

Pupil premium strategy statement for Our Lady of the Rosary Catholic Primary School



1. Summary information					
School	Our Lady of the Rosary				
Academic Year	2020/2021	Total PP budget	£134, 500	Date of most recent PP Review	July 2020
Total number of pupils	291 including Nursery	Number of pupils eligible for PP	Whole school 133-45.7% There are 29 SEND pupils. This equates to 21.8% pupil premium children who are also on the SEND register.	Date for next internal review of this strategy	July 2021

2. Current attainment (KS2 2019 Results)		
	<i>Pupils eligible for PP</i>	<i>All Pupils (National Average)</i>
% achieving in reading, writing and maths	26%	65%
% achieving in reading	35%	73%
% achieving in writing	39%	78%
% achieving in maths	52%	79%
% achieving in GPS	52%	78%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<i>In-school barriers (issues to be addressed in school, such as poor oral language skills)</i>	
A.	Outcomes for some pupils in receipt of PP are not as strong as for other groups in writing.
B.	Outcomes for some pupils in receipt of PP are not as strong as for other groups in reading.

C.	Outcomes for some pupils in receipt of PP are not as strong as for other groups in maths.
D.	Outcomes for some pupils in receipt of PP are not as strong as for other groups in Grammar, Punctuation and Spelling (GPS).
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
E.	Oral language skills in EYFS are lower for pupils eligible for PP than for other pupils. This slows academic progress in subsequent years.
F.	Social and emotional difficulties impact on the progress of certain PP pupils
G.	Attendance issues impact on performance of some PP pupils (School monitors attendance closely)
H.	Arriving in school late and/or without breakfast

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	To raise attainment in writing in line with peers	% of children attaining at least age-related expectations is in line or above NA for PP children Nationally for writing.
B.	To raise the % of PP attaining the standard in reading	% of children attaining at least age-related expectations is in line or above NA for PP children Nationally for reading. Pupils are able to read longer texts with greater pace and answer questions accurately. Direct teaching of reading skills through new systems introduced for the teaching of reading, give pupils a wide range of vocabulary and understanding of more complex texts.
C.	To raise the % of PP attaining the standard in Mathematics	% of children attaining at least age-related expectations is in line or above NA for PP children Nationally for mathematics.
D.	To raise the % of PP attaining the standard in GPS	% of children attaining at least age-related expectations is in line above NA for PP children Nationally for GPS.
E.	Improve early oracy skills for pupils eligible for pupil premium.	Pupils eligible for PP in Reception class make rapid progress by the end of the year so that pupils eligible for PP meet or exceed age related expectations. Where a specific SEN has been identified, progress is rapid from starting point.
F.	Children work with greater independence. Provision to support children's Emotional issues and problems is embedded in the school.	Monitoring processes show that children are more independent and show resilience when working on challenges and problems. Children feel listened to and have developed strategies to support their resilience.
F	Fewer recorded incidents of unacceptable behaviour	Over time fewer incidents recorded. Fewer children referred to outside agencies.

G	Attendance for PP has improved over the year	Increase % of PP children achieving over 95% attendance.
H	Punctuality has improved and children are ready to start work at 8:50am	Increase in % of PP children arriving in school on time and ready to start school work

5. Planned expenditure					
Academic year		2020/2021			
The headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will implementation be reviewed?
Continue to improve positive behaviour, resilience and independence across the school. Improved emotional intelligence.	New staff training in: <ul style="list-style-type: none"> Positive Behaviour Management 'Growth Mindset approach' Quality First Teaching. Member of staff in school to support vulnerable children. £7 000 School Counsellor support is provided. £4 000	Children are not able to learn effectively if they are emotionally distressed or their behaviour is unchecked and unacceptable. In order to ensure that children are mentally and emotionally prepared for lessons. Children will be provided with skills to support them in being resilient, independent learners. Children have strategies to use to support their emotional well-being.	Quality Teaching First ensures that appropriate targeted support is in place which enables children to make at least good progress. 5 lens approach is used to ensure that appropriate targeted support is in place.	SLT TA with responsibility for working with parent (P/T)	Next review July 2021.

