

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	206 (223 including Nursery)
Proportion (%) of pupil premium eligible pupils	Y1 – 6 – 71 children = 36%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2020-2023
Date this statement was published	September 2021
Date on which it will be reviewed	April 2022, July 2022
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	£95,495
Recovery premium funding allocation this academic year	£10,005
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	£105,500

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	Attainment and progress – Children make expected progress from their starting point in FS but low starting point on entry prevents children from reaching expected standard as they need to make above expected standard. Transferral of attainment from KS1-2 affected by mobility (see below) but gaps that appear are not addressed.																																																																															
2	<p>Existing Gaps exist between PP and non-PP in cohorts – Sept 2021 (Aut 1)</p> <table border="1"> <thead> <tr> <th rowspan="2"></th> <th colspan="3">Reading ARE</th> <th colspan="3">Writing ARE</th> <th colspan="3">Maths ARE</th> </tr> <tr> <th>PP</th> <th>Not PP</th> <th>Gap</th> <th>PP</th> <th>Not PP</th> <th>Gap</th> <th>PP</th> <th>Not PP</th> <th>Gap</th> </tr> </thead> <tbody> <tr> <td>Year 1 PP - 10 children Not PP - 18 children</td> <td>40%</td> <td>55%</td> <td>-15%</td> <td>30%</td> <td>34%</td> <td>-4%</td> <td>20%</td> <td>39%</td> <td>-19%</td> </tr> <tr> <td>Year 2 PP - 13 children Not PP - 15 children</td> <td>54%</td> <td>73%</td> <td>-19%</td> <td>54%</td> <td>60%</td> <td>-6%</td> <td>70%</td> <td>80%</td> <td>-10%</td> </tr> <tr> <td>Year 3 PP - 11 children Not PP - 15 children</td> <td>45%</td> <td>80%</td> <td>-35%</td> <td>18%</td> <td>65%</td> <td>-47%</td> <td>45%</td> <td>80%</td> <td>-35%</td> </tr> <tr> <td>Year 4 PP - 14 children Not PP - 15 children</td> <td>64%</td> <td>46%</td> <td>18%</td> <td>43%</td> <td>47%</td> <td>-4%</td> <td>50%</td> <td>47%</td> <td>3%</td> </tr> <tr> <td>Year 5 PP - 12 children Not PP - 14 children</td> <td>17%</td> <td>29%</td> <td>-12%</td> <td>17%</td> <td>14%</td> <td>3%</td> <td>8%</td> <td>36%</td> <td>-28%</td> </tr> <tr> <td>Year 6 PP - 8 children Not PP - 23 children</td> <td>13%</td> <td>61%</td> <td>-48%</td> <td>25%</td> <td>52%</td> <td>-27%</td> <td>38%</td> <td>65%</td> <td>-27%</td> </tr> </tbody> </table>		Reading ARE			Writing ARE			Maths ARE			PP	Not PP	Gap	PP	Not PP	Gap	PP	Not PP	Gap	Year 1 PP - 10 children Not PP - 18 children	40%	55%	-15%	30%	34%	-4%	20%	39%	-19%	Year 2 PP - 13 children Not PP - 15 children	54%	73%	-19%	54%	60%	-6%	70%	80%	-10%	Year 3 PP - 11 children Not PP - 15 children	45%	80%	-35%	18%	65%	-47%	45%	80%	-35%	Year 4 PP - 14 children Not PP - 15 children	64%	46%	18%	43%	47%	-4%	50%	47%	3%	Year 5 PP - 12 children Not PP - 14 children	17%	29%	-12%	17%	14%	3%	8%	36%	-28%	Year 6 PP - 8 children Not PP - 23 children	13%	61%	-48%	25%	52%	-27%	38%	65%	-27%
	Reading ARE			Writing ARE			Maths ARE																																																																									
	PP	Not PP	Gap	PP	Not PP	Gap	PP	Not PP	Gap																																																																							
Year 1 PP - 10 children Not PP - 18 children	40%	55%	-15%	30%	34%	-4%	20%	39%	-19%																																																																							
Year 2 PP - 13 children Not PP - 15 children	54%	73%	-19%	54%	60%	-6%	70%	80%	-10%																																																																							
Year 3 PP - 11 children Not PP - 15 children	45%	80%	-35%	18%	65%	-47%	45%	80%	-35%																																																																							
Year 4 PP - 14 children Not PP - 15 children	64%	46%	18%	43%	47%	-4%	50%	47%	3%																																																																							
Year 5 PP - 12 children Not PP - 14 children	17%	29%	-12%	17%	14%	3%	8%	36%	-28%																																																																							
Year 6 PP - 8 children Not PP - 23 children	13%	61%	-48%	25%	52%	-27%	38%	65%	-27%																																																																							
3	Emotional health – Challenging behaviour or poor mental wellbeing observed in PP children and this impacts on aspects of engagement – poor relationships, low resilience. Children in need of support in order to develop appropriate learning behaviour																																																																															
4	Poor skills on entry - Children have very basic skills – Lowest baseline assessment (17 children) observed in Speaking – 59% below, Managing self – 53% below, Fine motor skills – 65% below and comprehension 65% below.																																																																															
5	Deprivation –Children at Holy Rosary fall within the top 10% deprivation (IDACI) and this is particularly high. Children fall into Quintile 5 (most deprived). This is evident in the poor life experiences and access to opportunities i.e. after school activities that children have – remaining on the estate with limited knowledge of anything beyond.																																																																															
6	Poor attendance – well below National average. 31% of PP children below 96% and 25% falling below 91%. This data is hugely influenced by school closures due to national pandemic. School closed from March 20 onwards with only 13 children attending small-group provision. Target for 2021-2022 – 95%. Pre pandemic																																																																															
7	Families receiving external agency support – Challenging family circumstances. Children receiving support are unable to learn or engage due to these home circumstances – 43% of PP children in receipt of support from social care during their time at Holy Rosary																																																																															
8	Mobility – children who join Holy Rosary in Nursery quickly diminishes – Current Year 6 - 51% started in FI – this is increasing and less than half cohorts leave Holy Rosary in Year 6. Year 5 have had huge changes – 13 new children since start of KS2. (New children - 91.6% EAL, 8.4% Vulnerable)																																																																															

