



**St Ralph
Sherwin**
Catholic Multi Academy Trust

**3 Year Pupil Premium Strategy Plan (2019-2022)
2021/22**

Academic Year:

Holy Rosary Catholic Voluntary Academy

SUMMARY INFORMATION

PUPIL PREMIUM LEADERSHIP INFORMATION 2019-22

Pupil Premium Lead	Elizabeth Hook	Governor Lead	Becky Harris (Inclusion)
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CURRENT PUPIL INFORMATION 2021 (Post-Covid)

Total number of pupils:	39	Total pupil premium budget:	PP: 25'555 LAC: 7'035 RPF : 3'190	Date of most recent PP Review	January 2018
Number of pupils eligible for pupil premium:	32 FSM 2 Services 1 Ever 6 2 Previously looked after 2 LAC	Amount of pupil premium received per child:	1'345 (FSM/Ever 6) 310 (Services) 2'345 (LAC/Pre-LAC)	Date for next internal review of this strategy	March 2022

SUMMARY INFORMATION

Proportion of disadvantaged pupils:	19.30% (up from 6.4% pre-pandemic)				

PUPIL PREMIUM COHORT INFORMATION

CHARACTERISTIC*	NUMBER IN GROUP	PERCENTAGE OF GROUP
Boys	24	62
Girls	15	38
SEN support	6	15
EHC plan	1	3
EAL	13	33

Assessment data

EYFS DATA 2018-19						
	Pupils eligible for PP	Pupils not eligible for PP	All pupils	National PP	National non-PP	National All pupils
% achieving Good level of development (GLD)	0 (2)	73	74	57%	74%	72%
% meeting EXP or exceeded in Reading	0	80	74	62%	79%	77%
% meeting EXP or exceeded in Writing	0	80	74	58%	76%	74%
% meeting EXP or exceeded in Maths (Number)	50	80	78	66%	82%	80%
EYFS DATA 2017-18						
% achieving Good level of development (GLD)	0 (1)	80	70	57%	74%	72%
% meeting EXP or exceeded in Reading	0	77	74	62%	79%	77%
% meeting EXP or exceeded in Writing	0	73	70	59%	76%	74%
% meeting EXP or exceeded in Maths (Number)	100	85	85	66%	82%	80%

PHONICS 2018-19

	Pupils eligible for PP	Pupils not eligible for PP	All pupils	National PP	National non-PP	National All pupils
% of pupils passing Phonics Screening Check	0 (2)	84	78	71%	84%	82%
PHONICS 2017-18						
% of pupils passing Phonics Screening Check	100 (1)	63	64	70%	84%	82%

KSI ATTAINMENT 2018-19						
	Pupils eligible for PP	Pupils not eligible for PP	All pupils	National PP	National non-PP	National All pupils
% achieving expected standard or above in reading, writing and maths	100	49	50	na	na	na
% meeting expected standard or above in reading	100	60	61	62%	78%	75%
% meeting expected standard or above in writing	100	57	58	55%	73%	69%
% meeting expected standard or above in maths	100	69	69	62%	79%	76%
KSI ATTAINMENT 2017-18						
% achieving expected standard or above in reading, writing and maths	50	46	46	na	na	na
% meeting expected standard or above in reading	50	68	67	60%	78%	75%
% meeting expected standard or above in writing	50	54	54	53%	73%	70%
% meeting expected standard or above in maths	50	70	69	61%	79%	76%

KS2 Data 2018-19

	Pupils eligible for PP	Pupils not eligible for PP	All pupils	National PP	National non-PP	National All pupils
Ks2 Attainment RWM combined	0	45	44	51%	71%	65%
Progress score in reading	-12.5	-3.2	-3.7	-0.62	0.32	0.03
Progress score in writing	+0.2	-1.8	-1.8	-0.50	0.27	0.03
Progress score in maths	-9.5	-5.8	-6.0	-0.71	0.37	0.03

KS2 DATA 2017-18

Ks2 Attainment RWM combined	-	60	59	51%	70%	64%
Progress score in reading	-	-0.1	-0.1	-0.60	0.30	0.03
Progress score in writing	-	-3.0	-2.8	-0.40	0.20	0.03
Progress score in maths	-	-1.3	-1.4	-0.60	0.30	0.03

ATTENDANCE DATA			
	% Attendance of pupils eligible for the PP	% Attendance for All pupils	National % Attendance for All pupils
2020-21	93.1	96.7	94%
2019-20	89.7**	92.3**	NA**
2018-19	94.4	95.4	96%
2017-18	94.4	95.7	95.8%

* No individual school or national attainment data is available for the 2019-20 academic year, due to the Coronavirus pandemic.

** number affected due to the coronavirus pandemic

BARRIERS TO FURTHER ATTAINMENT

In-School Barriers (such as poor literacy skills)

A	<p>Oracy (including communication, speech and language)</p> <p>Reception baseline assessments from highlight that on entry, around 30% of pupils are working at age-related expectations.</p> <p>Many will often use CLLD in solitary play, or to request that their needs are met but cannot initially use these to build relationships: this impacts their adult and peer interactions which are vital for language and cognitive development. The proportion of boys/girls and summer born pupils impacts on the ability.</p>
B	<p>Phonics</p> <p>Issues with CLLD in addition to limited opportunities to read or practice outside of the school setting impacts on pupils' phonics progress.</p>
C	<p>Vocabulary and reading</p> <p>Pupils have a limited vocabulary which impacts on their word choice in oracy and writing, and in what they are able to understand in their reading.</p>
D	<p>Support from teaching assistants and support staff</p> <p>The deployment of TA's historically, as well as their knowledge, skills and expertise, has meant that they have not always effectively supported disadvantaged pupils.</p>

External Barriers (such as poor attendance)

E	<p>Low attendance</p> <p>Persistent absentees are identified and tailored plans including incentives are in place.</p>
F	<p>Cultural Capital</p> <p>Lack of opportunities to acquire essential knowledge through activities and experiences.</p>
G	<p>Lack of access to high quality reading material at home</p> <p>Few to no books at home.</p>
H	<p>SEMH</p>

	Pupils are presenting with greater mental health and wellbeing needs.
I	Character Behaviour for learning is good – develop pupil character through RESPECT behaviours.

