closely aligned with all three School Improvement Plan priorities, ensuring that expenditure supports both improved academic outcomes and the removal of wider barriers to learning for disadvantaged pupils.

Priority 1 – Inclusion, Curriculum, Teaching and Achievement: PP funding will support the school's focus on high-quality adaptive teaching and formative assessment. Teachers will identify barriers, gaps and misconceptions promptly and adapt provision so that disadvantaged and other vulnerable pupils can access the full curriculum and make strong progress from their starting points.

Priority 2 – High-quality professional development: Investment in staff development will support improved classroom practice, leadership and targeted provision. CPD will be aligned with the needs of

pupils, including disadvantaged and vulnerable groups, with impact evaluated through monitoring of teaching, staff practice and pupil outcomes.

Priority 3 – Personal Development, Wellbeing, Attendance, Behaviour and Inclusion through OPAL: PP funding will contribute, where appropriate, to reducing non-academic barriers through improved access to inclusive play, physical activity and opportunities that promote resilience, independence, positive relationships and readiness to learn. The SIP gives particular attention to ensuring **disadvantaged and vulnerable pupils have equitable access and participate fully** in OPAL provision.

Impact will be closely monitored. The SIP provides for termly analysis of vulnerable-group attainment and progress, pupil progress meetings, review of interventions, monitoring of attendance, behaviour and engagement, and book scrutiny specifically including disadvantaged pupils. This will enable leaders and governors to evaluate whether PP investment is translating into improved progress and diminishing gaps.

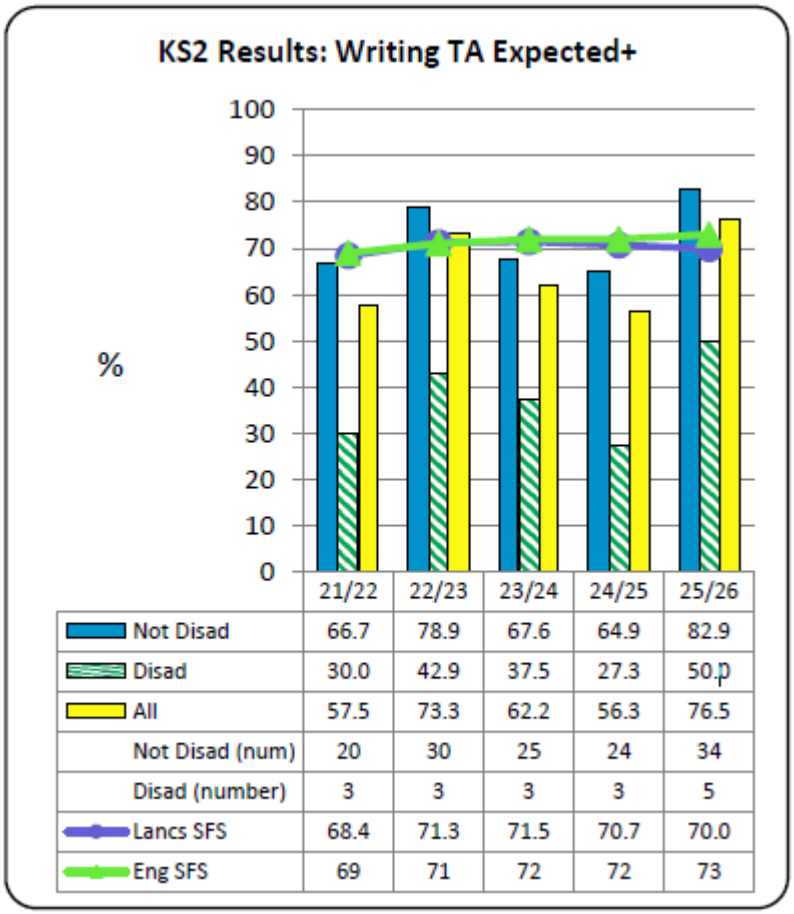
Analysis of 2025-2026 funding

Writing

Target: Disadvantaged children will make good progress in writing. Data will show that the % of disadvantaged children at ARE for writing increases across the timescale of the plan . In KS2 outcomes, our disadvantaged pupils were outperformed by non disadvantaged pupils by 36% in the summer of 2023. By the end of the plan, the attainment gap in writing will be reduced by at least 10%.

Evaluation: Outcome partially achieved. In 2022/23, the writing attainment gap was 36 percentage points, with 42.9% of disadvantaged pupils achieving the expected standard compared with 78.9% of non-disadvantaged pupils. By 2025/26, disadvantaged attainment had increased to **50%**, although non-disadvantaged attainment had also risen to **82.9%**, resulting in a gap of **32.9 percentage points**. The gap has therefore narrowed by 3.1 percentage points, equivalent to approximately **8.6% of the original gap**, falling just short of the planned 10% reduction. Progress for disadvantaged pupils was **-1.38**, compared with **+0.21 for non-disadvantaged pupils**, indicating that further work is required to improve writing progress and close the remaining attainment gap. Given the small disadvantaged cohorts, the data should be considered alongside individual pupil-level evidence.