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
To raise the attainment and accelerate progress for children in receipt of pupil premium by improving basic skills in RWM	% of PP children achieving expected standard in RWM increases to close the gap between PP and Non-PP children nationally.
Teacher TA support – close gaps	Interventions mapped after gaps explored in individual children. Interventions address gaps more rapidly and have impact on attainment and progress of PP children.
Learning Mentor Interventions	Identification of children who need emotional support – Learning mentor to deliver specific interventions related to need and support which have a positive impact on children’s engagement
Basic language sessions	More focused and precise monitoring of attainment and progress in Reading & Writing will enable basic Literacy skills to be secure for future learning. More children will achieve GLD and achieve Y1 phonics check.
After school clubs	More PP children will access After school clubs and receive support in payment of trips and events
Attendance Officer monitoring	Attendance and punctuality rates for PP pupils increase. Overall percentage for PP 2020-21 attendance increases. PA children attendance improves.
Learning mentor 1:1	Children who have had intervention from social care at home or whose live have had Trauma to be supported by Learning mentor with Counselling and support. LM to support children and liase with family support officer for dual approach.
Teacher support in class	New arrivals and non-core children to be supported in Interventions by a teacher to establish basic skills and provided them with skills for learning

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"> Continued development of Quality 1st teaching – SLT greater monitoring, impact and accountability. Daily support in classes by SLT to move practice forward. Training to develop T&L – access to high quality training SENCO – J.Pomfret. Weekly monitoring of Interventions and their impact. Changes made to increase impact. – 1 hour per week 	<ul style="list-style-type: none"> Increased amount of time lost during the academic year 2019-20 due to school closures as a result of lockdown. Inconsistencies in access to education - school offered home learning that suited needs – Google classroom / home learning packs / in school provision Gaps in learning due to varied learning experience 	1
<ul style="list-style-type: none"> Teaching assistants to be utilised to great effect after analysis of need. EEF intervention evidence used to identify interventions most effective – Catch u maths, better reading Teaching assistants to be trained in addressing needs of all children – weekly related to interventions findings 	<ul style="list-style-type: none"> Increase skill of TA's and enable application in class of new skills taught Children identified at half term with progress meetings. Smaller targeted interventions more beneficial – greater use of time 	2

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"> Learning mentor to support these vulnerable children to ensure they can manage own behaviour Learning mentor to be available when children are displaying challenging behaviour Well-being team established – LM, PFS, SENCO and TAS 	<ul style="list-style-type: none"> School closure due to lockdown has resulted in children being contained in difficult environments and facing new challenges – parents expressed concerns around mental well-being in parent survey. 	3
<ul style="list-style-type: none"> Consistent use of ELKLAN and WELLCOMM to support language development NUFFIELD LANGUAGE programme developed Staff well trained and knowledgeable in practice and are skilled in developing language 	<ul style="list-style-type: none"> EEF toolkit identified that improving or a language can have a benefit of +5 months through school and +6 months in EYFS. 	4

