

Pupil premium strategy statement

HOLY ROSARY 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	465
Proportion (%) of pupil premium eligible pupils	7%
Academic year/years that our current pupil premium strategy plan covers	2023-2026
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	M Stevenson
Pupil premium lead	M Stevenson
Governor / Trustee lead	A Casey

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£49,425
Recovery premium funding allocation this academic year	£4,785
Pupil premium funding carried forward from previous years	£14,287
Total budget for this academic year	£68,497

Part A: Pupil premium strategy plan

Statement of intent

Our ambition is to inspire, in every Holy Rosary child, an intellectual curiosity about the world. We strive to equip them with the cultural capital necessary to fulfil their own potential in life, and to make a positive contribution to society, both now and in the future.

We recognise that pupils learn best when they feel happy, safe and secure. We are extremely proud of our supportive, nurturing school environment where shared values and positive relationships underpin a fully well-rounded education. Our carefully designed curriculum sparks pupils' curiosity and enthusiasm - delivering a broad and rich programme of study, activities, events and first-hand learning experiences through which children can explore the world around them.

We are committed to achieving academic excellence in all areas of the curriculum. By maintaining high expectations of ourselves and each other, our children will be better equipped to encounter opportunities and challenges with resilience and determination.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve these goals, including progress for those who are already high attainers as well as ensuring that they gain the social and emotional skills to access the knowledge curriculum and develop a love of learning.

When making decisions about our use of funding for disadvantaged pupils, we have considered the context of our school, the needs of our children and the challenges that they face. We have explored research conducted by the Educational Endowment Fund.

The impact on attainment of Pupil Premium children is closely monitored, however, compared to schools nationally the percentage of children entitled to this funding is low therefore we look at the progress of these children on an individual level – it is difficult to look at trends of performance.

Some children who receive pupil premium funding also have Special Educational Needs.

Children's education and welfare is at the heart of our school and all staff demonstrate a genuine care for all pupils which is evident daily. We believe in all children achieving their full potential and therefore constantly strive to remove any barriers, so that all children, regardless of their circumstances can thrive in a supportive and purposeful environment.

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 disadvantage 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 objectives are to:

- Remove barriers to learning created by social and economic background.
- Ensure all pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum.
- Develop confidence in their ability to communicate effectively in a wide range of contexts.
- Enable pupils to nurture their social and emotional wellbeing and to develop resilience.
- Access a wide range of enrichment opportunities to enhance their knowledge and understanding of the world and raise aspirations.

- In order to achieve our objectives and overcome identified barriers to learning we will:
- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching.
 - Provide targeted support to quickly address identified gaps in learning.
 - Target funding to ensure that all pupils have access to trips, residential visits and first-hand learning experiences.
 - Provide opportunities for all pupils to participate in enrichment activities including sport and music.
 - Provide nurture to support pupils in their emotional and social development.

Challenges

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

Challenge number	Detail of challenge
1	<p>SEND</p> <p>Pupil Premium children who also have a range of SEND needs and this affects their attainment. There has been a substantial increase in the last few years in the number of referrals from school and parental requests for ASD and ADHD pathway.</p>
2	<p>Speech & Language</p> <p>Poor oral language skills leading to lower outcomes, particularly within reading comprehension. Pupils enter EYFS with language and listening skills below their developmental age and stage. This lack of early language impacts their ability to hear sounds in phonics, thus impacting on early reading and fluency. The current waiting list for speech therapy is +40 weeks for initial assessment.</p> <p>In KS2, a lack of progress in English can be an indicator that a pupil is struggling to understand the language in the curriculum.</p> <p>Limited vocabulary and exposure to classic/high quality texts leading to lower outcomes.</p>
3	<p>Social, emotional and mental health</p> <p>Pupils and their family members who have social and emotional difficulties, including medical and mental health issues. Over the last couple of years there has been a large increase in the number of parents approaching school for pastoral support.</p> <p>The waiting list for CAMHS can be up to 18 weeks.</p> <p>Some PP pupils live in homes with chaotic lifestyles – lack of routine, sleep, homework, residing in more than one home following separation etc.</p>
4	<p>Reduced self-regard as a learner</p> <p>Some PP pupils display a lack of systematic thinking and decreased approaches to learning. Some struggle with self-regulation, displaying an ineffective ability to learn skills and their impulsivity reduces their ability to fully access all curriculum areas.</p>
5	<p>Attendance and/or punctuality</p> <p>Attendance and punctuality figures for PP pupils are a concern and we need to continue to support families to improve this, this relates to challenge 3 in the main.</p>

