

Holy Rosary Pupil Premium Strategy Statement

| 1. Summary information | | | | | |
|------------------------|-------------------------------------|----------------------------------|-----------|--|-----------|
| School | Holy Rosary Catholic Primary School | | | | |
| Academic Year | 2018-19 | Total PP budget | £24360 | Date of most recent PP Review | Jan 2018 |
| Total number of pupils | 251 | Number of pupils eligible for PP | 19 (7.6%) | Date for next internal review of this strategy | July 2019 |

| 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 in KS2 | 40% | 70% |
| Progress score in reading in KS2 | -0.25 | +0.31 |
| Progress score in writing in KS2 | -0.1 | +0.24 |
| Progress score in maths in KS2 | -3.1 | +0.31 |

| 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. | 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 |
| B. | Significant group of disadvantaged pupils are characterised by social and emotional issues, and attachment disorder |
| C. | Growing number of pupils on entry to the school have communication and language difficulties, and the proportion of EAL pupils is growing |
| D. | Raising challenge and aspirations through curriculum review and extra-curricular events, especially focussed on STEAM. |
| External barriers (<i>issues which also require action outside school, such as low attendance rates</i>) | |
| E. | School catchment area includes one of the most deprived wards in East Staffordshire, characterised by low expectations |
| F. | High proportion of parents do not declare themselves eligible for pupil premium |
| G. | Low attendance rates, especially for persistent absence |

| 4. Desired outcomes | | |
|----------------------------|---|--|
| | <i>Desired outcomes (and how they will be measured)</i> | <i>Success criteria</i> |
| A. | Consistently good teaching improves the progress of disadvantaged pupils, especially in Maths (Triangulation of monitoring) | At least 100% of teaching is consistently good Disadvantaged pupils make at least expected progress in the core subjects. Where identified, disadvantaged pupils are challenged to make above expected progress. Interventions have a positive impact on pupil progress. Maths progress is at least in line with national average. |
| B. | Barriers to learning caused by social and emotional issues and attachment disorder are reduced (Boxall profile of developmental strategies and diagnostic profile) Emotional literacy intervention – monitored by group leaders. 5 year community mental health and wellbeing plan – termly review. | 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 following interventions. Pupil and parent survey results show happiness and safety scores improved. |
| C. | 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) Parents access school information through multi-lingual website and Class Dojo. | Pre/on entry assessment of communication and language skills with specific targets identified and tracked. Interventions have a positive impact on communication and language. 100% of pupils leave Holy Rosary with (at least) stage 3 of the language acquisition profile for KS2. Reduce the gap between dis- and non- disadvantaged pupils in EY and KS1. |
| D. | Pupils aspirations are raised. Pupils are more motivated to achieve. | Results from Pupil Surveys evidence an improvement of at least +0.5 in the score for learning about lots of things, not just maths and English. At least 1 STEAM event per term. Inspiring Futures week. |
| E. F. | Raise awareness of benefits of the pupils premium and encourage applications. (Pupil premium posters and application form) Double funding. Appoint Mrs Dabrowska and Mrs Wells to support families with applications. | Increase applications through FSM software. |
| G. | Increase attendance of disadvantaged pupils. | 0 disadvantaged pupils are persistently absent. |

| 5. Planned expenditure | | | | | |
|--|---|--|--|-------------|---|
| Academic year | 2018-2019 | | | | |
| 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? |
| A, C | Mastery approach to learning in maths and writing Manipulatives to support the teaching of maths | 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. Source appropriate manipulatives. Gareth Metcalfe See Reasoning Training. Internal staff training programme. | TB/MD/JH/EH | July 2019 |
| D, C | Embed the thematic curriculum based on communication, language and context. Support staff group work. | 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 embedded. Monitoring. | TB/MD | July 2019 |
| Total budgeted cost | | | | | £9000 |
| 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? |
| B | Boxall profiling of pupils feeds into specific interventions to improve outcomes. SEND expert, Sue Hall, to support SEND lead. 5 year mental health and wellbeing plan. | 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. MHW plan supported and validated by Marnie Aston | TB/MD/HM/JW | ½ termly review – read reports. June 2019 summary. January 2019 |

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|------------------------------|---|---|---|-------------------|---|
| C | Implement EAL action plan Programme of support for EAL parents. | Ofsted inspection 2017 | Access MEAS service support. Develop EAL middle leadership. EAL Hub extra resources for staff | TB/DS | May 2019 |
| A, C, E, F, G | Support to attend breakfast, before/after school clubs and transportation to school | https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/603946/Evaluation_of_Breakfast_Clubs_-_Final_Report.pdf | Share offer with parents. | TB/EH/MD/JW/PD | March 2019 |
| Total budgeted cost | | | | | £9000 |
| 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? |
| A, B, C, D | Child led policy review of anti-bullying, behaviour and safety at school | Pupil survey and Parent View results 2018. Feedback from EWO and Behaviour Audit. Ofsted inspection 2017 | School council and group representation. New website. | TB/MD/JW | February 2019 |
| B, C, D, G | Increase parent involvement in school | https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/parental-involvement/ | Advertise events in good time. Feedback on parent views. Promote volunteering. | TB/MD/JW | July 2019. |
| Total budgeted cost | | | | | £6360 |