

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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 and the effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Holy Rosary RC Primary
Number of pupils in school	229 including nursery (as of Monday 4 <sup>th</sup> September)
Proportion (%) of pupil premium eligible pupils	Y1 – 6 – 90 children = <b>39.3%</b>
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-27
Date this statement was published	September 2023
Date on which it will be reviewed	July 2024
Statement authorised by	T .Cavanagh
Pupil premium lead	J .Handley
Governor / Trustee lead	G .Heginbottom

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£115,980
Recovery premium funding allocation this academic year	£11,890
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	£127,870

# Part A: Pupil premium strategy plan

## Statement of intent

The mission statement of Holy Rosary is:

“I come that they may have life and live life to the full” John 10:10.

As a catholic school, we pride ourselves on the fact that school life at Holy Rosary is based on Christ’s love, care and compassion. We express our faith in all that we do and always try our best to ensure children make the most of every day.

At Holy Rosary, we want our disadvantaged and Pupil Premium children to achieve their very best. To do this, we believe in maximising the Pupil Premium Grant by implementing short, medium and long term measures so ‘that they have life and live life to the full’.

At Holy Rosary, we understand that every child is unique and have different barriers that can affect their learning. With this in mind, we identify these barriers and challenges to be addressed and ensure actions are put in place whilst monitoring the intended outcomes. The Pupil Premium Grant is allocated based on the individual needs of the children in our care (barriers and challenges outlined in the next section). A whole school, team approach is employed at Holy Rosary – this includes all staff. A specific adult is entrusted with monitoring Pupil Premium children throughout school; they carry out half-termly meetings with class teachers and discuss the progress and attainment of Pupil Premium children in their class. Liaise with The Family and Support officer to monitor attendance and punctuality while supporting families. We recognise that it is important to develop relationships with families to provide the social, emotional and mental health needs of children whilst gaining important information to inform our decisions of each child. Update the Senior Leadership Team through termly meetings as well as Governors through reports.

### Our Key Principles

The key principles of Holy Rosary’s strategy plan are:

- All children, including disadvantaged children receive high quality first teaching to improve outcomes.
- Pupil Premium children have access to a variety of wider opportunities, experiences and support before, during and after school.
- Children will make progress that is at least in line with their peers.
- Using research and guidance (e.g. Education Endowment Foundation) to support our deliverance of the Pupil Premium Strategy.
- To provide support and develop relationships with our families to minimise lateness and absence whilst considering the different needs of each child.

## Challenges

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

Challenge number	Detail of challenge
1	<b>Attainment and progress</b> – Internal assessment data and analysis show that’s gaps remain between PP and non PP children in Writing.
2	<b>Emotional health &amp; SEND</b> – Changing demographics of the school have resulted in an increase in the number and complexity of SEND children. These include children in need of support for emotional and social needs. The complexity and variance of their needs requires high-level staff expertise to utilise adaptive teaching strategies to ensure full curriculum. High-quality CPD is needed for all staff to ensure that these pupils receive adequate support.
3	<b>Early Language</b> – Assessment ( NELI, Elklan and Wellcom, Baseline Data ) observations and discussions with children and staff indicate underdeveloped language skills and vocabulary gaps in children entering EYFS.
4	<b>Deprivation</b> – Internal research through observations and dialogue have identified a lack of enrichment opportunities for disadvantaged children which could limit cultural capital. These challenges significantly impact disadvantaged childrens outcomes, including their attainment.
5	<b>Poor attendance</b> – The attendance and persistent absence of some cohort of disadvantage children is lower than disadvantaged.
6	<b>Families receiving external agency support</b> – Data collected on parental engagement in school events, is lower in the families of disadvantaged children compared to non-disadvantaged.