6	<p>Gaps in learning</p> <p>Some PP pupils have significant gaps in reading, writing and some mathematical concepts (partly due to national lockdown during the pandemic). This needs addressing to ensure that they are able to access the age related curriculum content and achieve their full potential.</p>
7	<p>Access to wider opportunities</p> <p>Some PP pupils have limited experiences beyond their immediate environment and have fewer cultural capital experiences in comparison to non PP pupils. This impacts on pupils understanding of elements of the curriculum and relates to challenge 1, acquisition and development of language.</p>

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 assess gaps in learning to effectively and efficiently meet pupil's individual learning needs.	<ul style="list-style-type: none"> • Delivery of targeted and appropriate interventions based on identification of knowledge and skills gaps. • PP pupils achieve in line with or above national expectations for RWM at the end of KS2.
<p>To ensure all disadvantaged learners are accessing high quality texts in school and at home.</p> <p>All staff to be trained in teaching and intervention strategies aimed at promoting rich communication and language development.</p> <p>To ensure PP pupils in need of SALT have timely access to specific speech therapy.</p> <p>Improved reading and writing attainment for PP pupils.</p>	<ul style="list-style-type: none"> • Improved reading scores for lowest 20% of children. • Improved love of reading and ability to talk richly about their reading. • Pupils achieving age appropriate language development. • Early intervention ensures improved phonics and early reading. • KS2 reading outcomes in 2024 show that more PP pupils met the expected standard. • KS2 writing outcomes in 2024 show that more PP pupils met the expected standard.
To ensure pupils and families with identified social, emotional or health needs are well supported by school staff so that the needs are removed or alleviated.	<ul style="list-style-type: none"> • Pupils will feel happy and safe within school and will be supported to develop a range of strategies to support their mental wellbeing. • Pupils will be able to regulate their own emotions in order to manage their mental health and behaviour more positively, therefore enabling them to engage with learning.

<p>To support pupils who demonstrate low self-esteem and regard towards school and their families.</p>	<ul style="list-style-type: none"> • Pupils and their families will feel well supported through access to specialist support from trained counsellor either at home or through school. • Feedback from parents will demonstrate the positive impact on pupils and their families. • Pupils will demonstrate improved engagement in school. • Pupils will demonstrate improved self-esteem and regard towards school.
<p>To achieve and sustain improved attendance and punctuality for all pupils, particularly our PP pupils.</p>	<ul style="list-style-type: none"> • Attendance data for all pupils will show improvement. • Attendance data for PP pupils will show improvement. • Increased attendance will evidence impact on attainment. • Families struggling with attendance and punctuality will feel well supported by school staff.

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: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Enhancement of maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>Fund support from a maths consultant from the Maths Hub to offer support, guidance and CPD for all teaching staff from EYFS-Y6.</p> <p>Maths coordinator to be allocated time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including teaching for Mastery training).</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the teaching of mathematics, drawing on evidence based approaches:</p> <p>Mathematics guidance: key stages 1 and 2</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	<p>1,4 & 6</p>