Desired Outcomes		
	Outcome	Success Criteria
In-School Barriers (such as poor literacy skills)		
A	<p>Improve Oracy (communication and language), especially in the early years and KS1</p> <ul style="list-style-type: none"> • EY outcomes • KS1 outcomes • Intervention progress 	<p>By 2020, all pupils in the early years and KS1 will access speech and language support if they require it.</p> <p>By 2021, speech and language progress will be reported as having a positive impact on wider outcomes.</p> <p>By 2022, 100%* pupils will achieve a 2 in these early learning goals: Listening and attention, understanding and speaking.</p>
B	<p>Improve phonics outcome</p> <ul style="list-style-type: none"> • EY outcomes • Year 1 outcomes • Year 2 outcomes • Intervention progress 	<p>By 2020, 80% of pupils will pass the phonics screener.</p> <p>By 2021, 85% of pupils will pass the phonics screener.</p> <p>By 2022, 90%* of pupils will pass phonics screener at the end of year 1 and 100%* will pass by the end of year 2.</p>

C	<p>Develop vocabulary across the school</p> <ul style="list-style-type: none"> • Monitoring of vocabulary teaching • Monitoring of books • KS1 reading outcomes • KS2 reading and GPS outcomes 	<p>By 2020, pupils in reception to KS1 will learn 5 tier 2 words per week. Pupils in KS2 will learn 10 tier 2 words per week.</p> <p>By 2021, attainment outcomes for reading are in line with the national average* and progress is at least 0 for each child.</p> <p>By 2022, there will be a whole school approach to the teaching of vocabulary in the core areas which has impact on closing the word gap.</p>
D	<p>Improve subject knowledge, expertise and skills of support staff</p> <ul style="list-style-type: none"> • Monitoring of interventions led by support staff and in class support • Training log and impact of training. • TA appraisal 	<p>By 2021, 100% support staff are accountable and successfully supporting disadvantaged pupils.</p> <p>By 2022, support staff are highly skilled and have a high impact on outcomes of disadvantaged pupils.</p>
External Barriers (such as poor attendance)		
E	<p>Raise attendance and punctuality levels</p> <ul style="list-style-type: none"> • Attendance register • Late register • Before/After-school club • Incentives for attendance 	<p>By 2021, persistent absence of disadvantaged pupils reduces from 15% to 7.5%.</p> <p>By 2022, persistent absence of disadvantaged pupils is 0%.</p>

F	<p>Provide experiences and raise aspirations through extra-curricular activities</p> <ul style="list-style-type: none"> • Extra-curricular club register • Trips register • Project planning records 	<p>By 2020, all trips, visits and clubs are funded by the pupil premium.</p> <p>By 2021, 100% disadvantaged pupils access at least 1 extra-curricular club, experience or additional learning activity (music, science etc) per term.</p> <p>By 2022, disadvantaged pupils plan and run their own cultural experience.</p>
G	<p>Enable access to age-appropriate, high-quality texts</p> <ul style="list-style-type: none"> • Click and collect school library • Book in a box 	<p>By 2020, all pupils have access to age-appropriate high-quality literature.</p> <p>By 2022, all pupils have a set of books and resources at home to support their reading development.</p> <p>By 2022, reading progress in KS1 and KS1 is at least +0.0* and 100% pupils pass the phonics screener*</p>
H	<p>Provide access to counselling services</p> <ul style="list-style-type: none"> • Interventions support positive SEMH, evidenced through edukey • Level 2 and 3 counselling support offered through Priority Pupil team. 	<p>By 2022, all pupils will be referred when talk therapy is required.</p>
I	<p>Develop Character of those with the lowest attitudes to self and school</p> <ul style="list-style-type: none"> • Implement Commando Joe's intervention 	<p>By March 2022, PASS data will be analysed and identified pupils will have taken part in a CJs intervention with the impact recorded on edukey.</p>

	By June 2022, whole classes will have a weekly CJ session and impact on specific character behaviours will be tracked.
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*% may not apply if pupils have multiple barriers to progress including significant SEND needs highlighted within an EHCP, pupils who are new to English etc.

3 YEAR PUPIL PREMIUM STRATEGY

PUPIL PREMIUM ACTION PLAN: 2021/22

TEACHING PRIORTIES						
Priority No. from 3 Year plan	Desired Outcome	Chosen Approach/Action	What is the evidence/rationale for this approach?	How will you ensure it is implemented well?	Staff lead	Review Date
1. Reading	By 2022, attainment outcomes for reading are in line with the national average* and progress is at least 0 for each child.	<p>Nessy (£450)</p> <p>Nessy intervention (£?)</p> <p>Develop approach to the teaching of reading in KS2</p> <p>Implement actions which have the most impact from the DfE Reading Document</p>	<p>Outcomes in reading (2019) are significantly below the national average</p> <p>Progress of disadvantaged pupils in KS2 in 2019 was - 12.5 – there was no national data available in 2020 due to the coronavirus pandemic</p> <p>EEF study on Reading Comprehension Strategies at KS2</p>	Reading lead teacher monitor and evaluate the implementation and feedback on the impact in strand reports to the IEC	KS	June 22

		Enhance library provision Author visits				
2. Small group Tuition	By Summer 2022, LAP and MAP who are underperforming in comparison to their FFT starting point will be back on track.	Small group tuition	<p>NfER test data.</p> <p>TT Rockstars baseline tests.</p> <p>Diagnostic assessment data.</p> <p>EEF research focussed on the impact of individual and small group tuition.</p> <p>Gov.uk guidance – https://www.gov.uk/government/publications/school-led-tutoring-grant/ https://www.gov.uk/guidance/coronavirus-covid-19-catch-up-premium#use-of-funds EEF NTP Evaluation</p>	<p>Progress from small group tuition sessions will be monitored through Edukey.</p> <p>5 sessions per week for 15 weeks</p> <p>LAP and MAP who are underperforming in comparison to their FFT starting point will receive tutoring to ensure the gaps that are holding their learning back are closed.</p> <p>Parent and staff surveys will inform tutors of the ‘real-life’</p>	MD	April 2022

