# Pupil premium strategy statement

## This statement details our school’s use of pupil premium (and recovery premium for the 2024 to 2025 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

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| Detail | Data |
| School name | Our Lady of the Most Holy Rosary |
| Number of pupils in school | 147 |
| Proportion (%) of pupil premium eligible pupils | 41% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2024 - 2027 |
| Date this statement was published | November 2024 |
| Date on which it will be reviewed | November 2025 |
| Statement authorised by | Lucy Flaherty |
| Pupil premium lead | Lucy Flaherty |
| Governor / Trustee lead | Julia Douglass |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £80650 |
| Recovery premium funding allocation this academic year | £8,410 |
| 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 | £89060 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| At Holy Rosary all pupils, irrespective of background or family circumstances, are valued, respected and provided with a broad range of opportunities to thrive as individuals and ultimately succeed in all stages of learning.  We believe all pupils deserve equity and success through positive experiences which enrich their lives and ensure they know they are valued as learners, members of the community and children of God.  Our routines and expectations are grounded in the ‘hierarchy of needs in education’ model created by Maslow. The model demonstrates the fundamental ways in which Holy Rosary supports the hierarchical needs of all our children in order for them to reach their educational potential.    Diagram of Maslow’s  Hierarchy of need model:  At Holy Rosary, our intent is to narrow the attainment gap between disadvantaged children and non, by breaking down barriers and addressing the individual needs of our children.  **By ensuring our children are ready to learn and are engaged:**   * Providing a preloved uniform shop and making sure pupils are fully equipped for lessons * Wrap around care – breakfast club and afterschool club * Staggered start to the day to support with punctuality and provide children the opportunity to speak with teachers if needed. * ELSA and Alliance interventions to support our children’s emotional well-being * Strong relationships with families, approachable staff, open door policy * Family learning support with Local Authority * Children made to feel welcome even when they are late or have been absent for a while. * Providing children with food and drink when needed * Knowing the children by name * Support with attendance and punctuality * Support with behaviour   **By supporting all children in their learning:**  Sir Kevan Collins, former CEO of the Education Endowment Foundation, states that, ‘Put simply, evidence shows that more good teaching for all pupils will especially benefit the most disadvantaged.’   * All children have access to a broad, relevant and ambitious curriculum. * Quality First Teaching for all pupils through a consistent pedagogy which supports children in knowing more and remembering more. * Progress of all pupils carefully monitored through robust assessment processes. * High quality interventions to support language development, literacy and numeracy * Focus on improving children’s oracy skills across the curriculum. * Regular and robust quality assurance: book looks, lesson visits, pupil voice, adapted teaching, data analysis * TA support allocated where there is most need.   **Through enrichment opportunities:**   * Wider opportunities: learn to play a musical instrument, become members of School Council, Mini Vinnies, Climate Council * Out of hours learning activities: craft, Drumba, reading, coding, football, multi-skills, games. * Educational Visits: theatre, Houses of Parliament, residentials, outdoor adventurous activities (Tees Barrage). * Careers week * Community Links – Police, Fire brigade, nursing homes, * Parental involvement – curriculum cafes and workshops, reading breakfasts, |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1.Basic needs Physiological and safety needs | Some disadvantaged children need additional support at the beginning of the school day in order to be able to engage in their learning. They may be late, not have had the required amount of sleep, not have appropriate uniform, not eaten breakfast and require a positive and welcoming experience when they arrive at school. |
| 2.Belongingness and love needs | Some disadvantaged children have poor attendance compared to non-disadvantaged children. This leads to children experiencing greater difficulty in forming strong friendships and relationships. They often develop the feeling of missing out and having to catch up.  Poor attendance is related to poor outcomes for children who are disadvantaged.  Poor behaviour from disadvantaged children often leads to further isolation from peers and disengagement in learning. Negative relationships between adults and peers increases feelings of not belonging or being loved.  Some of our disadvantaged children who are also looked after have difficulties in developing a sense of belongingness, especially when they have lived with a number of different families. |
| 3.Esteem needs | The attainment gap between disadvantaged and non continues to increase.  Some disadvantaged children have low self esteem due to poor academic progress. They lack the feeling of accomplishment and require regular intervention to consolidate learning and address misconceptions quickly.  A significant % of pupils eligible for PP are also pupils with SEN (21%) which can in turn slow progress in reading, writing and maths which impacts their self-esteem.  Social and emotional concerns of pupils, which may have been exacerbated due to lockdown and previous school closures, which has a detrimental impact on confidence and self-belief  Some disadvantaged parents need additional support with basic literacy and numeracy skills in order for them to further support their child’s learning at home. |
| 4.Self-actualisation | No disadvantaged child achieved Greater Depth at the end of Key Stage 2 in 2024.  Some disadvantaged children, even the higher attainers have additional barriers which prevent them from having high aspirations.  Disadvantaged children can lack the opportunities for cultural capital that non-disadvantaged children have.  Disadvantaged children and their parents require further career support so that they know what is available and can navigate a fulfilling pathway. |