## 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
<ul style="list-style-type: none"> <li>Improved attainment among disadvantaged children in Writing</li> </ul>	<ul style="list-style-type: none"> <li>KS2 writing outcomes in 2024/25 show that more than 75% of disadvantaged pupils met the expected standard.</li> <li>Teaching of Writing meets needs of the children</li> </ul>
<ul style="list-style-type: none"> <li>Improved oral language skills and vocabulary among disadvantaged pupils.</li> </ul>	<ul style="list-style-type: none"> <li>Assessments and observations indicate significantly improved oral language among disadvantaged pupils.</li> <li>Assessments against ELG’s at the end of Reception and observation points throughout the year as per Development Matters indicate that significant progress is made in this area.</li> </ul>

<ul style="list-style-type: none"> <li>• Provision for children with SEND and EHCP plans is highly effective via external support and expertise and investment into high quality CPD for all staff</li> </ul>	<ul style="list-style-type: none"> <li>• Disadvantaged children with SEND/EHCP plans are making good progress against individual targets (in line with their cognitive ability) and this is evidenced through rigorous 'plan, do, review' cycles</li> <li>• Staff demonstrate confidence when adapting their practice to meet the needs of ALL children.</li> <li>• Staff quickly identify children's needs, utilise concern forms, and develop a plan of support.</li> <li>• Staff Intervention and support is evidence led and effective through careful deployment of staff expertise and pupil identification alongside tracking and monitoring.</li> <li>• All disadvantaged children without a cognitive SEND achieve ARE.</li> <li>• Disadvantaged SEND children make at least expected progress.</li> </ul>
<ul style="list-style-type: none"> <li>• All children are given a wide range of opportunities and experiences to enable them to access the full curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>• PP Pupil surveys evidence the impact of wider opportunities.</li> <li>• Children access a wide range of experiences that may have been missed due to demographics or finance.</li> <li>• Aspirations for the disadvantaged pupils will be raised through opportunities for all disadvantaged pupils to take part in: <ul style="list-style-type: none"> <li>• a theatre visit and a gallery/museum/court visit</li> <li>• after school sports</li> <li>• pupil leadership</li> <li>• play an instrument</li> <li>• residential trips</li> <li>• listen to inspirational speakers and artists from different roles in society</li> <li>• Music teacher to talent spot disadvantaged pupils to take advantage of the ongoing opportunities programme.</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>• To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</li> </ul>	<ul style="list-style-type: none"> <li>• Identified pupils' attendance increases.</li> <li>• % of Pupil premium PA children decreases</li> <li>• Regular attendance impacts positively on attainment and progress – Insight Data</li> </ul>
<ul style="list-style-type: none"> <li>• Parents of PP children become more engaged in their child's learning, showing a positive attitude towards school.</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance data for parent workshops etc shows increased engagement.</li> <li>• Parental survey reflects increased engagement.</li> <li>• Raised profile of PP lead and class teachers with parents results in improved engagement from parents with them making early contact when support is needed.</li> </ul>

## 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: £29,794

Activity	Evidence that supports this approach	Challenge number addressed
<ul style="list-style-type: none"> <li>● CPD for staff in reception to deliver the NELI programme (2 CTs &amp; 4 TAs )</li> </ul>	<ul style="list-style-type: none"> <li>● Nuffield Foundation - closing the language gap  <a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention">Oral language interventions I toolkit strand I EEF</a>  <a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention</a></li> </ul>	3
<ul style="list-style-type: none"> <li>● English lead to provide CPD to all staff to develop their pedagogical understanding of what makes effective teaching of writing</li> </ul>	<ul style="list-style-type: none"> <li>● EEF Recommendation to teach writing composition strategies through modelling and supported practice  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a>                      Teaching and learning strand I toolkit I EEF</li> </ul>	1
<ul style="list-style-type: none"> <li>● Training to develop T&amp;L – access to high quality training for all and new staff.</li> </ul>	<ul style="list-style-type: none"> <li>● High Quality CPD related to Teaching and learning with research base and coaching model  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy</a>                      Teaching and learning strand I toolkit I EEF</li> </ul>	1 & 3
<ul style="list-style-type: none"> <li>● Continued development of Quality 1<sup>st</sup> teaching – SLT greater monitoring, impact and accountability. Daily support in classes by SLT to move practice forward.</li> <li>● SENCO – J.Payne. Weekly monitoring of Interventions and their impact. Changes made to increase impact. – 1 hour per week</li> </ul>	<ul style="list-style-type: none"> <li>● Increased amount of time lost during the academic year 2019-20 due to school closures as a result of lockdown.</li> <li>● Inconsistencies in access to education - school offered home learning that suited needs – Google classroom / home learning packs / in school provision</li> <li>● Gaps in learning due to varied learning experience</li> </ul>	1