				<p>impact of the provision.</p> <p>Pupils will only complete one course of study.</p>		
TOTAL estimated budgeted cost?						£

TARGETED ACADEMIC SUPPORT						
Priority No. from 3 Year plan	Desired Outcome	Chosen Approach/Action	What is the evidence/rationale for this approach?	How will you ensure it is implemented well?	Staff lead	Review Date
1. Oracy	<p>By 2022, speech and language progress will be recorded as having an impact on wider outcomes.</p> <p>Oracy is a strength of the school.</p>	<p>Wellcomm programme delivered to pupils in the early years and Year 1.</p> <p>Key priority on the SIP.</p> <p>Oracy working party to drive and embed 3 key actions across the school.</p>	<p>Outcomes in EY continue to improve due to the focus on CLLD – there was no national data in 2020 due to the coronavirus pandemic.</p> <p>EEF report on Preparing for Literacy and Early Years interventions.</p>	<p>Regular impact and evaluation of Wellcomm reported within strand reports to IEC</p> <p>Working party will monitor and evaluate the impact of actions,</p>	ST/MD	Feb 2022

				sharing findings with the IEC and LGB		
2. Phonics	By 2022, 85% of pupils will pass the phonics screener.	Phonics interventions support pupils in Year 1 and 2, and Year 3 if they have not passed the phonics screener. Phonics tracker (£200) Parent workshops to support phonics teaching and learning. Research and implement a DfE approved scheme.	Phonics outcomes in 2018 were 18% below the national average Phonics outcomes in 2019 were 78%, broadly in line with the national average 0% of disadvantaged pupils in 2019 passed the phonics screener – there was no national data in 2020 due to the coronavirus pandemic EEf toolkit on phonics	Phonics tracked half termly using phonics tracker Interventions recorded on Edukey Impact of actions will be evaluated and shared in strand report to the IEC	KS	June 22
3. Support the development of Character	By July 2022, PASS survey standardised scores will increase by at least 10 points across the	PASS interventions. Commando Joe's (£2000+interventions).	PASS data EEF study on Behaviour Interventions: https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/behaviour-interventions/	Interventions recorded on Edukey Impact of actions will be evaluated	HM	June 2022

	<p>school - average increase to a standardised score of 60 for each PASS factor.</p> <p>Improve vocabulary, knowledge and understanding of character highlighting, teaching and rewarding RESPECT behaviours.</p>			and shared in strand report to the IEC		
4. Counselling support and listening time	All pupil identified for support through Priority Pupil meetings receive support so that the earliest help is given to	<p>Weekly Level 2 and 3 counselling sessions</p> <p>The Listening Hour</p> <p>Counselling space (£500)</p>	<p>PASS data</p> <p>My Concerns</p> <p>Improving Social and Emotional Learning in Primary Schools: https://educationendowmentfoundation.org.uk/tools/guidance-reports/social-and-emotional-learning/</p>	<p>Plans set up on Edukey.</p> <p>Monitoring of TA paperwork.</p> <p>Measure progress from initial diagnostic assessment to the next.</p>	FP	Mar 2022

	remove SEMH barriers including separation anxiety, bereavement and trauma.					
TOTAL estimated budgeted cost?						£2500

WIDER STRATEGIES						
Priority No. from 3 Year plan	Desired Outcome	Chosen Approach/Action	What is the evidence/rationale for this approach?	How will you ensure it is implemented well?	Staff lead	Review Date
1. Attendance	By 2021, persistent absence of disadvantaged pupils reduces to 0%.	Purchase additional support from EWO Before and after school clubs Access to 'Talk Therapy'	Case studies show that families find it difficult to get to school on time and sometimes at all Case studies of school trials show that simple cost-effective incentives support positive outcomes EEF toolkit on social and emotional learning EEF study on Parental Engagement: https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/parental-engagement/	Attendance tracked at weekly priority pupil meetings Attendance tracker excel	JF/JW	Sept 21

		<p>Pupil-specific incentives developed by the pupil and family support worker</p> <p>Support for Pupil and Family Support Worker in Term 1 and 2 (JW - £2496)</p> <p>Review attendance policy</p> <p>Attendance Buddy Staff training (JF and TM) (£90)</p>				
2. Cultural Capital	By 2022, 100% disadvantaged pupils access at least 1 extra-curricular club, experience or additional learning activity	<p>Fund all trips and visits</p> <p>Fund 'wow' experiences and resources in school (including</p>	<p>EEF report on enrichment</p> <p>EEF toolkit on sports participation, outdoor learning and arts participation</p>	<p>HT reports track the numbers of pupils attending extracurricular events</p> <p>Business manager coordinates communications</p>	<p>TB/PD</p> <p>PD/JF</p>	JULY 21

	(music, science etc) per term	Zoolab, History timeline etc) Fund at least 1 extracurricular club		for pupils eligible for pupil premium		
3. Music lessons	Access to music lessons doubles (2-4 pupils)	Increase the number of pupils accessing music lessons	EEF report on enrichment EEF toolkit on arts participation Case studies on pupil attitudes and raising aspirations	Music teacher will provide a termly report to parents on pupils progress	SM	July 21
4. Home reading	By 2022, all pupils have a set of books and resources at home to support their reading development.	Book in a box	EEF report on literacy and reading	Pupil voice, parent feedback and surveys of pupils enjoyment and engagement in reading as a result of Book in a Box	KS/MD	Sept 21
5. Uniform	All pupils have access funds to uniform.	Fund school branded uniform (£1285.43) Fund other non-branded uniform	EEF toolkit on school uniform	Survey parents to gauge the impact of this support	PD/TB	Dec 21
TOTAL estimated budgeted cost?						£14500

REVIEW OF 3 YEAR STRATEGY [September 2021]