<p>Development of knowledge rich curriculum, based in best practice, focus on humanities.</p> <p>All teachers receive CPD.</p> <p>History and Geography subject leads receive enhanced CPD and quality assure approach and practice.</p>	<p>Whole staff training from David Berkley and individual support for subject leaders.</p> <p>A curriculum exists to change the pupil, to give the pupil new power. One acid test for a curriculum is whether it enables even lower attaining or disadvantaged pupils to clamber in to the discourse and practices of educated people, so that they gain the powers of the powerful.</p>	4,6 & 7
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £28,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide additional reading opportunities to develop critical reading and language skills.</p> <p>Ensure pupils have access to quality texts.</p>	<p>There is a growing body of evidence which illustrates the importance of reading for pleasure for both educational purposes as well as personal development (cited in Clark and Rumbold, 2006).</p> <p>Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment (Clark 2011; Clark and Douglas 2011).</p> <p>Reading enjoyment has been reported as more important for children's educational success than their family's socio-economic status (OECD,2002).</p> <p>There is a positive link between positive attitudes towards reading and scoring well on reading assessments (Twist et al, 2007)</p>	2,4,6 & 7
<p>Introduce and monitor new writing intervention in KS2.</p> <p>Monitor implementation of 'Shine' targeted intervention for Reading and Maths.</p>	<p>EEF research highlights evidence, which indicates that small group, and one to one interventions can be a powerful tool for supporting pupils when they are used carefully. These interventions should be targeted at specific pupils using information gathered from assessments and their effectiveness and intensity should be continually monitored.</p> <p>The strategic deployment of Teaching Assistants is also important in ensuring pupils with SEND are supported, and TAs should be fully prepared for their role, supplementing rather than replacing high-quality provision from the class teacher. Schools must continue to avoid unintended consequences, such as prolonged separation from peers and teachers, and select evidence-</p>	1,2 & 6

	based, targeted interventions that are closely monitored.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £24,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance.</p> <p>Pastoral staff and attendance administrator to support pupils with poor attendance and punctuality and their families to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	5
<p>Ensure PP pupils have as wide a range of educational and enriching experiences as non PP pupils to enhance their 'Cultural Capital'.</p>	<p>The Social Mobility Commission report 'An Unequal Playing Field' uncovered evidence that extracurricular activities are important predictors for participation in beyond compulsory education, help to boost confidence in social situations and help develop social networks.</p> <p>Bourdieu defined cultural capital as the various assets that people have including the way they speak, their level of education and their hobbies and interests. He noted that children from less advantaged backgrounds were less likely to achieve academically than their better off peers and concluded that the education system and wider society values certain aspects of cultural capital more than others.</p> <p>Since the introduction of the 2014 National Curriculum which defined cultural capital as 'the essential knowledge pupils need to be educated citizens, introducing them to the best that has been thought and said', usually relating to ensuring that disadvantaged pupils are provided the cultural experiences and knowledge that non-disadvantaged pupils are more likely to have access to.</p> <p>The 2019 Education Inspection Framework serves the function of tackling social justice issues and emphasises that developing a curriculum aimed at improving the cultural capital of all pupils, regardless of starting</p>	2,3,4 & 7

	points, backgrounds or individual needs, will contribute to the creation of successful, well-rounded and informed citizens.	
Develop pupil's strategies to deal with social, emotional and behavioural issues which impact on their wellbeing and capacity to learn.	<p><u>EEF Social and emotional learning toolkit</u></p> <p>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.</p> <p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.</p> <p>SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p>	3 & 4
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £ 68,400

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

- PP pupils who did not achieve age related expectations in statutory testing still made progress against their starting points, some of these pupils are on the SEND register, with others requiring support from the pastoral team for their emotional wellbeing and attitude to learning.
- The pastoral team worked closely with vulnerable families to provide in house support and guidance and signposted families to specific outside agencies where required. A high percentage of these children are now able to demonstrate more control with their behaviour and emotions and the impact of an improved, positive mindset has been an increased level of engagement, now fully able to access all areas of the curriculum.
- Enhancements to the school curriculum planned for each year group were fully subsidised for all PP pupils including residential trips, educational visits and all chargeable school events. These enrichment opportunities helped to build cultural capital, to further prepare our PP pupils for future success.
- Smaller group teaching of core subjects in Y6 enabled more pupils to meet ARE.
- IDL cloud provision was used to support children whose spelling was a barrier to writing across the curriculum. More pupils now access this individualised learning programme to support their progress in spelling, thus enabling them to meet end of year group expectations.
- In house training and support from our phonics lead (Early Literacy Specialist with the North West English Hub) ensured a more coherent approach to the teaching of phonics and reading, resulting in more children mastering reading fluency earlier, this extended learning more easily across all curriculum subjects.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

The data demonstrated that the absence rate of our disadvantaged pupils is slightly above the national figure for disadvantaged pupils, though this data must be used with caution given the ongoing impacts of the COVID-19 pandemic and the low number of pupils in our school in receipt of PP funding.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year.

