

# Pupil premium strategy statement



This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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   | Our Lady of the Rosary Catholic Primary School |
| Number of pupils in school  | 209 including nursery<br>182 excluding nursery |
| Proportion (%) of pupil premium eligible pupils   | 48.4%  |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2022/2025                                      |
| Date this statement was published   | November 2024                                  |
| Date on which it will be reviewed   | December 2022<br>December 2023<br>July 2024    |
| Statement authorised by   | Sarah White                                    |
| Pupil premium lead  | Sarah White                                    |
| Governor / Trustee lead   | Kevin Nicol                                    |

## Funding overview

| Detail  | Amount   |
|---|----------|
| Pupil premium funding allocation this academic year   | £145,640 |
| Recovery premium funding allocation this academic year  | £0       |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £0       |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £145,640 |

## Part A: Pupil premium strategy plan

### Statement of intent

By following the key principles below, we believe we can maximise the impact of pupil premium spending.

The causes and consequences of disadvantage are varied: Pupil Premium students are not a homogeneous group. However, pupils eligible for the Pupil Premium are more likely to be lower-attaining than other children. Tackling disadvantage at Our Lady of the Rosary is not only about supporting low attainers; just as much emphasis is placed upon middle and high disadvantaged attainers by looking at individual classes and groups.

We aim to ensure that there is a whole school approach and effort to accelerate the progress and attainment of our disadvantaged pupils, supporting them in achieving the best possible outcomes in both learning and in their wider lives.

School responds to the complexity of disadvantaged pupils' needs by tackling the challenge at three levels in a tiered approach:

1. A whole-school approach promoting learning which sets high aspirations for all pupils (High Quality Teaching)
2. Strategies to identify and support all underperforming pupils (Targeted Academic Support)
3. Strategies specifically targeted at supporting pupils and their families from disadvantaged backgrounds. (Wider Strategies)

School emphasises the importance of 'quality teaching first'. We aim to provide a consistently high standard, through setting high expectations, monitoring performance, tailoring teaching and support to suit pupils and sharing best practice. This approach is supported by a body of research which has found that good teachers are especially important for pupils from disadvantaged backgrounds.

School sees pupils as individuals, each with their own challenges, talents and interests. Staff work to identify what might help each pupil make the next steps in their learning, whether they are performing below, at, or above expectations. Staff focus on providing targeted support for underperforming pupils during curriculum time (as well as providing learning support outside school hours).

Staff seek out strategies best suited to addressing individual needs, both socially and academically, rather than simply fitting pupils into their existing support strategies from nursery to Y6. We provide both individual support for pupils that have very specific learning needs and group support for pupils with similar needs, deliberately recruiting and training staff to meet the children's needs.

School builds a culture and a belief that ALL pupils can and WILL achieve through our school values 'Ready, Respectful and Safe' and there are "no excuses" made for underperformance. Staff support pupils to develop a growth mind-set towards learning whilst nurturing self-confidence, motivation and aspiration.

## Challenges

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

| Challenge number | Detail of challenge   |
|------------------|---|
| 1                | Pupils historically enter school with poor oral language skills and communication skills which are exceptionally low on baseline. Children lack the experiences and vocabulary required of the current curriculum as a direct result of low income. This is particularly evident in the Early Years where speech and language is lower than expected on entry.  |
| 2                | Pupils are still demonstrating they lack metacognitive approaches and the ability to recognise their strengths and weaknesses as well as demonstrating a dip in stamina for sustained tasks and the ability to work with independence. Poor memory skills and the inability to transfer knowledge to long term memory also impacts on pupil progression and attainment in ARE and HS reading, writing, maths and phonics. |
| 3                | Resources and educational based activities are limited in the home setting and local community for some pupils. (cultural capital expansion)  |
| 4                | Limited experiences and opportunities outside of the family home as a direct result of low income results in a lack of exposure to rich and varied vocabulary in different environments which impacts on language acquisition, progress and attainment.   |
| 5                | Social and emotional experiences and mental health in the family home life impacts significantly on the education and wellbeing of some pupils. The impact of social and emotional experiences, in addition to the challenges through COVID, has seen more pupils experiencing emotional wellbeing needs. The wider family is also requiring support from school staff.   |
| 6                | Lower attendance rates for some pupil premium children impacts on their learning. This means they are constantly having to catch up to their peers due to gaps in attainment.   |