<p>Improve early oracy skills for pupils eligible for pupil premium.</p>	<ul style="list-style-type: none"> • Create language rich environment • Promote love of reading via bedtime story days • Speech and language intervention • £4 600 • After school clubs with a focus on stories 	<p>We want to invest some of the PP in longer term change which will help all pupils. Many different evidence sources, e.g. EEF Toolkit suggest Early Intervention is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school.</p> <p>Talk 4 Writing approach</p> <p>Talk4Writing has language skills and communication at the heart of its pedagogy.</p> <p>Wordless picture books in nursery.</p> <p>Staff training for evidence based intervention programmes targeting the development of language skills.</p> <p>Speech and language provision throughout EYFS and KS1.</p> <p>Carry out Nelly (Nuffield Early language Intervention programme)</p> <p>Additional quality texts to be purchased</p> <p>New library display furniture in the reception classroom to be purchased to encourage young readers.</p> <p>£350</p> <p>Continue to pay for Tapestry software to engage parents and track information.</p> <p>£150</p>	<p>Effective planning and timetabling of additional early intervention support.</p> <p>School Monitoring by Leadership team.</p> <p>Monitoring of Nesy to ensure consistency of delivery and impact.</p>	<p>Mrs White</p>	<p>July 2021</p>
<p>To further raise standards in writing across the school.</p>	<p>Embed agreed new approaches ensuring the quality of teaching of writing across the curriculum.</p> <p>Staff moderation of writing.</p> <p>Early identification of specific gaps and targeted Intervention provided regularly.</p> <p>Pupil Voice</p>	<p>Typically PP children perform less well than other pupils in school.</p> <p>NFER highlights - data driven schools which focus on early intervention rather than end of Key Stage raised attainment more effectively.</p> <p>Quality first teaching delivers well-matched, deep and enriching activities to stimulate writing.</p> <p>Children are provided with engaging first hand experiences linked to the creative curriculum which provide information, broaden vocabulary and act as stimulus for learning.</p>	<p>Monitoring and tracking of key groups (Pupil premium/ SEND) through pupil progress meetings with teachers and teaching assistants.</p> <p>Planning and work scrutiny.</p> <p>Classroom observations of teaching of writing.</p> <p>SLT to support colleagues to ensure quality teaching of Writing.</p>	<p>SLT</p>	<p>Termly</p>

		<p>£5,000</p> <p>Children are more able to write and talk about things that they have experienced and have a good knowledge of.</p>	<p>Time provided to monitor implementation and support.</p>		
<p>To further raise standards in reading across the school.</p> <p>Children are enthusiastic readers. They have very good comprehension skills.</p>	<p>Sounds Write training for EYFS and Y1 staff. £1 500</p> <p>Supplement reading scheme linked to phonics ensuring level appropriate books £1 000</p> <p>Provide after school Reading Club. Reading week</p> <p>Reading challenges</p> <p>ICT resources to embed reading skills.</p> <p>1:1 reading and additional reading for PP pupils.</p> <p>Engagement with families through offering parent support workshops.</p> <p>Pupil Voice.</p> <p>MDM Management Licences = £505 (annual cost)</p> <p>Reading Plus</p>	<p>Providing high quality reading materials eg. Books – fiction and non-fiction, comics, magazines ...etc which are attractive and geared towards the children's interests – will engage and encourage reading.</p> <p>English lead to plan for and purchase stimulating high quality core texts in English – whole class texts, class novel and story time.</p> <p>Promote reading throughout the year – shared stories, World Book Day/Book Week,</p> <p>Durham Learning Resources, children working with authors ...etc.</p> <p>Update class Library environments and purchase furniture – £2500</p> <p>Greater parental involvement with school will lead to an increase in attainment and progress for PP pupils.</p>	<p>Monitoring and tracking of key groups (Pupil premium/ SEND) through pupil progress meetings with teachers and teaching assistants.</p> <p>Assessment and observational data tracked and moderated, through lesson observations, book scrutiny, pupil voice and data tracking.</p> <p>Regular team meetings within year groups.</p> <p>English Lead to regularly audit resources and carry out 'pupil voice' questionnaires.</p>	<p>Reading Subject leader.</p> <p>SLT</p>	<p>Termly</p>

	£5 000 Bug Club £1250 Purchase high quality core texts to use as a stimulus and model for reading and writing activities £500				
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Total budget cost: £45 355

ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will implementation be reviewed?
Improve progress for pupils who are not meeting ARE.	<p>Small group and 1:1 interventions in Maths and English with additional teachers & support staff, in addition to standard lessons. (£45, 000)</p> <p>Interventions (Power of 1 and Power of 2) £2 000</p>	<p>Provide extra support to accelerate progress.</p> <p>Small differentiated group intervention focusing on basic skills and consolidation of number facts, spellings, grammar and punctuation.</p>	<p>Timetabled intervention support. Teacher to monitor progress. Impact of support overseen by SLT.</p> <p>EHT to monitor tracking and receive regular updates of progress. Short notes and support plans written with parents and reviewed termly.</p>	<p>Subject leaders. SLT</p>	<p>Half termly.</p> <p>Termly meetings with parents.</p>
Improved progress for PP pupils in maths.	<p>Staff training on White Rose strategies with Maths Lead.</p> <p>Mastery approach training for staff.</p> <p>Parent workshops</p> <p>Daily small group interventions in Maths.</p> <p>After school clubs</p>	<p>Often gaps in basic number understanding prevents pupils from attaining well. We want to invest some of the PP in longer term change to address this which will help all pupils.</p> <p>Evidence indicates that the type and quality of CPD that schools use really matters when it comes to improving teacher quality and pupil attainment.</p> <p>Additional support and intensive teaching to accelerate and ensure progress.</p> <p>Small group interventions with highly qualified staff have been shown to be effective.</p> <p>Greater parental involvement with school leads to an increase in attainment and progress for PP pupils.</p>	<p>Impact overseen by Maths and Subject leader and reported back Exec. Headteacher.</p> <p>Monitoring and tracking of key groups through lesson observations, book scrutiny, pupil voice and data tracking.</p> <p>Assessment information tracked and moderated.</p> <p>Termly Pupil Progress meetings with teachers and teaching assistants.</p> <p>Regular team meetings within year groups.</p>	<p>Numeracy Subject leader. SLT</p>	<p>Half termly.</p>
Improved progress in grammar, punctuation and spelling. Improved quality and quantity of writing.	<p>Increased number of sessions/opportunities to write at length in English and across the curriculum. Lexia from Y1 to be used. £1,500</p>	<p>Small group interventions – proved to be highly effective (NFER).</p> <p>Well-structured and differentiated lessons focusing on needs of targeted children – ensures that pupils receive necessary intervention and support.</p>	<p>Monitoring of planning and evaluation of lessons and children's work. Tracking of pupils' progress.</p> <p>Reviews of short notes – targets are regularly updated.</p>	<p>SLT</p>	<p>Half termly.</p>

Total budgeted cost
£48, 500

iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will implementation be reviewed?
Improved attendance.	<p>Attendance incentives: Certificates, Kindles and vouchers.</p> <p>Attendance meetings held with parents.</p> <p>Pupils with over 95% attendance receive an end of year treat.</p> <p>£400 EWO Family support worker/safeguarding lead in school £22,000 Attendance officer support from the Trust.</p>	<p>Research shows that there are very strong links between levels of school absence and levels of attainment.</p> <p>Children enjoy receiving rewards – incentives provide an additional motivation and driver.</p> <p>Improved attendance improves attainment – since pupils don't miss valuable stages in their academic development.</p>	<p>DHT and Executive head will collaborate to ensure new provision and standard school processes work smoothly together.</p> <p>Termly 100% attendance rewards given out during end of term assemblies and annual award assembly.</p> <p>% pupils who attend end of year treat will improve from previous year.</p> <p>EHT, Admin and Attendance lead to monitor attendance closely – children with poor attendance – parents are sent letters and invited to strategy meetings – targets set.</p>	<p>EHT</p> <p>Attendance Lead in school and from the Trust.</p>	Half termly.
Improved punctuality and attendance. Improved concentration.	<p>National breakfast Programme – provision of free breakfast for PP children.</p> <p>Children come straight into school for early morning work before the school bell rather than having to wait to line up on yard. Staggered entry means a lack of traffic congestion and so encourages punctuality.</p> <p>Breakfast club is used with</p>	<p>Children arrive in school early for Breakfast – improving punctuality.</p> <p>EEF research shows evidence that in areas of high disadvantage – as a result of breakfast consumption children made on average 2 months additional progress in core subjects compared to schools with no breakfast provision.</p>	<p>Admin staff closely monitor Breakfast Club attendance and regularly liaises with Breakfast Club Supervisors.</p> <p>SLT provides teaching staff with questionnaires regarding impact on lessons related to Breakfast Club attendance.</p> <p>Information collected is feedback to IAB.</p>	<p>SLT Office Staff</p>	Reviewed termly.