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

Budgeted cost: £ 21,427

Activity	Evidence that supports this approach	Challenge number addressed
<ul style="list-style-type: none"> <li>Attendance and welfare officer to address attendance and punctuality issues and to support vulnerable families and CLA</li> </ul>	<ul style="list-style-type: none"> <li>DFE guidance has been informed by the engagement of schools who have significantly reduced levels of absence.</li> <li>EEF recognises strategies that engage parents as having a 4 month progress impact in primary and up to 5 month progress impact in EYFS.</li> </ul> <p><a href="#">Parental engagement   EEF (educationendowmentfoundation.org.uk)</a> This supports all disadvantaged children</p>	2, 5 & 6
<ul style="list-style-type: none"> <li>Welcomm intervention in nursery and new starters in reception</li> </ul>	<ul style="list-style-type: none"> <li>Oral language interventions evidenced to have a positive impact on pupils' speaking and listening skills.</li> <li>These programmes support a high proportion of disadvantaged children in reception to improve speech and language</li> </ul> <p><a href="#">Oral language interventions   toolkit strands   EEF</a></p>	3
<ul style="list-style-type: none"> <li>SEND time and support</li> </ul>	<ul style="list-style-type: none"> <li>Release time for SENDco to coach and guide in relation to individual needs</li> <li>Complexity of needs greater time for research and good practice.</li> <li><a href="#">EEF   social and emotional learning</a></li> </ul>	2
<ul style="list-style-type: none"> <li>Well being team development</li> </ul>	<ul style="list-style-type: none"> <li>Release time for SENDco to coach and guide in relation to individual needs</li> <li>Team needs to develop initially through exploration of needs and needs time to explore and discuss.</li> </ul> <p><a href="#">EEF   social and emotional learning</a></p>	2, 4, 5 & 6

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

Budgeted cost: £58,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> <li>CARITAS emotional support 0.2 for vulnerable children with complex needs</li> </ul>	<ul style="list-style-type: none"> <li>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school.</li> </ul> <p><a href="#">EEF   social and emotional learning.</a></p>	2

<ul style="list-style-type: none"> <li>● Extra-curricular after school clubs offered to disadvantaged children as a priority.</li> </ul>	<ul style="list-style-type: none"> <li>● EEF report highlights the need for children from disadvantaged backgrounds needing the support breakfast club and opportunity for social situations outside of school time.</li> <li>● Evidence promotes the enhancement of cultural capital and increased first hand experiences, to raise aspirations, motivate and engage children, particularly those who are disadvantaged A significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul> <p><a href="#">Nuffield Foundation - after school clubs and academic performance</a></p>	4 & 6
<ul style="list-style-type: none"> <li>● Family liaison work by family liaison attendance officer, accessing grants and financial support.</li> </ul>	<ul style="list-style-type: none"> <li>● DFE guidance has been informed by the engagement of schools who have significantly reduced levels of absence.</li> <li>● Evidence from the EEF suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year.</li> </ul> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p>	2, 5 & 6
<ul style="list-style-type: none"> <li>● Full time attendance support to decrease number of PA's and support poor attenders in order to prevent them becoming PA</li> <li>● Reduce % absence in disadvantaged</li> </ul>	<ul style="list-style-type: none"> <li>● Children with PA or no to be less likely to reach national due to gaps in learning. This is an additional challenge for pupil premium children due to lack of support</li> <li>● Target for 2023 – 2024: 96%</li> </ul> <p><a href="#">Parental engagement   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="#">This supports all disadvantaged children</a></p>	5 & 6
<ul style="list-style-type: none"> <li>● Contingency fund for acute issues</li> </ul>	<ul style="list-style-type: none"> <li>● Due to significant mobility and rapid changes – fund needs to be flexible to adapt to changes.</li> </ul>	ALL