## 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.

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| Intended outcome | Success criteria |
| 1.Physiological, safety and basic needs | |
| 1a.Children’s basic physiological and safety needs are met, so that disadvantaged children are ready to learn and are engaged. | * All staff members have up to date Safeguarding training and follow our robust safeguarding procedures to ensure that children are safe both in school and at home. * School has a strong, positive working relationship with the Local Authority to ensure that our families receive the help and support that they need. * All children are provided with the right equipment to enable them to engage in lessons. * Poverty proofing through providing children with the same pencil cases, book bags, water bottles and uniform. * Children are provided with well-fitting uniform so that they look the same as their peers. * High quality food is provided for children who need it. * School environment ensures children’s safety and well-being * Early Help support provided for families who need to establish routines at home, including bed-time and morning routines. * Staggered start to the school day supports disadvantaged children with their punctuality and provides them the opportunity to talk to their teacher before lessons begin. * Children who are late or who have poor attendance are welcomed positively by all staff members at the beginning of the school day. * Strengthened relationships with parents through non-judgemental, supportive and positive interactions with leaders and staff. * Referrals to Zarach (The Children’s Bed Charity) when needed to support children in achieving a good nights sleep. |
| 2. Belongingness and love needs | |
| 2a.Improved attendance and punctuality of disadvantaged children. | * Increased number of disadvantaged children to have an attendance of above 96%. Currently 26/60 (43%%) have an attendance below 95% * The percentage of pupils with persistent absence to be lower than the previous year. Currently 8/62 (13%) have an attendance below 90% * Persistent absence for pupils who are disadvantaged is in line with peers. * Positive rewards for children with good attendance ie – Class piggy bank display, class parties, improved attendance rewards. * Walking bus supports parents with multiple children, ensuring that their children arrive in class on time. * Staggered start times to improve punctuality. * Regular and robust attendance monitoring from the HT highlighting families who require further support. * Improved outcomes due to reduced amount of missed learning. * Adaptation to timetable to ensure vital learning is not always missed. * ‘Catch-up’ opportunities put in place for children who miss vital learning. |
| 2b.Improve the behaviour and engagement of disadvantaged children. | * Consistency in approach – ‘Good to be Green’ strategy embedded during structured and unstructured times. * Consistency in approach modelled by SLT. * Positive reinforcement used throughout the school, paying particular attention to the positive behaviour demonstrated by disadvantaged children. * Personalised behaviour plans for those children who require further support. * Lessons adapted appropriately to ensure engagement from all pupils. * Regular analysis of behaviour by HT identifying patterns of behaviour, and swift interventions put in place when required. * TA support allocated where there is most need. * ELSA and Alliance interventions in place to support children’s social and emotional need and improve their ability to self – regulate and therefore be able to manage their learning in class. * Play leaders support appropriate behaviour during unstructured times by encouraging involvement in physical activities. * Lunch time nurture group run by Ta’s provide a more calming environment for those children who struggle during unstructured time. |
| 2c.Support LAC to feel a sense of belonging and love | * Strong relationships established between school and Local Authority. * Designated Teacher oversees support provided to LAC and ensures that swift intervention is put in place when needed. * Strong links established between home and school to ensure consistency |
| 3.Esteem needs | |
| 3a.Improve attainment of children who are disadvantaged in Reading, Writing and Maths so that they are achieving as well as their peers, increasing their self-esteem. | * All children are exposed to a cohesive and ambitious curriculum. * All staff are committed to improving children’s attainment and ensuring that they are ‘secondary ready’ in Reading, Writing and Maths. * Effective marking and feedback strategies are implemented and embedded so that children know what they are doing well and where they need to improve. * School pedagogy supporting children’s metacognition and reduces cognitive overload. * Homework is purposeful, non-onerous and supports learning in school – Times Table Rock stars, Reading and Spelling * Family learning workshops to improve parents/carers ability and confidence in supporting their child at home. * Progress is measured and tracked from pupils’ starting points in the Autumn term. Formative assessments are ongoing and summative assessments take place termly. * High quality CPD provided to ensure ‘Quality First Teaching’ is effective in ensuring that disadvantaged children learn well and make good progress in reading (including phonics), writing and maths. * Pupil progress meetings take place, termly, or more regularly, if required. * End of year assessments provide evidence that gaps in learning have been addressed and progress secured. * Carefully timetabled and planned TA intervention programme personalised to groups or individuals. * Regular monitoring of interventions to assess impact. * All staff are aware of PP children and their progress is monitored regularly by Teacher and SLT * KS1 and KS2 outcomes will show that most disadvantaged pupils will meet the expected standards or above in reading writing and maths in summer 2025. |
| 4.Self - Actualisation | |
| 4a.Many disadvantaged children do not have the self-belief that they can do well and succeed in life. | * Develop character by modelling, teaching and shaping the virtues of Justice and Compassion, Honesty and Responsibility, Respect and Self-Belief, Confidence and Resilience. * Regular opportunities for children to contribute positively to society through positive links with the community – Local nursing homes, Food bank, fund raising, anti-social behaviour workshops, positive interactions with the Police, Fire brigade, local council, traffic wardens. * Increased number of disadvantaged children achieving Greater Depth in Reading, Writing and Maths combined * Further career support so that children know what is available and can navigate a fulfilling pathway. * Children are given the opportunities to excel. Leaders know children’s individual strengths and talents and provide opportunities for children to achieve. |
| 4b.Disadvantaged children can lack the opportunities for cultural capital that non-disadvantaged children have. | * Additional opportunities provided for children to take on a leadership role – Debate mate, Student council, Mini Vinnies, Climate council. * Financial support provided to allow all children to attend retreat programmes and spiritual/liturgical experiences, class trips, residentials * Targeted opportunities to visit the theatre, Houses of Parliament, museums, galleries etc * Guest speakers from a range of backgrounds – promote ‘If they can, I can.’ * All pupils benefit from extracurricular experiences. * Pupil voice confirms that pupils enjoy the activities on offer. * Parents voice confirms the opinions of pupils. * Children can articulate what they liked about the experiences and how they have benefited from them. |