Greater depth outcomes in writing have improved. In 2025/26, **10% of disadvantaged pupils achieved greater depth**, compared with 0% in each of the previous three years. Although a gap remains compared with non-disadvantaged pupils (17.1%), this represents a positive development, particularly alongside an improvement in overall greater depth attainment from 8.3% to 15.7%. Overall school performance at greater depth is above both the Lancashire (11.9%) and England (13%) comparators.



	21/22	22/23	23/24	24/25	25/26
Not Disad	66.7	78.9	67.6	64.9	82.9
Disad	30.0	42.9	37.5	27.3	50.0
All	57.5	73.3	62.2	56.3	76.5
Not Disad (num)	20	30	25	24	34
Disad (number)	3	3	3	3	5
Lancs SFS	68.4	71.3	71.5	70.7	70.0
Eng SFS	69	71	72	72	73

Year	Differential between Disadvantaged and not disadvantaged
2022	36.7%
2023	36%
2024	30.1%
2025	37.6%
2026	32.9%

Highest % of disadvantaged pupils reaching expected standard in 2026 compared to last 5 years.

Highest % of all pupils at expected standard in 2026 compared to last 5 years.

Above Lancs and England in 2026.

Attainment is moving positively, including a notable improvement for disadvantaged pupils, but **disadvantaged writing remains an area for continued targeted improvement and monitoring**.

	School Disadvantaged			School Not Disadvantaged			Lancashire Disadvantaged			Lancashire Not Disadvantaged		
KS2 Year	21/22	22/23	25/26	21/22	22/23	25/26	21/22	22/23	25/26	21/22	22/23	25/26
Progress	-3.30	1.31	1.36	-1.60	1.57	0.21	-0.70	-0.55	-0.67	0.50	0.54	0.25
CI	3.74	4.48	4.07	2.20	1.92	2.04	0.19	0.19	0.20	0.12	0.12	0.13
Sig?	NSD	NSD	NSD	NSD	NSD	NSD	Sig-	Sig-	Sig-	Sig+	Sig+	Sig+
Pupils	10	7	10	29	38	40	3912	3731	4260	10242	10323	9484

KS2 writing data shows that disadvantaged pupils' progress (**-1.38**) remains below both non-disadvantaged pupils in school (**+0.21**) and disadvantaged pupils across Lancashire (**-0.67**). The in-school disadvantage gap therefore remains a priority for improvement. However, the disadvantaged cohort is small (**10 pupils**) and the difference is **not statistically significant**, so outcomes should be considered alongside individual pupil progress and wider assessment evidence.
Writing continues to show an in-school disadvantage gap and therefore remains a priority for monitoring and improvement.

Pupil Premium funding continues to be targeted towards improving outcomes for disadvantaged pupils, with writing remaining a key priority. The school's work to strengthen teaching and provide appropriate targeted support is showing evidence of impact.

Pupil Premium funding has contributed to the school's strategic work to improve writing, including investment in a new whole-school writing approach, Ready Steady Write (Literacy Counts), associated professional development and teaching resources, alongside moderation, monitoring and targeted support. The School

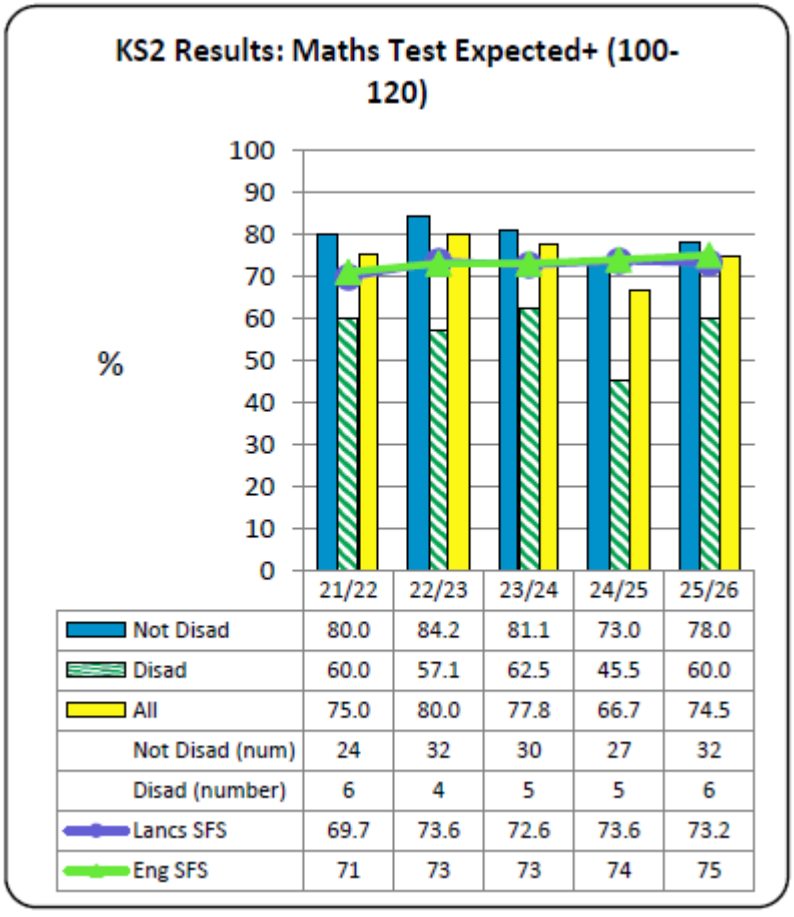
Improvement Plan identified writing as a priority and specifically allocated resources for staff training, moderation, intervention and assessment. External school adviser monitoring has subsequently recognised the implementation of the new writing scheme and identified positive impact, while continuing to provide challenge around feedback, editing and securing fundamental writing skills.

