

# 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 Most Holy Rosary Catholic Academy
Number of pupils in school	162
Proportion (%) of pupil premium eligible pupils	58 Pupils (36%)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023-2024 2024-2025 2025-2026
Date this statement was published	September 2023
Date on which it will be reviewed	September 2025
Statement authorised by	Lucy Flaherty
Pupil premium lead	Emma Wilson
Governor / Trustee lead	Julia Douglass

## Funding overview

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
<b>Total budget for this academic year</b> 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

Our intent at Holy Rosary, is for all members of staff, our Governing Body and our Trust, to accept responsibility for the 'socially disadvantaged' pupils in our care and remain committed to meeting their pastoral, social, emotional and academic needs within a caring and nurturing environment. We hope that each child will develop a love for learning and acquire skills and abilities that allow them to fulfil their potential.

The percentage of our pupils eligible for pupil premium, is significantly higher than the national average (25%)

Pupil Premium is aimed at addressing the current underlying inequalities which exist between children from disadvantaged backgrounds and their more affluent peers.

Overcoming barriers to learning is at the heart of our Pupil Premium Grant use. We aim to achieve this by using a tiered approach as researched in the Education Endowment Fund:

Tiered Approach:

- high-quality teaching for all (Improving standards of teaching through professional development/training and support for our ECT/supporting all teachers to continue improving.
- targeted academic support (Structured interventions/small group tuition/one-to-one support)
- wider strategies to support pupils in the year ahead. (Behaviour approaches/Breakfast clubs/Increasing attendance)

Whilst prioritising the achievement of children from disadvantaged backgrounds is an important focus, research states that the use of Pupil Premium is at its most effective When it sits at the heart of a whole school effort, with all staff understanding the strategy and their role within it. (EEF – Pupil Premium Guidance)

## Challenges

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

Challenge number	Detail of challenge
1	Close the progress gap between PP and Non-PP
2	Increase parental engagement to support children's learning - increase the engagement of PP children in whole school life

3	Increase attendance rates to close the gap between PP and Non-PP children to overcome barriers to learning.
4	Develop oral language skills in Early Years and in turn develop the skills that develop speaking and listening, reading and comprehension
5	Develop mathematical fluency through quality first teaching and efficient intervention.

## 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
The gap in progress narrows for PP children compared to Non-PP Measured by: Increased outcomes of age-related standards at the end of Key Stage/phase assessments.	Gap in progress narrowing between PP children and Non-PP children. Progress of PP children in line with National.
PP children actively engage in the wider life of the school (Breakfast Club/After School Clubs/Lunchtime Clubs/Residentials) Parents actively engage in school life and in supporting their child's learning. Measured by: Numbers of PP children attending clubs etc /parental attendance at network meetings/homework being completed/attainment of PP children.	Increased numbers of PP children attending extra- curricular activities Universal offer of Breakfast Club. Reduced cost to those eligible for FSM Increased level of engagement from parents. Improved standards.  Parents engage with Parents' Evening progress reviews.
Increased attendance rates for pupils eligible for PP Measured by: Attendance data.	Gap narrowing in the absentee rate between PP children and Non-PP Reduced % of PP children who fall into the persistent absentee category.
Improve oral language skills for EY pupils eligible for PP Measured by: End of EY outcomes.	Rapid progress made by the end of EY. Increased number of PP pupils achieve GLD.
Improve attainment in mathematics and develop rapid calculation strategies based on mathematical mastery.	Gap in attainment between PP and non-PP closed.

## 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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Previous ECT has completed his ECF programme successfully and is now a valued member of the full time staff.</p> <p>New ECT has been appointed and is registered on the UCL programme with St John Vianney TSH.</p> <p>Mentor and Induction Tutor appointed.</p> <p>Training provided and attended by ECT, Mentor/Induction Tutor.</p> <p>CPD and ECT time provided for ECT.</p>	<p>UCL: The Early Career Framework is a two-year government funded programme, offering a framework and resources to better support newly qualified teachers and their mentors. The programme was announced as a key element of the Department for Education (DfE) plans to increase retention of early career teachers in the teaching profession.</p> <p>DFE: The reforms are part of the government’s teacher recruitment and retention strategy, which aims to improve the training and development opportunities available to teachers.</p>	1
<p>To ensure all pupils across school receive quality first teaching – adaptive teaching. To ensure that all eligible PP pupils achieve in line with or above ARE CPD Plan implemented. In-house/Trust and brokered CPD to be delivered.</p>	<p>EEF: The best available evidence indicates that 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 the most disadvantaged among them.</p>	1, 4