## 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: £3500

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| To ensure all pupils across school receive quality first teaching and adaptive teaching. To ensure that all eligible PP pupils achieve in line with or above ARE CPD Plan implemented. In-house and Trust CPD to be delivered.  New schemes purchased to support the teaching and learning of times tables and grammar | The Education Endowment Foundation provides evidence that ‘indicates great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high quality teaching is essential to achieving the best outcomes for all pupils, particularly for the most disadvantaged among them’ | 3a 4a |
| Social and emotional approaches to learning and self-regulation will be embedded to all aspects of school life.  For example:  ELSA  Alliance  Lunch time nurture group  Play time leads | Research shows that the development of self-regulation and executive function is consistently linked with successful learning, including pre-reading skills, early mathematics and problem solving. from The Education Endowment Foundation states: ‘There are some indications that children from disadvantaged backgrounds are more likely to begin early years education with weaker self-regulation skills than their more affluent peers. As a result, embedding self-regulation strategies into early years teaching is likely to be particularly beneficial for children from disadvantaged backgrounds. EEF suggests an improvement of 3 months | 2b, 3a |
| Access to specific training early career framework support and mentor training for ECTS (2nd year)  Training Access to NPQ leadership  Aspiring Deputy Headship training  Ongoing CPD for teachers | In building a highly skilled and motivated team we will be best able to support our most vulnerable pupils. See the EEF recommendations below:  1 Create a positive and supportive environment for all pupils, without exception.  2 Build an ongoing holistic understanding of pupils and their needs  3 Ensure all pupils have access to high quality teaching.  4 Complement high quality teaching with carefully selected small-group and one to-one interventions.  5 Work effectively with teaching assistants | 2a, b, c 3a |