*At least annually

Impact of Global Pandemic		
	Commentary	Next Steps
How do you know the impact of the pandemic on disadvantaged pupils (positive & negatives)?	<p>Positives</p> <ul style="list-style-type: none"> Communication with parents Behaviour records – ABCF charts Laptops distribution EHA referrals Take up of live sessions during the lock down Attendance on re-integration into school Disadvantaged pupils supported at school. Home visits <p>Negatives</p> <ul style="list-style-type: none"> Applications to hardship funds Food parcels Mental Health referrals to talk therapy Separation anxiety Attainment and progress figures 	<ul style="list-style-type: none"> Continue to develop and maintain strong relationships with families. Refocus behaviour on Character – RESPECT. Eradicate the technology gap. Continue to improve and drive attendance figures upwards. Develop our approaches to support the mental health and wellbeing of the whole family. Use Catch Up funding to support pupils through school-led tutoring.
How do you know disadvantaged pupils' starting points following lockdown across subjects?	<ul style="list-style-type: none"> Attainment baseline on entry Summative assessments in Autumn Diagnostic assessment Assessment Reintegration SLOW/CALM Recovery curriculum action plan Surveys - assessing attitudes through PASS Assessments 	<ul style="list-style-type: none"> Remodel Parent Consultation weeks to ensure we are meeting with parents regularly at the earliest point in each term. Progress reports are shared with parents at three points in the year. Implement the SRS Assessment Framework fully.

	<p>Pupil progress discussions Fortnightly phone calls during pandemic</p>	
<p>What work have you done to establish the impact on pupils and their families?</p>	<p>Doubled the register and pupils entitled to the pupil premium Affected the mental health and wellbeing of parents (and pupils) Increase in the use of My Concern Pupils not having breakfast and getting into school Listening to parents – surveys, feelings, regular phone calls, gates Informal communication (Class Dojo) Implementing EHA processes to support families at the earliest opportunity</p>	<p>Continue to support families to apply for the pupil premium who are eligible. Review My Concern to check on the most contextualised concerns. Employ a pupil and family support worker to support families. Implement a counselling service for parents. Increase the presence on the gate and invite parents in for support. Promote the EHA process at the earliest opportunity.</p>
<p>Do families know the impact of the pandemic on themselves and their child/ren?</p>	<p>Yes – increase in PP numbers – change brought about that has been enforced on them – managing the change Need for food parcels and needing the support has dented some pride Appreciative of the support - negative/inconvenience to the families Communication between school and home Challenges to the school in terms of support</p>	<p>Continue to maintain close relationships with our families and their children.</p>
<p>How have you established what disadvantaged pupils have lost and gained – socially/emotionally and in their attitudes to learning? What has this told you e.g. from pupil discussions with staff?</p>	<p>Gained Digital literacy Focus on wellbeing and mental health Communication Application of teaching strategies focussed on latest research Family and relationships Talk about and acknowledge feelings Development of character</p>	<p>Drive through high standards of presentation and content of written work. Develop a whole school approach to the teaching of Character Behaviour. Review the mission statement of the school so that it reflects the community that has been created before, during and after the partial school closures. Renew the focus on attendance.</p>

	<p>Lost Bubble structure Attendance of pupils at home and at school Persistent absence Small groups>Larger groups Transition</p>	
<p>What learning/experiences positive and negative took place (influences) and what was the impact?</p>	<p>Positive learning / experiences Independence to access lessons and learning Safety – calls and lessons showed that we cared about how families were Listening Hour allowed us to focus on the person Online safety and use of technology – all pupils had access to laptop and internet SEND – supporting pupils through interventions, breakout rooms and extended lessons</p> <p>Negative learning / experiences Lack of resourcing Lack of independence Incorrect teaching Pupils who did not have a routine, quiet space etc.</p>	<p>Ensure pupils have access to technology and the best Computer Science education so they can adapt in the event of future crisis. Maintain the Listening Hour as one of the most important times of the week for teaching about personal development, safeguarding, wellbeing and mental health, as well as giving pupils a voice. Create a sensory space and break out rooms to support pupils’ behaviour, mental health and wellbeing. Prioritise high quality teaching and high expectations to close gaps and enable rapid progress through the curriculum.</p>
<p>Impact of your strategies to mitigate/lessen the impact of lockdown?</p>	<p>Live learning and daily check in to ensure pupils were seen, felt included in the community and saw their friends. Full programme of interventions with teachers and support staff using Teams breakout rooms (or in person school). Made school places available for pupils of parents who were struggling with the impact of the lockdowns.</p>	<p>Develop relationships of staff and pupils (and their families) – support staff will join SEND Parent Consultations. Share Curriculum documents through SWAY each half term. School led tuition funding used to support those with the biggest gaps (both disadvantaged and non-disadvantaged).</p>

	<p>Set up HRTV as a way of keeping the community together, sharing key messages, teaching pupils and having fun.</p> <p>Continue the Listening Hour so that pupils had a chance to talk, listen and develop their personal development, safeguarding, wellbeing and mental health, as well as giving pupils a voice.</p> <p>Review of the curriculum each half term to ensure gaps in knowledge were closed.</p>	
<p>What did children miss out on the most during the pandemic and their time away from their usual school routine? What do they need more of?</p>	<p>Socialising with their peers – when pupils returned, developing and strengthening their relationships.</p> <p>Pupils not in school did not have wider connections with the outside world.</p> <p>Transition into school and out of school.</p> <p>Lack of experiences, trips and visits negatively impacting on their knowledge of different areas and cultural capital.</p> <p>Home and school routines not in place.</p> <p>Regular low-stakes tests to check their level of understanding and retention of knowledge.</p> <p>Right of passage through school – testing, assemblies, prayer partners etc.</p>	<p>Support pupils to develop their relationships with pupils both within and outside of their year groups as the pandemic may have affected their social skills.</p> <p>Increase the proportion of outdoor learning each half-term.</p> <p>Reintroduce a full programme of extra-curricular clubs focussed on sport, art, computing and culture.</p> <p>Develop pupils’ Cultural Capital through trips and visits to places of interest.</p> <p>Relaunch and raise the profile of all groups including School Parliament, the Messengers, ABAs, Earth Friends and Phunky Foods Ambassadors.</p>
<p>Have you identified more vulnerable groups because of this?</p>	<p>High level behaviour of pupils in KS1.</p> <p>Anxiety, especially separation anxiety.</p> <p>General mental health and wellbeing of pupils in KS2.</p>	<p>Review PASS survey data.</p> <p>Commando Joe’s interventions.</p> <p>Pupil and family support worker to support pupils and families who display these traits.</p> <p>Apply strategies to support pupils who have separation anxiety – including nurture.</p>