	PP children where attendance is an issue.				
Early Intervention working to reduce the risk factors and increase the protective factors in pupils' lives	Early Intervention TAF meetings One point support Referral to multi-agency partners Coffee Mornings £10, 500	Proactive support to reduce the impact of risk factors on pupils' emotional well-being and attainment.	SLT to oversee.		
Children are content in school – provided with fruit and milk.	All children are provided with fruit. Cool Milk supplied. £5 000	Children perform better when they are not hungry. Fruit is important for a healthy diet.	Ensure that Cool Milk supply school with milk Additional fruit is purchased by the school to ensure that all PP children have a daily healthy snack.	EHT Office	Termly
Total budget cost: £27, 400					

iv. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will implementation be reviewed?
<p>Provision of high quality after school experiences and school visits.</p> <p>Continue to engage SEND pupils following the Pathways to adult document-creating opportunities to practise life skills and build the foundations and aspirations for adulthood.</p>	<p>Teachers to ensure that lessons and activities are creative and engaging – use of visitors to school or visits to places of interest are used to provide opportunities to stimulate pupils' enthusiasm for learning.</p> <p>Provide a wide range of learning experiences such as cooking self-care and safety in the community.</p> <p>Cultivate children's aspirations for their future careers by linking areas of the curriculum to future job opportunities and by inviting different professionals into school or via Teams.</p> <p>Subsidised costs: £4500</p>	<p>Some children have limited experiences on which to draw on to stimulate creative writing or knowledge of the world we live in – the school is keen to give all children quality experiences to support their learning.</p> <p>The more life experiences children have the more they are able to draw upon first hand experiences – children are more likely to change their ideas and understanding of the world they live in through hands on and real-life experiences than they are by being given facts.</p>	<p>All staff are required to plan trips/visits/visitors etc. each term to stimulate children's introduction to new topics.</p> <p>SLT and SENDCO oversees clubs, visits and visitors to school.</p> <p>½ termly reviews by SLT to ensure a wide range of activities and experiences are covered.</p>	<p>SLT</p> <p>Subject leaders</p>	<p>Termly.</p>

Positive behaviour Management.	<p>Teachers to ensure that all pupils effectively know and follow school and classroom rules.</p> <p>Implement the Behaviour policy to develop: independence, resilience, kindness ...etc. This will be adapted appropriately to meet the needs of SEND pupils.</p> <p>Use of Guidance Learning Centre for unacceptable behaviour.</p> <p>£4 000</p>	<p>Minimal classroom disruption. GLC used for children who refuse to follow school rules. This is very effective since children do not like being taken out of their comfort zone.</p> <p>Children are unable to learn if they are in a disruptive environment. All children know and follow school rules and know the consequences if they fail to do so.</p>	<p>Staff regularly reminded of school Behaviour Policy – consistent approach is in place across the school.</p> <p>Monitoring of behaviour around school and in classrooms.</p> <p>Analysis of Behaviour records/CPOMS.</p> <p>Fall in the number of children being referred to GLC.</p>	EHT DH Class teachers	Termly
Pupil engagement in the creative curriculum.	<p>Provide free additional Music lessons for PPG.</p> <p>Employ specialist music provision.</p> <p>£4 500</p>	<p>Children are provided with the opportunity to develop their creative side and engage in 1:1 or small group specialised music lessons.</p> <p>This supports emotional well- being.</p>	<p>Work closely with the Music peripatetic staff – monitor progress of PPG.</p> <p>Ensure PP children have opportunity to learn to play a musical instrument if they wish.</p> <p>Engage PPG in additional Music activities – provided opportunities to perform to different audiences.</p>	Music Lead EHT	Termly
Total budget cost: £13 000					
TOTAL OVERALL COST: £134, 255					