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

Budgeted cost: £81000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding of recently purchased Systematic Synthetic Phonics scheme, to include whole school Spelling. (Sounds Write Jan 22)</p> <p>To ensure all staff received high quality CPD to deliver the programme effectively and therefore with impact.</p> <p>Teachers/Teaching Assistants to continue delivering high-quality phonics teaching and intervention following the Sounds-Write programme. Whole school high fidelity approach.</p>	<p>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.</p> <p>High impact for very low cost based on extensive research EEF</p>	<p>1,4</p>
<p>Effective deployment of Teaching Assistants across all cohorts to 'add value to what the teachers do.'</p>	<p>EEF: Making best use of Teaching Assistants - study into the effective use of teaching assistants: Research shows that teaching assistants should, 'add value to what the teacher does, not replace them,' and if used to, 'deliver high quality 1:1 and small group support,' you will see, 'a consistent impact on attainment of approximately three to four additional months' progress.'</p>	<p>1</p>
<p>To provide quality CPD for teachers and teaching assistants.</p>	<p>Research shows that these positive effects are observed when the teaching assistant is supported by quality training in a structured environment.</p>	<p>1</p>
<p>Teaching assistants to provide 1:1/small group intervention to address specific, identified areas</p>	<p>EEF: Targeted Academic Support For one to one tuition led by teaching assistants, interventions are likely to be particularly</p>	<p>4</p>

<p>of need for all pupils across school.</p>	<p>beneficial when the teaching assistants are experienced and well-trained.</p> <p>Small group tuition is most likely to be effective if it is targeted at pupils' specific needs.</p>	
<p>Improve oral language skills for all EY pupils, including those eligible for PP. (Talk for Writing)</p> <p>Teaching assistants to provide 1:1/small group intervention to address specific, identified areas of need around oracy.</p> <p>Teaching assistant to work alongside outside agencies supporting speech and language development.</p> <p>Provide whole school CPD</p>	<p>EEF: Oral Language Interventions: Studies show that, 'oral language interventions consistently show positive impact on learning, including on 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.'</p> <p>Further studies show that, 'slightly larger effects for younger children and pupils from disadvantaged backgrounds (up to six months' additional progress).'</p> <p>Very high impact for very low cost based on extensive research EEF</p>	<p>4</p>
<p>Improve mathematical mastery skills across school, including for those with PP.</p> <p>Review of teaching programme and range of resources available.</p> <p>Targetted support from Teachers/Tas to address areas of weakness identified through robust gap analysis.</p>	<p>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. It has, therefore, a major impact on young people's educational progress and life outcomes. Yet not all children learn the skills they need to succeed. In 2018, just 66% of disadvantaged children achieved at least the expected level of development for number at the end of the Early Years Foundation Stage compared to 82% of their peers. Once children fall behind, it is hard for them to catch up and they are likely to fall further behind throughout school. It is crucial, then, that we start early and make sure that all young people—regardless of background—have access to great mathematics teaching in the early years and at primary school</p>	<p>5</p>

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

Budgeted cost: £ 4560

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To offer a broad and balanced curriculum, including wider learning &amp; experiential opportunities for all children.</p> <p>Provision of uniform etc to ensure equality.</p>	<p>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.</p>	2
<p>Improve parental engagement to support children's learning</p>	<p>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.'</p> <p>Moderate impact for very low cost based on extensive research EEF</p>	2
<p>Increase attendance rates to close the gap between PP and non-PP pupils to overcome barriers to learning.</p> <p>HLTA to be given dedicated time to monitor attendance. Whole school process and systems to be followed.</p>	<p>NFER: Why school attendance really matters for social mobility: This research identified that, 'schools with lower attendance were associated with lower attainment and progress among disadvantaged pupils</p> <p>EEF: Attendance Interventions: Evidence suggests that small improvements in attendance can lead to meaningful impacts for these long- term outcomes.</p> <p>Improved attainment</p> <p>Improved social, behavioural and youth justice outcomes</p>	3

**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 2022 to 2023 academic year.

The Sounds-Write programme training is almost complete, with only new staff and DHT still to complete the training. The programme has been implemented fully in KS1 and across KS2 in spelling and intervention activities, and our last KS1 Phonics screening results were excellent – 90%

Our previous ECT has completed his full induction successfully and we have now employed a second ECT for this academic year.

HLTA supporting attendance has continued to develop attendance routines further. Work continues to pick up persistent poor attendance and a significant amount of HLTA, Class Teacher and SLT time is taken with supporting this.

The new procedures for Parents evening around focussed conversations was well received last year and will be developed further this academic year.

We continue to run a wide range of after school clubs, keeping popular ones and looking for new ideas to retain interest. Y6 Booster sessions ran again in the 2022/23 academic year and we were pleased with the number of children who made significant progress through attending these sessions. Pupil Premium recipients are targeted in particular for support through the Booster sessions and are encouraged to attend other Extra-curricular activities.

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.

### 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?	As above
What was the impact of that spending on service pupil premium eligible pupils?	As above

## Further information (optional)

Pupil Premium Funding continues to be allocated to subsidise the cost of school uniform, after school Clubs and Breakfast Clubs. It is also used to reduce the costs of residential, educational visits and all other enrichment opportunities.

Holy Rosary's priority is to ensure Poverty Proofing remains high priority – all pupils have the same entitlement and offer regardless of background or circumstance. Pupils are offered high quality pre-loved uniform and food parcels when needed.