## 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 further narrow the gap by the end of KS2 in reading, writing and maths attainment between disadvantaged and non-disadvantaged pupils at ARE and HS. | <p><u>Gap in reading:</u><br/>ARE gap decreases from 9% (2024) to 0%<br/>HS - decreases from 11% (2024) to 0%</p> <p><u>Gap in writing:</u><br/>ARE gap decreases from 21% (2024) to 0%<br/>HS- gap decreases from 11% (2022) to 0%</p> <p><u>Gap in maths:</u><br/>ARE gap decreases from 11% (2024) to 0%<br/>HS- gap decreases from 16% (2024) to 0%</p> |
| Narrow the gap between the percentage of disadvantaged pupils and non-disadvantaged  | Gap between PP and non-PP to be 0% by 2025.   |

|   |  |
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| pupils who pass the phonics screen.   |  |
| To ensure attendance for disadvantaged children is in line with others.   | Disadvantaged pupils attendance to be in line with non-disadvantaged pupils.   |
| To diminish the disadvantaged gap in communication, language and learning by the end of Reception by improving the skills in Communication and Language preparing pupils well for greater success in specific areas of Reading, Writing and Maths for all pupils eligible for PP in EYFS class. | Pupils eligible for PP in Reception class make rapid progress by the end of the year so that all pupils eligible for PP meet or exceed age related expectations. Where a specific SEN has been identified, progress is rapid from starting points. Build on and develop parental engagement with Stay and Play weekly sessions and family learning (+4 mths EEF).            |
| To provide personalised, targeted pastoral support for individual pupil premium pupils to support their emotional wellbeing in order for them to be happy, secure and fully engaged in school. (and where needed out of school)   | Children will be identified based upon SEMH needs. 100% of Healthy Minds referrals will result in active support or therapy for identified children.<br><br>Specific social and emotional support for identified disadvantaged individuals and their families by named responsible person (KM-Child Wellbeing Officer) e.g. Emotional Resilience groups, wellbeing warriors. |
| Increased opportunities for Cultural Capital and curriculum visits / experiences funded by school for PP, impact positively on pupil achievement for this group   | Enrichment opportunities (capital culture) across all key stages will be planned across the year to ensure experiences to increase cultural capital, growth mindset and teamwork, learning and vocabulary development.   |

### 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: £ 30,500

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| To provide quality CPD throughout the year using SLT, subject leads, Trust CPD and outside agencies including training from the COL and Teach First. | Improving the quality of teaching is the strongest lever schools have to improve outcomes, particularly for disadvantaged pupils.   | 1,2,3,4                       |
| Continue to work with the NE Maths Hub to take part in 'Primary Teaching for Mastery programme' across Key Stage 1 and 2.                            | See EEF research guidance report: 'Improving Mathematics in the Early Years and Key Stage 1' published January 2020 and 'Improving Mathematics in Key Stages 2 and 3'<br><a href="https://www.educationendowmentfoundation.org.uk">Improving Mathematics in the Early Years and Key Stage 1   EEF (educationendowmentfoundation.org.uk)</a> | 2                             |

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|   | <a href="https://www.eef.org.uk/our-work/our-reports/Improving-Mathematics-in-Key-Stages-2-and-3">Improving Mathematics in Key Stages 2 and 3   EEF (educationendowmentfoundation.org.uk)</a>   |         |
| <p>To ensure quality teaching and learning so that all teaching is at least good with the majority being outstanding.</p> <p>Peer reviews to be completed within the Trust. Moderation across the trust and modelling of good practice shared. Monitoring schedule is written for the year and quality CPD delivered each week.</p> | <p>Good teachers are especially important for pupils from disadvantaged backgrounds. For disadvantaged pupils, the difference between a good and bad teacher is a whole year's learning (Sutton Trust 2011 and social mobility Commission 2014b).</p>   | 1,2,3,4 |
| <p>Embed the quality practice that all staff are trained in, and use cognitive and metacognitive practices, particularly focussed on supporting children in recalling their previous learning.</p>  | <p>EEF Guide to supporting school planning: a tiered approach to 2021.</p> <p>Quality first teaching is at the heart of all we do. Evidence suggests that a curriculum based on the elements of memory cognition and metacognition results in high levels of impact with pupils making on average 7 months additional progress. (EEF 2018)</p> <p>Worked examples, live modelling, and teacher verbalisation of metacognitive talk support pupils in the process of becoming independent learners. Strategies to develop metacognitive thinking are most effective when subject specific rather than through the teaching of 'generic thinking skills'. EEF Metacognition and self-regulated learning review (May 2020)</p> | 2,4     |