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

Budgeted cost: £55,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> Low percentage of children access after school provision due to cost. From PP children, cluster to be identified and targeted to offer free places to access new skills and activities – increase engagement in school 	<ul style="list-style-type: none"> EEF report highlights the need for children from disadvantaged backgrounds needing the support breakfast club and also opportunity for social situations outside of school time. 	5
<p>ATTENDANCE OFFICER</p> <ul style="list-style-type: none"> 2.5 day a week to decrease number of PA's and support poor attenders in order to prevent them becoming PA Reduce % absence in disadvantaged 	<ul style="list-style-type: none"> 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 Target for 2021-2022 – 95% 	6
<p>LEARNING MENTOR</p> <ul style="list-style-type: none"> To provide pastoral support for Vulnerable children To ensure children have access to 1:1 talk opportunity Learning mentor to develop role of pastoral leader to enhance provision for well-being of all children 	<ul style="list-style-type: none"> Lack of physical interactions during lockdown I've left children with an inability to play and social interact without conflict. Children who have been in school as child of a keyworker Will need additional time to adjust to a new working environment 	7
<ul style="list-style-type: none"> Morning support from TA's to make transition process more effective. Areas with high mobility have additional support form teacher – SW 	<ul style="list-style-type: none"> During lockdown school population has diminished. Children have returned to home country and not returned to the UK. International new arrivals that are joined the country not been placed in school are now arriving in classrooms. Sept 2020 – July 21 new children - (15 EAL) 	8

Total budgeted cost: £ 106,621

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

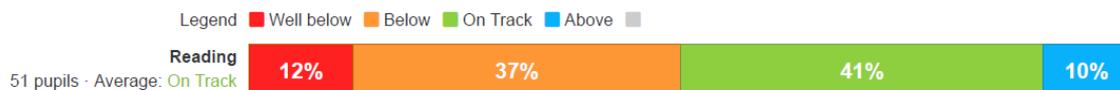
This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Attainment

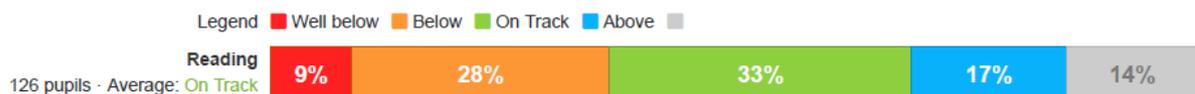
Attainment image before shows the comparison of end-of-year attainment data across school for disadvantaged pupils vs non-disadvantaged pupils. All assessment data is teacher assessed and reflects the disruption caused by the pandemic to learning last year. The gap between disadvantaged and non-disadvantaged is bigger in maths. In general, there are less disadvantaged children achieving 'Above' in all four subject areas and more disadvantaged children working 'well-below' in all four subject areas.

Reading

Attainment Overview for Pupils in Years 1–6, who are pupil premium - 2020-2021 Summer 2 - Main Assessment



Attainment Overview for Pupils in Years 1–6, who aren't pupil premium - 2020-2021 Summer 2 - Main Assessment

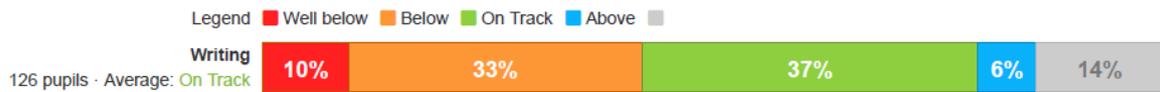


Writing

Attainment Overview for Pupils in Years 1–6, who are pupil premium - 2020-2021 Summer 2 - Main Assessment



Attainment Overview for Pupils in Years 1–6, who aren't pupil premium - 2020-2021 Summer 2 - Main Assessment



Maths

Attainment Overview for Pupils in Years 1–6, who are pupil premium - 2020-2021 Summer 2 - Main Assessment



Attainment Overview for Pupils in Years 1–6, who aren't pupil premium - 2020-2021 Summer 2 - Main Assessment

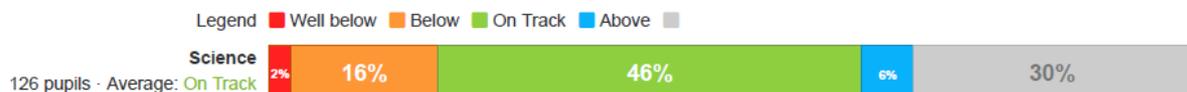


Science

Attainment Overview for Pupils in Years 1–6, who are pupil premium - 2020-2021 Summer 2 - Main Assessment



Attainment Overview for Pupils in Years 1–6, who aren't pupil premium - 2020-2021 Summer 2 - Main Assessment



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
Learning By Questions	LBQ
TT Rockstars	Maths Circle Ltd
Ruth Miskin RWI	Ruth Miskin
White Rose Maths	Yorkshire