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

Budgeted cost: £8100

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Embedding of recently purchased Systematic Synthetic Phonics scheme, to include whole school Spelling. (Sounds Write Jan 22) To ensure all staff received high quality CPD to deliver the programme effectively and therefore with impact.  Teachers/Teaching Assistants to continue delivering high-quality phonics teaching and intervention following the Sounds-Write programme. Whole school high fidelity approach.  Mastering number implemented in EYFS, Year 1 and Year 2 | **EEF**: What makes effective Literacy teaching? focusing on pupils’ speaking and listening skills by encouraging them to read books aloud and have conversations with their friends about them; a balanced and engaging approach to developing reading, which integrates both decoding and comprehension skills; promoting fluent written transcription skills by encouraging extensive and effective practice and explicitly teaching spelling; targeting teaching and support by accurately assessing pupil needs; and using high-quality structured interventions to help pupils who are struggling with their literacy.  **EEF:** Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind.  The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding.  Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum. | 3a, 4a |
| Teaching assistants to provide 1:1/small group intervention to address specific, identified areas of need for all pupils across school. | **EEF:** Targeted Academic Support For one to one tuition led by teaching assistants, interventions are likely to be particularly beneficial when the teaching assistants are experienced and well-trained. Small group tuition is most likely to be effective if it is targeted at pupils’ specific needs. | 3a, 4a |
| Improve oral language skills for all EY pupils, including those eligible for PP. (Tales tool Kit) Teaching assistants to provide 1:1/small group intervention to address specific, identified areas of need around Oracy.  Teaching assistant to work alongside outside agencies supporting speech and language development.  Provide whole school CPD | **EEF:** Oral Language Interventions: Studies show that, ‘oral language interventions consistently show positive impact on learning, including oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year.’ Further studies show that, ‘slightly larger effects for younger children and pupils from disadvantaged backgrounds (up to six months' additional progress).’ Very high impact for very low cost based on extensive research EEF | 3a, 4a |
| Improve mathematical mastery skills across school, including for those who are disadvantaged.  Targeted support from Teachers/Tas to address areas of weakness identified through robust gap analysis.  Mastering in number intervention to be embedded across Early Years and Key Stage 1  CPD for all staff from the Maths up on establishing a signature pedagogy to support our children’s metacognition and reduce cognitive overload.  CPD for all staff on effective use of assessment, marking and feedback to ensure children make rapid progress. | **EEF**: Developing a sound understanding of mathematics when we are young is essential. Children’s early mathematical understanding is strongly associated with their later school achievement.  **EEF:** Feedback is generally found to have large effects on learning. The review identified two meta-analyses indicating that the effects of feedback in mathematics are similar to other subjects. There is considerable variability in reported effects, and, feedback can have powerful negative as well as positive impacts on learning. • There is a detailed literature on the misconception | 3a, 4a |

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

Budgeted cost: £ 4560

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| To offer a broad and balanced curriculum, including wider learning & experiential opportunities for all children.  Provision of uniform, equipment and high quality food and drink to support children’s readiness to learn. | **EEF:** Extending the school day: The evidence indicates that, on average, pupils make two additional months' progress per year from extended school time and in particular through the targeted use of before and after school programmes. | 1, 4b, 2b |
| Improve parental engagement to support children’s learning.  Support  parents to engage with pupil learning and  development. | **EEF:** Working with Parents to support children’s learning: This research suggests that, ‘effective parental engagement can lead to learning gains of +3 months over the course of a year.’ Moderate impact for very low cost based on extensive research EEF | 3a, 4b |
| Increase attendance rates to close the gap between PP and non-PP pupils to overcome barriers to learning. | **EEF:** Attendance Interventions: Evidence suggests that small improvements in attendance can lead to meaningful impacts for these long- term outcomes. | 2a |
| Well-being offer: Provide regular tailored  ELSA and Alliance support to targeted pupils | **EEF:**  Social and Emotional skills are essential for  Children’s development –they support  Learning and are linked to positive  outcomes in later life, with the right  support children learn to articulate and  manage their emotions, deal with conflict, solve problems, understand things from another person’s  perspective, and  communicate in an appropriate way. | 2a |
| Provide financial support to disadvantaged families to ensure they have the same extracurricular opportunities in school as their peers. | **EEF:** Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress.  **EEF:** The average impact of the engaging in physical activity interventions and approaches is about an additional one month’s progress over the course of a year. | 4b |

**Total budgeted cost:** £ 89060

# 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.**

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| Head Teacher is now Pupil Premium lead.  The Sounds-Write programme training is complete, with only one staff member still to complete the training. The programme has been implemented fully in KS1 and across KS2 in spelling and intervention activities.  Our last KS1 Phonics screening resulted in an 84% pass rate at the end of Year 1, 100% pass rate at the end of year 2.  Our ECT has successfully completed her first year and is now entering her second year of teaching with continued support.  Teaching assistants are deployed according to greatest need and with regard to PP children as well as SEND. All TAs are given opportunities to attend high-quality CPD.  Children have access to wraparound care. 62% of children who access our breakfast or afterschool club are disadvantaged.  Leadership opportunities have been provided to our disadvantaged children including being a member of the debate team, student council, Mini Vinnies and climate council. |

## 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*

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| Programme | Provider |
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## Service pupil premium funding (optional)

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

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

# Further information (optional)

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| *Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.* |