**Total budgeted cost: £ 128,460**

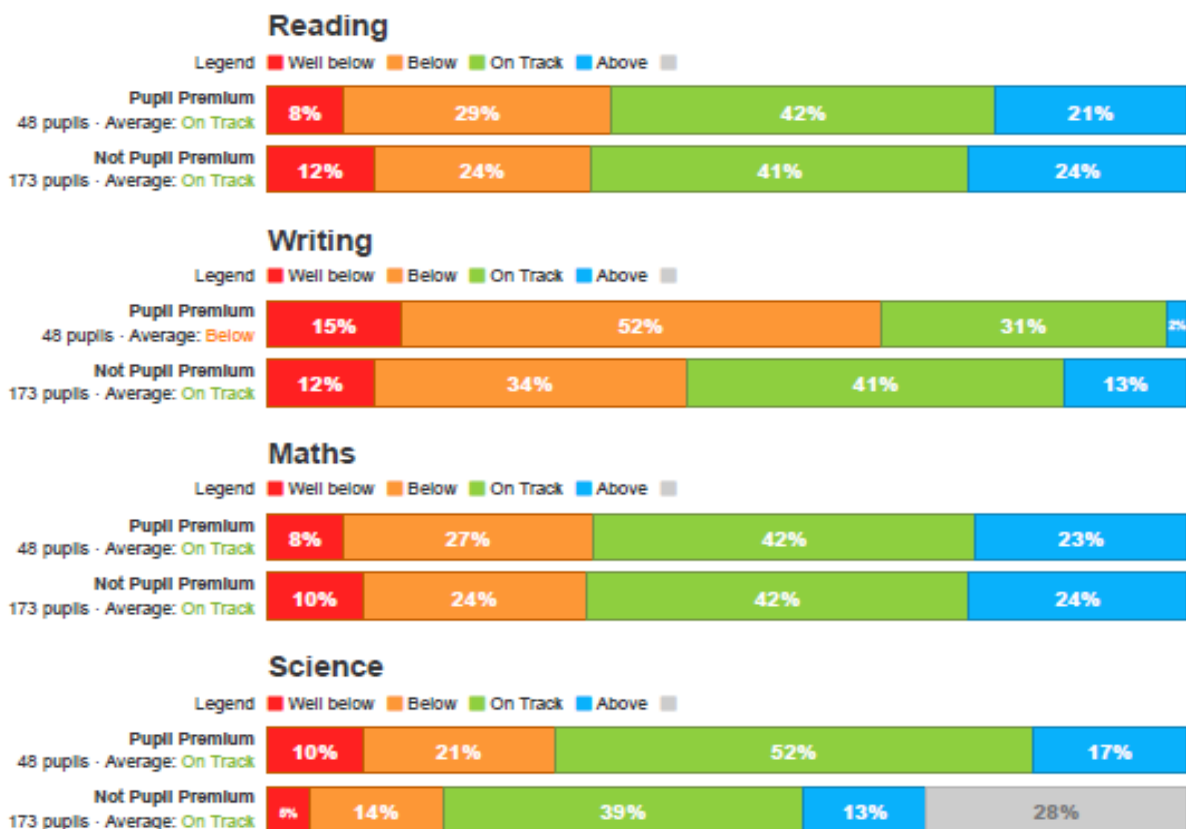
# Part B: Review of outcomes in the previous academic year

## Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

### Attainment

#### Attainment Overview for All Pupils - 2021-2022 Summer 2 - Main Assessment



#### Combined attainment in 4 assessments

	At/above expected	Above expected
Pupil Premium	31%	2%
Not Pupil Premium	37%	7%

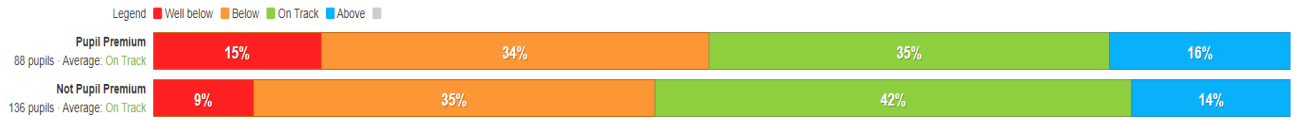


## Progress

### Reading



### Writing



### Maths



## Attainment

### Reading



### Writing



### Maths



## Attendance

Overall attendance:

Percentage of Attendance	Pupil Premium		Not Pupil Premium	
	Number	Percentage	Number	Percentage
99 – 100%	10	11.3%	13	9.5%
96 – 98%	21	23.9%	49	36%
92 – 95%	23	26.2%	49	36%
0 – 91%	34	38.6%	25	18.5%
<b>Total:</b>	<b>88</b>	<b>100%</b>	<b>136</b>	<b>100%</b>

## 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*

<b>Programme</b>	<b>Provider</b>
Learning By Questions	LBQ
Maths Shed	Education Shed
Read Write Inc	Ruth Miskin
White Rose Maths	White Rose Maths

## Further information (optional)