

Holy Rosary Pupil Premium Strategy Statement

1. Summary information					
School	Holy Rosary Catholic Primary School				
Academic Year	2017-18	Total PP budget	£23000	Date of most recent PP Review	Jan 2018
Total number of pupils	276	Number of pupils eligible for PP	20	Date for next internal review of this strategy	July 2018

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	50%	67%
% making progress in reading	+0.78	+0.33
% making progress in writing	-1.78	+0.18
% making progress in maths	-0.21	+0.28

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Lack of clarity regarding the identification of disadvantaged pupils
B.	Disadvantaged pupils from all starting points, in particular middle and high ability, do not make sufficient progress due to a lack of consistently good teaching
C.	Significant group of disadvantaged pupils are characterised by social and emotional issues, and attachment disorder
D.	Growing number of pupils on entry to the school have communication and language difficulties, and the proportion of EAL pupils is growing
E.	Limited opportunities for extended writing with an engaging context
F.	Behaviours for learning are not understood or embedded within the school
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
G.	School catchment area includes one of the most deprived wards in East Staffordshire, characterised by low expectations
H.	High proportion of parents do not declare themselves eligible for pupil premium

4. Desired outcomes		
	<i>Desired outcomes (and how they will be measured)</i>	<i>Success criteria</i>
A.	Identify all disadvantaged, services and LAC children (Sims and class profiles)	Register is fully accurate and up to date Teachers know who the PP children in their class
B.	Consistently good teaching improves the progress of disadvantaged pupils (Triangulation of monitoring)	At least 70% of teaching is consistently good Disadvantaged pupils make at least strong progress in the core subjects and at least 10% make substantial progress Interventions have a positive impact on pupil progress
C.	Barriers to learning caused by social and emotional issues and attachment disorder are reduced (Boxall profile of developmental strategies and diagnostic profile)	Staff are trained to support pupils with social and emotional issues and attachment disorder Boxall profiling shows a cumulative improvement in the development strands and diagnostic profile
D.	Disadvantaged pupils, especially those with EAL, are given opportunities to rapidly develop their communication and language skills (EY – CLL Early Learning Goal KS1/2 – Language acquisition profile)	Pre/on entry assessment of communication and language skills Interventions have a positive impact on communication and language 100% of pupils leave Holy Rosary at (at least) stage 3 of the language acquisition profile for KS2)
E.	All pupils are given time for extended writing opportunities which are stimulating and engaging (Triangulation of monitoring)	Pupils write at least once a day with a clear purpose Pupil attitudes to writing are positive
F.	The school has a clear set of behaviours for learning which are understood by all pupils (Class dojo and triangulation of monitoring)	Behaviour for learning is good in every class KS2 pupils can articulate the behaviours for learning KS1 pupils can recognise the behaviours for learning
G. H.	Raise awareness of benefits of the pupils premium and encourage applications (Pupil premium posters and application form)	Increase applications

5. Planned expenditure					
Academic year	2017-2018				
The three 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 you review implementation?
B	Mastery approach to learning in maths and writing Manipulatives to support the teaching of maths Provide attachment, EAL and T&L training to teachers and support staff	https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/mastery-learning/ https://educationendowmentfoundation.org.uk/tools/guidance-reports/maths-ks-two-three/	Use of white rose scheme and maths no problem. Sources appropriate manipulatives. Membership of NCETM Maths Hub teacher research group. Maths Hub Training. Internal staff training programme.	TB/MD/SF/ RW	April 2018
B, D, E	Redesign and dictate the curriculum based on communication, language and purpose Raise expectations in the quality and quantity of written work produced Pen licence	https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/473974/DFE-RR411_Supporting_the_attainment_of_disadvantaged_pupils.pdf Ofsted inspection 2017	SLT to distribute curriculum to ensure structure and coverage. Reading curriculum introduced. Monitoring of writing. Presentation policy.	TB/MD	July 2018
Total budgeted cost					£13000
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 you review implementation?
C	Boxall profiling of pupils feeds into specific interventions to improve outcomes and	https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/	Boxall profile training by external agency. LA support for delivery of interventions.	TB/MD/HM/ JW	June 2018
D	Implement EAL action plan Programme of support for EAL parents.	Ofsted inspection 2017	Access MEAS service support. EAL training. Collaboration with school with excellent EAL practice.	TB/MD/FP	May 2018

A, D, G, H	Support to attend breakfast, before/after school clubs	https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/603946/Evaluation_of_Breakfast_Clubs_-_Final_Report.pdf	Share offer with parents.	TB/MD	July 2018
Total budgeted cost					£7000
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 you review implementation?
F	Review and rewrite behaviour policy focusing behaviour for learning, supported by Governors Vision and school motto	https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/behaviour-interventions/ Ofsted inspection 2017	Introduce class dojo. Observe and implement best practice. Tie in behaviours with school mission, vision, motto and prayer.	TB/MD/JW	June 2018
G, H	Increase parent involvement in school through class dojo, parent forums and parent workshops	https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/parental-involvement/	Advertise events in good time. Feedback parent views.	TB/MD/JW	July 2018
Total budgeted cost					£3000

6. Review of expenditure

Previous Academic Year

i. Quality of teaching for all

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

ii. Targeted support

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

iii. Other approaches

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.
 Our full strategy document can be found online at: www.aschool.sch.uk