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

Budgeted cost: £ 74,500

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| 1:1 tutoring in school with HLTA or teacher to work with identified children | <p>NFER Report shows a 16% increase in outcomes when one to one tuition).</p> <p>1:1 tuition Short, regular sessions (about 30 minutes, 3-5 times a week) over a set period of time (6-12 weeks) appear to result in optimum impact. (+5 months gain EEF) <i>EEF Teaching and Learning Toolkit: one to one tuition (30th August 2018)</i></p> | 2                             |
| Small group tutoring and interventions                                       | <p>tuition Short, regular sessions (about 30 minutes, 3-5 times a week) over a set period of time (6-12 weeks) appear to result in optimum impact. (+5 months gain EEF) <i>EEF Teaching and Learning Toolkit: one to one tuition (30th August 2018)</i></p>   | 2                             |

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| <p>Third Space learning to be used with identified Y6 pupils for bespoke individual intervention.</p>  | <p><i>Learning Toolkit: one to one tuition (30th August 2018).</i></p>  |            |
| <p>Effective deployment of staff, teachers and teaching assistants to support key children and year groups.<br/>Smaller classes to support year groups.</p> <p>Small group tuition with targeted pupils identified which is monitored through through Pupil Progress and intervention reviews.<br/>Interventions used:<br/>-Speed reading<br/>-Reading for fluency and understanding<br/>-Phonics<br/>-Power of 1 and power of 2<br/>-Reading Explorer<br/>-Handwriting-Letterjoin<br/>-Testbase<br/>-Salford reading<br/>-TTR</p> | <p>NFER highlights - data driven schools which focus on early intervention rather than end of Key Stage raised attainment more effectively. NFER Report shows a 20% increase in outcomes when small group teaching (16% when one to one tuition).</p> | <p>2</p>   |
| <p>Pupils that are entitled to PP and have special educational needs are fully supported and their progress shows improvement.<br/>SEND HLTA to support pupils 1:1. TA to give 30mins 1:1 support per week.<br/>External Agencies will be engaged throughout the year identifying vulnerable pupil needs to support behaviour, relationships, attainment and progress.<br/>Parental involvement with targets.</p>  | <p>Evidence gathered during the SENCos study of the National Award of Special Educational Needs.</p> <p>LA and Trust training delivered to SENCO and SEN support.</p>   | <p>1,2</p> |

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| <p>Phonics and reading based family learning sessions throughout the year.</p>   | <p>Parents play a crucial role in supporting their children’s learning, and levels of parental engagement are consistently associated with children’s academic outcomes. (EEF Parental Engagement)</p>  | <p>1,4,6</p> |
| <p>Ensure that accurate next step targets are identified for all disadvantaged pupils in phonics. Sounds Write trained lead employed to ensure robust organisation, training and monitoring of phonics teaching and progress. Support provided by St. Michael’s Hub. To be addressed through additional small group targeted support, provided by the class teacher.</p> | <p>Phonics approaches have been consistently effective in supporting young readers to master the basics of reading, with an average impact of an additional four months progress. (EEF 2018). Phonics intervention provides an average impact of 4+ months additional progress. (EEF 2018) Disadvantaged pupils perform well in phonics, due to specifically targeted children that receive specific intervention, extra tuition and close monitoring by Head of School, KS Leads, Sounds-Write lead and class teacher.</p> | <p>2</p>     |
| <p>Speech and language therapists provide targeted support to pupils with a</p>  | <p>DFE(2020) have concluded that due to COVID-19 some pupils entering reception will have missed more than 20 weeks of early education</p>  | <p>1,4</p>   |
| <p>priority on disadvantaged pupils. Nominated TA in school carries out programme of support provided by the speech therapist.</p> <p>1:1 target personalised sessions using materials provided by speech and language therapists. Sounds Write training to be provided to all staff.</p>  | <p>with most impact being on language development. ( EEF 2019)</p> <p>Further research into Communication and language approaches which work- proven to be high impact/ low cost and add a positive 6 months to children (EEF).</p>   |              |