ENGAGING STAFF, GOVERNORS & PARENTS

How has this document been shared with stakeholders?	The document is available on the school website. The document is used as the basis of visits by the governor responsible for inclusion. Governors LGB meetings challenge leaders on the implementation of this strategy.
How do you know staff understand the strategy and apply correctly?	Specific aspects of the strategy are shared with key staff who are responsible for the implementation of the actions. The strategy is monitored by the pupil premium lead teacher, business managers and subject leaders.

PUPIL PREMIUM ACTION PLAN: 2020/21

TEACHING PRIORTIES						
Priority No. from 3 Year plan	Desired Outcome	Chosen Approach/Action	What is the evidence/rationale for this approach?	How will you ensure it is implemented well?	Staff lead	Review Date
1. Reading	By 2021, attainment outcomes for reading are in line with the national average* and progress is at least 0 for each child	Reading books chosen to develop Cultural Capital (authors and texts) Library set up and in use Author visits	Outcomes in reading are significantly below the national average Progress of disadvantaged pupils in KS2 in 2019 was - 12.5 – there was no national data available in 2020 due to the coronavirus pandemic	Reading lead teacher to ensure that VIPERS and Library books are varied, diverse and feed into cultural capital Reading lead teacher monitor and evaluate the implementation and	KS/MD	July 21

			EEF study on Reading Comprehension Strategies	feedback on the impact in strand reports to the IEC		
2. TAs	By 2021, TAs have a positive impact on pupils outcomes, are highly trained and monitoring shows that training is visible in work with pupils	Audit of training needs support performance management and appraisal process Assign TAs to classes (Covid-approach) TAs have bespoke training to their development needs	EEF report on Effectiveness and Making Best use of TAs.	Performance management and appraisal with regular review cycle. Records of training kept centrally which feeds into monitoring of TAs working with pupils	HM/TB/MD	July 2021
TOTAL estimated budgeted cost?						£4500

TARGETED ACADEMIC SUPPORT

Priority No. from 3 Year plan	Desired Outcome	Chosen Approach/Action	What is the evidence/rationale for this approach?	How will you ensure it is implemented well?	Staff lead	Review Date
5. CLLD	By 2021, speech and language progress will be recorded as having an impact on wider outcomes.	Staff trained to deliver NELI NELI programme delivered to pupils in the early years and year 1	Outcomes in EY continue to improve due to the focus on CLLD – there was no national data in 2020 due to the coronavirus pandemic EEF report on Preparing for Literacy and Early Years interventions.	Regular impact and evaluation of NELI reported within strand reports to IEC	ST/HM	Dec 21

6. Phonics	By 2021, 85% of pupils will pass the phonics screener.	Phonics CPD for staff in FS1, FS2, Year 1, Year 2 and Year 3 Interventions support pupils in Year 3 who have not passed the phonics screener.	Phonics outcomes in 2018 were 18% below the national average 0% of disadvantaged pupils in 2019 passed the phonics screener – there was no national data in 2020 due to the coronavirus pandemic EEf toolkit on phonics	Phonics will be tracked half termly using phonics tacker Interventions will be recorded on Edukey Impact of actions will be evaluated and shared in strand report to the IEC	KS/ MD/ ST	June 21
TOTAL estimated budgeted cost?						£2500

WIDER STRATEGIES

Priority No. from 3 Year plan	Desired Outcome	Chosen Approach/Action	What is the evidence/rationale for this approach?	How will you ensure it is implemented well?	Staff lead	Review Date
6. Attendance	By 2021, persistent absence of disadvantaged pupils reduces from 15% to 7.5%.	<p>Purchase additional support from EWO</p> <p>Before and after school clubs</p> <p>Access to 'Talk Therapy'</p> <p>Pupil-specific incentives</p>	<p>Case studies show that families find it difficult to get to school on time and sometimes at all</p> <p>Case studies of school trials show that simple cost-effective incentives support positive outcomes</p>	Attendance tracked at weekly priority pupil meetings	JF/JW	Sept 21

			EEF toolkit on social and emotional learning			
7. Cultural Capital	By 2021, 100% disadvantaged pupils access at least 1 extra-curricular club, experience or additional learning activity (music, science etc) per term	Fund all trips and visits Fund at least 1 extracurricular club	EEF report on enrichment EEF toolkit on sports participation, outdoor learning and arts participation	HT reports track the numbers of pupils attending extracurricular events Business manager coordinates communications for pupils eligible for pupil premium	TB/PD PD/JF	JULY 21
8. Music lessons	Access to music lessons doubles (2-4 pupils)	Increase the number of pupils accessing music lessons	EEF report on enrichment EEF toolkit on arts participation Case studies on pupil attitudes and raising aspirations	Music teacher will provide a termly report to parents on pupils' progress	SM	July 21
9. Home reading	By 2021, all pupils have a set of books and resources at home to support	Book in a box	EEF report on literacy and reading	Pupil voice, parent feedback and surveys of pupils enjoyment and engagement in	KS/MD	Sept 21

	their reading development.			reading as a result of Book in a Box		
10. Uniform	All pupils have access funds to uniform.	Fund school branded uniform Fund other non-branded uniform	EEF toolkit on school uniform	Survey parents to gauge the impact of this support	PD/TB	Dec 21
TOTAL estimated budgeted cost?						£14500

Audit 2020/21

TEACHING PRIORITIES (Quality First Teaching, Teaching support, curriculum subject design)