Maths

Target: Disadvantaged pupils will make good progress in Maths. In KS2 outcomes, our disadvantaged pupils were outperformed by non disadvantaged pupils by 27.1% in the summer of 2023. By the end of the plan, the attainment gap in Maths will be reduced by at least 10%.

Evaluation: **Target achieved.** In 2022/23, the attainment gap in KS2 maths at Expected+ was 27.1 percentage points, with 57.1% of disadvantaged pupils achieving the expected standard compared with 84.2% of non-disadvantaged pupils. By 2025/26, disadvantaged attainment had increased to 60% and the gap had reduced to 18 percentage points. This represents a **33.6% reduction in the size of the gap**, exceeding the target of a 10% reduction. Progress data is also positive, with disadvantaged pupils achieving **+1.05 compared with -0.30 for non-disadvantaged pupils**.

At the higher standard, disadvantaged attainment has risen from 14.3% to 20%, while the gap has reduced from 30.4 to 16.6 percentage points. Overall, the evidence demonstrates improved outcomes for disadvantaged pupils in mathematics, although small cohort sizes mean percentages should continue to be interpreted cautiously.



	21/22	22/23	23/24	24/25	25/26
Not Disad	80.0	84.2	81.1	73.0	78.0
Disad	60.0	57.1	62.5	45.5	60.0
All	75.0	80.0	77.8	66.7	74.5
Not Disad (num)	24	32	30	27	32
Disad (number)	6	4	5	5	6
Lancs SFS	69.7	73.6	72.6	73.6	73.2
Eng SFS	71	73	73	74	75

Year	Differential between Disadvantaged and not disadvantaged
2022	20%
2023	27.1%
2024	18.6%
2025	27.5%
2026	18%

	School Disadvantaged			School Not Disadvantaged			Lancashire Disadvantaged			Lancashire Not Disadvantaged		
KS2 Year	21/22	22/23	25/26	21/22	22/23	25/26	21/22	22/23	25/26	21/22	22/23	25/26
Progress	-1.40	2.11	1.05	-1.00	1.50	-0.30	-1.50	-1.30	-1.29	0.30	0.42	0.26
CI	3.63	4.38	4.05	2.13	1.88	2.03	0.18	0.19	0.20	0.11	0.11	0.13
Sig?	NSD	NSD	NSD	NSD	NSD	NSD	Sig-	Sig-	Sig-	Sig+	Sig+	Sig+
Pupils	10	7	10	29	38	40	3871	3697	4217	10162	10281	9460

Pupil Premium funding has supported the school's sustained focus on mathematical fluency, including professional development, Maths Hub support, fluency resources, TT Rock Stars and targeted intervention. Fluency has been a specific school improvement priority, with daily practice, assessment, mastery approaches and leadership monitoring used to identify and address gaps in pupils' mathematical knowledge. Governors have previously scrutinised this work through subject-leader reporting, including consideration of its impact on PP pupils.

This investment is demonstrating positive impact for disadvantaged pupils. By 2025/26, disadvantaged pupils achieved a positive KS2 maths progress score of +1.05 compared with -0.30 for non-disadvantaged pupils. The Expected+ disadvantage gap has reduced from 27.1 percentage points in 2022/23 to 18 percentage points in 2025/26, a reduction of approximately 34% in the size of the original gap. The school's PP maths outcome can therefore be judged as achieved, while fluency and targeted support continue to be monitored.

Other Areas

Pupil Premium funding has been used not only to address academic gaps, but also to reduce wider barriers that can prevent disadvantaged pupils from accessing learning successfully. School documentation identifies attendance and punctuality, family circumstances, social and emotional needs, SEND, wellbeing and access to learning as potential barriers for disadvantaged pupils. School approaches have included attendance monitoring, family support, liaison with external agencies, pastoral and emotional support, targeted academic intervention and regular analysis of pupil-level needs.