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| <p>Head of school's expertise is SEND and EYFS and has received training on Early Identification of SLCN. Works with EYFS lead and identifies any concerns and works with parents to help children get the right level of support.</p> <p>Speech and language training provided to all staff.</p> | <p>With 1 in 10 children having speech, language and communication needs (SLCN), it is vital that early years practitioners can identify when children might be having difficulty. Early years staff need to receive adequate training and understand how to support children, making referrals to speech and language professionals where necessary.</p> <p>Children with SLCN can have difficulties with fluency, forming sounds and words, formulating sentences, understanding what others say and using language socially. Language difficulties can affect children learning and accessing the curriculum and can impact on emotional development resulting in behavioural difficulties and problems forming friendships.</p> <p>Research suggests that early intervention can prevent children from a widening gap of attainment later in life and without the right support, SLCN can be persistent with wide-ranging impacts and often reduced life chances. It is therefore essential that early years practitioners can identify any concerns and work with parents to help children get the right level of support.</p> | <p>1</p> |
|---|---|----------|

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

Budgeted cost: £ 40,000

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>Cultural capital- wider curriculum experiences planned in to the year including author visits, outdoor learning overnight stays, factory and museum</p> | <p>The term 'cultural capital', is defined as: "<b>the essential knowledge that children need to be educated citizens</b>" (p31 Ofsted EY Inspection Handbook). It goes on to say: Cultural capital is the essential knowledge that children need to prepare them for their future success</p> | <p>3, 4</p>                   |



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| visits, field trips.   |   |         |
| Free breakfast club and daily milk for identified PP pupils. Fruit given to all pupils.  | Running free of charge, universal breakfast club before school delivered an average of 2 months' additional progress for pupils in Key Stage 1. It was also found school breakfasts are more nutritious and that attending the club effectively prepares pupils for learning. Breakfast club schools also saw an improvement in pupil behaviour and attendance.   | 6       |
| Target family learning:<br>-Play and stay sessions<br>-Phonics Sessions<br>-Reading Sessions<br>-Maths Workshops<br>-Internet safety<br>-Healthy eating<br>-Sporting activities<br>Family Friday events  | Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with children's academic outcomes. (EEF Parental Engagement)   | 4,6     |
| Social and emotional support for identified disadvantaged individuals and their families:<br>-Emotional Resilience sessions<br>-1:1 sessions with Wellbeing lead around mental health<br>-MHST support<br>- The Decider Life skills  | Self-regulation strategies and social and emotional learning can be consistently linked with successful learning, or the contribution of in school gaps. Secure knowledge and curriculum can support this and create a +3 month (EEF).  | 5       |
| Attendance team to monitor and support Pupil premium families to maintain attendance, punctuality and readiness to learn including persistent absentees.<br>Pastoral Lead to : - Offer parenting group sessions working on specific needs developed through a needs analysis.<br>TAF process with vulnerable families- allowing them to access key services - Bespoke and intensive support for the most vulnerable pupils in school including those at risk from<br>Attendance monitoring and meetings when needed. - Engage the relevant support | EEF report (2015) states that pupils need to be in school to learn and achieve and that there is a direct link between pupil achievement at KS2 and KS4. Pupils with no absence are 1.6 times more likely to achieve level 4 or above, and 4.7 times more likely to achieve level 5 or above, than pupils that missed 15-20 percent of all sessions.<br><br>EEF Guidance about Wider strategies focusing on : SEL, Well-being and Mental Health.<br><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies</a> | 5 and 6 |