Member of staff responsible: Liz Hook, Koren Sanderson, Marie Dyche, Tim Brogan

Priority	Activity (CPD, Recruitment, intervention, resourcing)	By when	Costings	Success measure
1. Reading	Reading VIPERS books purchased	Jan 2019	£1'756	VIPERS is embedded within the Holy Rosary Curriculum Pupils are able to confidently talk about the VIPERS and their meanings No more than a bottom 20% with strategies to move <20%
	Reading books develop Cultural Capital (authors and texts)	Sept 2019	£544	
	Library set up and in use	Sept 2020	£979	

				Reading for Pleasure is a strength of the school.
2. TAs	TAs are trained collectively to support pupils	April 2019	£498	Monitoring shows that TAs support all pupils effectively, impacting positively on pupil outcomes and respond well to feedback. Training records, CPD evaluations and staff PDFs capture training and development.
	TAs have bespoke training to their development needs	July 2020	£1800	

TARGETED ACADEMIC SUPPORT (interventions)

Member of staff responsible: Liz Hook, Helen Mulligan, Koren Sanderson, Marie Dyche, Tim Brogan

Priority	Activity (CPD, Recruitment, intervention, resourcing)	By when	Costings	Success measure
1. CLLD	Staff trained to deliver NELI NELI programme initiated with baseline completed for pupils in the early years	Jan 2021	£240	Speech and language programmes have a positive impact on pupil outcomes, especially in the early years.
		July 2021	£360	
2. Phonics	Interventions support pupils who have not passed the phonics screener. Resources support the effective teaching of phonics	July 2019	£1080	Pupils passing the phonics screener is at least in line with the national average. Where this is not the case, clear progress can be shown from starting points using the
		March 2019	£382	

	in the early years, KS1 and lower KS2			phonics tracker, as well as planned support through Edukey.
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WIDER STRATEGIES (Wider curricular, Cultural capital, PSHE, Mental Health, extra-curricular)


Member of staff responsible: Liz Hook, Jane Wells, Julie Faircliff, Tim Brogan

Priority	Activity (CPD, Recruitment, intervention, resourcing)	By when	Costings	Success measure
1. Attendance	Purchase additional support from EWO	July 2021	£750	Persistent absence is <7.5%
	Breakfast and after school club	July 2020	£3144	
	Access to 'Talk Therapy'	Sept 2020	£1920	
2. Cultural Capital	Fund all trips and visits	July 2021	£580	Disadvantaged pupils attend all trips an at least 1 club
	Fund at least 1 extra-curricular club	July 2021	£500	

3. Music lessons	Access to music lessons	July 2020	£720	Disadvantaged pupils are offered the opportunity to learn a musical instrument
4. Home reading	Install Libresoft	Jan 2020	£1'000	100% pupils have access to high-quality reading materials
	Book in a Box	July 2021	£4'350	Disadvantaged pupils have a positive view of reading and enjoy reading for pleasure
5. Uniform	Fund school branded uniform	September 2021	£1'542	All disadvantaged pupils attend school in full uniform
Total Budget	£22235			
Total Spent	£22145			
Overspend/Underspend	£90			
Carryover	£90			

REVIEW OF 3 YEAR STRATEGY (20/7/21)

*At least annually

TEACHING PRIORITIES			
Priority Area	Chosen Action	Impact? (High, Mid, Low) How do you know?	Lessons learnt and continue with provision?
1. Reading	<p>Reading books chosen to develop Cultural Capital (authors and texts)</p> <p>Library set up and in use</p> <p>Author visits</p>	<p>High</p> <p>All pupils have access to high quality texts from the most up-to-date authors, traditional stories and biographies of inspirational people through history.</p> <p>In years 5 and 6, at least 40% of disadvantaged pupils achieve at greater depth.</p>	<p>Continue provision</p> <p>Library fully set up and being used by children since the Pentecost term 2021. During this time, 46 % of pupils used the library independently. In Advent 2021, 100% pupils will access the library. Consider further funding streams to replenish stock.</p> <p>Since 2018, at least 90% disadvantaged pupils have made good progress in reading with 50% making better than good progress.</p>  <p>55% of the disadvantaged pupil population are working at the expected standard or higher.</p> <p>Remote author visits took place into class bubbles. Future in person visits planned.</p>

<p>2. TAs</p>	<p>Audit of training needs support performance management and appraisal process</p> <p>Assign TAs to classes (Covid-approach)</p> <p>TAs have bespoke training to their development needs</p>	<p>High Staff at all levels know how to support disadvantaged pupils.</p> <p>In 2019, 20% of disadvantaged pupils made accelerated progress in Reading, 20% in Writing, 27% in Maths and 37% in RE.</p> <p>Monitoring of support staff show that they are effective and have a high impact pupils' social and academic outcomes.</p> <p>TAs continue to be assigned to specific classes where they are best placed to support.</p>	<p>End provision TAs are having a positive impact on the disadvantaged pupils in their classes.</p> <p>TAs to continue being deployed to specific classes. Training will be tailored to their developmental needs in line with the appraisal process. Continue to monitor as part of the schools monitoring cycle.</p>
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TARGETED ACADEMIC SUPPORT

Priority Area	Chosen Action	Impact? (High, Mid, Low) How do you know?	Lessons learnt and continue with provision?
1. CLLD	<p>Staff trained to deliver NELI</p> <p>NELI programme to identify pupils in the early years</p>	<p>Mid</p> <p>The programme has identified pupils who require the intervention.</p> <p>Staff use the strategies they have learnt during taught sessions.</p> <p>50% pupils in FS2 achieved the CLLD ELGs.</p>	<p>Continue provision</p> <p>Trained staff deployed to deliver the NELI intervention.</p> <p>On completion of the NELI programme, it is expected that the impact will be 'High'.</p>
2. Phonics	<p>Phonics CPD for staff in FS1, FS2, Year 1, Year 2 and Year 3</p> <p>Interventions support pupils in Year 3 who have not passed the phonics screener.</p>	<p>High</p> <p>The school has maintained outcomes in phonics throughout the pandemic, equalling previous years.</p> <p>75% (3/4) pupils passed the phonics screener.</p>	<p>Continue provision</p> <p>Focus on phonics with emphasis moved from staff CPD to intervention.</p>