|   |  |              |
|---|--|--------------|
| <p>professionals in line with the Attendance policy and Medical Conditions policy to encourage good attendance.<br/>- Attendance to be a focus item for key pupils at parent evenings and pupil progress meetings</p>   |  |              |
| <p>To Identify barriers to learning and be proactive and respond to unexpected needs of Disadvantaged pupil and their wider families e.g. wider issues personal fund -uniform, furniture acquisition, food parcels, ICT, trips, after school clubs – SLT track who attends after school clubs and if there are children who can't attend due to circumstances out of their control, then they are offered a place at clubs, at no cost.</p> | <p>Initial experiences of education: Learning identities are shaped early, influenced by family expectations and initial education<sup>18</sup>. Adults who have experienced early successes in education are more likely to continue to learn throughout adulthood. This early positive educational experience provides “cumulative advantage” throughout the life course. Schuller and Watson. (2009). Learning Through Life: Inquiry into the Future for Lifelong Learning. NIACE</p> | <p>2,5,6</p> |

**Total budgeted cost: £ 145,00**

## 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 2023 to 2024 academic year.

Successful strategies used in 2023-4 will be continued to be used 2024-5 in order to narrow the gap and raise attainment across all areas.

### Teaching Strategies

Approaches to the teaching of writing and reading across the school have shown a sustained improvement in the quality of writing and enjoyment of reading. Small group teaching for phonics continues to be used as a strategy, as well as adding extra sessions to the timetable to ensure early reading skills are strong; this is evidenced through internal data as well as the phonics screening check results, where 81.3% of all children met the expected standard in 2024. A larger focus on wellbeing continues and ensuring children have access to a holistic curriculum with planned opportunities to develop the whole child.

In EYFS 2022 PP children performed better than non-PP children and in 2024 there was only 3% difference between PP and Non PP:

**End of EYFS 2024: GLD:75% NAT: 68.6%**  
**PP children performed better than non PP**

| WHOLE CLASS<br>(18)         | READING | WRITING | MATHS  |
|-----------------------------|---------|---------|--------|
| Reception<br>(all)          | 75%     | 75%     | 81%    |
| Reception<br>PP<br>18 (58%) | 90%     | 90%     | 90%    |
| Reception<br>Non PP         | 50%     | 50%     | 66.7%  |
| GAP                         | +40%    | +40%    | +23.3% |

### Next Steps:

Outcomes 2 and 4 continue to be a focus in order to narrow the gap 2023-4.

### Phonics:

81.33% passed the phonics

83.3% PP children passed the phonics test.

Children continue to have daily 1:1 reading and phonics intervention in school.

Disadvantaged pupils usually perform well in phonics, due to specifically targeted children that receive specific intervention, extra tuition and close monitoring by SLT, Phase 1 Lead and class teacher.. A continuous programme of Sounds Write training ensures current and new staff are trained and highly skilled, leading them to be effective practitioners. 18 members of staff are now trained in Sounds-Write including the Head of School and Executive head teacher.

Key Stage 2 SATs 2023/24 (35 in cohort)

**Reading**

|     | PP    | Non PP | Gap   |
|-----|-------|--------|-------|
| ARE | 76.5% | 85.7%  | -9.2% |
| GDS | 17.6% | 28.6%  | -11%  |

**Writing**

|     | PP    | Non PP | Gap  |
|-----|-------|--------|------|
| ARE | 64.7% | 85.7%  | -21% |
| GDS | 17.6% | 28.6%  | -11% |

**Mathematics**

|     | PP    | Non PP | Gap    |
|-----|-------|--------|--------|
| ARE | 70.6% | 82.1%  | -11.5% |
| GDS | 11.8% | 28.6%  | -16.8% |

Any whole school gaps have been analysed in reading, writing and maths. The data has been used to develop this academic year's Pupil Premium School Improvement Plan which has clearly measurable targets.

**Next Steps:**

Outcomes 2, 3, 4, 5 and 6 continue to be a focus in order to narrow the gap 2024-5.

**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 |
|-----------|----------|
|-----------|----------|

**Service pupil premium funding (optional)**

*For schools that receive this funding, you may wish to provide the following information:*

| Measure  | Details |
|--|---------|
| How did you spend your service pupil premium allocation last academic year?    | N/A     |
| What was the impact of that spending on service pupil premium eligible pupils? | N/A     |