		Interventions are tracked through Edukey.	
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WIDER STRATEGIES			
Priority Area	Chosen Action	Impact? (High, Mid, Low) How do you know?	Lessons learnt and continue with provision?
1. Attendance	<p>Purchase additional support from EWO</p> <p>Before and after school clubs</p> <p>Access to 'Talk Therapy'</p> <p>Pupil-specific incentives</p> <p>Priority Pupil agenda item</p>	<p>High</p> <p>Attendance of disadvantaged pupils is high.</p> <p>PASS Test data shows</p> <p>The % of disadvantaged persistent absence reduced from % in 2018/19 to % in 2021.</p>	<p>Continue provision</p> <p>Increase the support of the EWO.</p> <p>Pupil and family support worker intervenes at the earliest opportunity under direction of the priority pupil team.</p> <p>Apply PASS Test outcomes for interventions with specific pupils.</p>
2. Cultural Capital	<p>Fund all trips and visits.</p> <p>Fund at least 1 extracurricular club.</p>	<p>High</p> <p>All trips and visits are funded.</p> <p>The most recent term data shows that 100 % of disadvantaged pupils attend</p>	<p>Continue provision</p> <p>Trip and clubs are beginning again following Covid period of restrictions.</p>

		<p>at least 1 extra-curricular club (Summer 2019).</p> <p>Funding trips, visits and clubs ensures disadvantaged pupils access experiences to develop their cultural capital.</p>	
3. Music lessons	Increase the number of pupils accessing music lessons	<p>Mid</p> <p>Number of pupils engaging in lessons from disadvantaged background, increased from 2 to 6. The number did not increase more due to music lessons being paused as part of Covid-19 measures.</p>	<p>Continue provision.</p> <p>When additional pupils access music lessons, it is expected that the impact will be 'High'.</p>
4. Home reading	Book in a box	<p>High</p> <p>Feedback from pupils and parents show that...</p> <p>80% of disadvantaged pupils who took NfER tests in Summer 2021 achieved a standardised score about 100 with 15% with a score above 120.</p>	<p>Continue provision for one more year</p> <p>Survey pupils and parents on impact of the strategy.</p>
5. Uniform	Fund school branded uniform	<p>Medium</p> <p>Pupils feel proud of their school and feel fully included as part of the community.</p> <p>Parents report what a source of support this is for them.</p>	<p>Continue provision indefinitely</p> <p>29/32 used the uniform voucher.</p>

PUPIL PREMIUM ACTION PLAN: 2019/20

TEACHING PRIORTIES						
Priority No. from 3 Year plan	Desired Outcome	Chosen Approach/Action	What is the evidence/rationale for this approach?	How will you ensure it is implemented well?	Staff lead	Review Date
1. Reading	By 2020, gap to bottom 20% is decreasing	Purchase books against VIPERS Curriculum with links to school Curriculum Train staff and implement VIPERS Curriculum	Outcomes in reading are significantly below the national average. Progress of disadvantaged pupils in KS2 in 2019 was - 12.5	Reading lead teacher will purchase all books against the VIPERS Curriculum Reading lead teacher monitor and evaluate the implementation and feedback on the impact in strand reports to the IEC	KS	April 20
2. TAs	By 2020, 100% support staff are accountable and successfully supporting	Access whole staff courses and qualifications to	EEF report on Effectiveness and Making Best use of TAs.	Performance management and appraisal in 2020. Monitoring of TAs working with pupils.	HM/MD/TB	Sept 20

	disadvantaged pupils.	support TAs to meet needs of pupils Access bespoke training to meet staff training needs				
TOTAL estimated budgeted cost?						£8'900

TARGETED ACADEMIC SUPPORT						
Priority No. from 3 Year plan	Desired Outcome	Chosen Approach/Action	What is the evidence/rationale for this approach?	How will you ensure it is implemented well?	Staff lead	Review Date
1. CLLD	By 2020, all pupils in the early years and KS1 will access speech and language support if they require it.	Staff trained to deliver Welcomm All pupils in FS2 screened and grouped EY lead purchases materials and resources to support improves oracy.	Outcomes in EY continue to improve due to the focus on CLLD. EEF report on Preparing for Literacy and Early Years interventions.	Regular updates will be provided within strand reports to the IEC	HM/ST	July 20
2. Phonics	By 2020, 80% of pupils will pass the phonics screener.	Phonics training for staff continues so that	Phonics outcomes in 2018 were 18% below the national average.	Phonics will be tracked half termly using phonics tacker	MD/KS/ST	July 20

		<p>improvements can continue</p> <p>Purchase phonics tracker for assessment of pupils in phonics and to identify the gaps</p> <p>Targeted interventions for pupils in KS1 and Year 3 who have not passed the phonics screener</p>	<p>0% of disadvantaged pupils in 2019 passed the phonics screener.</p> <p>EEF report on phonics.</p>	<p>Interventions will be recorded on the school's pro forma</p> <p>Impact of actions will be evaluated and shared in strand report to the IEC</p>		
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TOTAL estimated budgeted cost? £2'600

WIDER STRATEGIES

Priority No. from 3 Year plan	Desired Outcome	Chosen Approach/Action	What is the evidence/rationale for this approach?	How will you ensure it is implemented well?	Staff lead	Review Date
1. Attendance	By 2021, persistent absence of disadvantaged pupils reduces from 15% to 7.5%.	Before and after school clubs	Case studies show that families find it difficult to get to school on time and sometimes at all	Attendance tracked at weekly priority pupils meetings	JF/JW	Weekly
3. Excursions and music Lessons	By 2020, all trips, visits and clubs are funded by the pupil premium.	Pupils chosen to learn an instrument with a known adult	EEF report on enrichment including sport and wider opportunities	Music teacher will provide a termly report to parents on pupils' progress	SM	Dec 19, Apr 20, July 20

4. Home Reading	By 2020, all pupils have access to age-appropriate high-quality literature.	Purchase Librosoft library software	Monitoring and pupil voice shows that pupils have limited access to age-appropriate, high-quality reading material EEF report on digital technology	Data will be tracked on the Librosoft programme and feedback within strand reports to the IEC	KS	July 20
TOTAL estimated budgeted cost?						£9'920

Audit 2019/20

TEACHING PRIORITIES (Quality First Teaching, Teaching support, curriculum subject design)

Member of staff responsible: Liz Hook, Koren Sanderson, Marie Dyche, Tim Brogan

Priority	Activity (CPD, Recruitment, intervention, resourcing)	By when	Costings	Success measure
1. Reading	Reading VIPERS books purchased	Jan 2019	£16'000	VIPERS is embedded within the Holy Rosary Curriculum
	Reading VIPERS curriculum embedded	Sept 2019	£300	Pupils are able to confidently talk about the VIPERS and their meanings
	Reading books develop Cultural Capital (authors and texts)	Sept 2019	-	

				No more than a bottom 20% with strategies to move <20% Reading for Pleasure is a strength of the school.
2. TAs	Staff recruited to support pupils	Sept 2018	£10'000	Monitoring shows that TAs support all pupils effectively, impacting positively on pupil outcomes and respond well to feedback. Training records, CPD evaluations and staff PDFs capture training and development.
	TAs are trained collectively to support pupils	April 2019	£500	
	TAs have bespoke training to their development needs	July 2020	£500	

TARGETED ACADEMIC SUPPORT (interventions)

Member of staff responsible: Liz Hook, Helen Mulligan, Koren Sanderson, Marie Dyche, Tim Brogan

Priority	Activity (CPD, Recruitment, intervention, resourcing)	By when	Costings	Success measure
1. CLLD	Staff are trained to deliver Welcomm	Dec 2018	£1'000	Speech and language programmes have a positive impact on pupil outcomes, especially in the early years.
	Welcomm programme delivered to pupils in the early years	April 2019	£2'000	
		Dec 2018	£250	

	Resource strategies and activities to support the development of CLLD			
2. Phonics	Phonics CPD for staff in FS1, FS2, Year 1, Year 2 and Year 3 Interventions support pupils in Year 3 who have not passed the phonics screener. Resources support the effective teaching of phonics in the early years, KS1 and lower KS2	March 2019 July 2019 March 2019	£500 £800 £500	Pupils passing the phonics screener is at least in line with the national average.

WIDER STRATEGIES (Wider curricular, Cultural capital, PSHE, Mental Health, extra-curricular)

Member of staff responsible: Liz Hook, Jane Wells, Julie Faircliff, Tim Brogan

Priority	Activity (CPD, Recruitment, intervention, resourcing)	By when	Costings	Success measure
1. Attendance	Purchase additional support from EWO Before and after school clubs	July 2020 July 2019	£750 £8'000	Persistent absence is <7.5%

3. Music lessons	Access to music lessons	July 2020	£5'220	Disadvantaged pupils are offered the opportunity to learn a musical instrument
4. Home reading	Install Libresoft	Jan 2020	£1'000	100% pupils have access to high-quality reading materials

REVIEW OF 3 YEAR STRATEGY (20/7/20)

*At least annually

TEACHING PRIORITIES			
Priority Area	Chosen Action	Impact? (High, Mid, Low) How do you know?	Lessons learnt and continue with provision?
1. Reading	Purchase books against VIPERS Curriculum with links to school Curriculum Train staff and implement VIPERS Curriculum	High Feedback from pupils shows that attitudes to reading are positive and monitoring shows that pupils are engaged with the reading books on offer	Continue with provision

		<p>within the VIPERS curriculum</p> <p>Bottom 20% gap is closing: - whole school gap was 37% in 2019 reduced to 22% in 2020</p> <p>Bottom 20% gap is closing: - disadvantaged pupils gap in 2019 was 60% reduced to 37% in 2020.</p>	
2. TAs	<p>Access whole staff courses and qualifications to support TAs to meet needs of pupils</p> <p>Access bespoke training to meet staff training needs</p>	<p>High TAs knowledge, skills and experience is strong. Staff confidence has increased significantly and they feel they are able to meet the needs of pupils through training on</p>	Continue with provision

TARGETED ACADEMIC SUPPORT			
Priority Area	Chosen Action	Impact? (High, Mid, Low) How do you know?	Lessons learnt and continue with provision?
1. CLLD	<p>Staff trained to deliver Welcomm</p> <p>All pupils in FS2 screened and grouped</p>	<p>Mid Staff confidence to deliver the programme</p> <p>High All pupils requiring Speech and Language intervention identified</p> <p>High Only 7% of pupil did not achieve listening and</p>	Continue the provision using NELI – staff to be training in the Nuffield Early Language Intervention.

	EY lead purchases materials and resources to support improves oracy.	attention and only 11% pupils did not achieve speaking	
2. Phonics	Phonics training for staff continues so that improvements can continue	High Monitoring shows that phonics sessions are highly effective. Phonics outcomes have improved from 64% in 2018 to 78% in 2019; however, disadvantaged pupils are still not passing the phonics screener	Continue with provision
	Purchase phonics tracker for assessment of pupils in phonics and to identify the gaps	High Phonics tracker enables regular tracking of outcomes and supports intervention planning	Continue with provision
		Mid Interventions had a positive impact on pupils progress in phonics with some pupils making rapid progress between Autumn and Spring. Interventions stopped as a result of the pandemic.	Continue with provision

	Targeted interventions for pupils in KS1 and Year 3 who have not passed the phonics screener		
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WIDER STRATEGIES			
Priority Area	Chosen Action	Impact? (High, Mid, Low) How do you know?	Lessons learnt and continue with provision?
1. Attendance	Before and after school clubs	Mid Case studies and in year attendance figures show that attendance for disadvantaged pupils is improving – figures were affected by support .	Continue with provision with focus on family support and early help. Implement further strategies to improve outcomes.
2. Excursions and music lessons	Pupils chosen to learn an instrument with a known adult	High Pupils are on track to achieve grade 1. Attitudes to learning the instrument are positive.	Continue with provision but expand to support more pupils.

3. Home Reading	Purchase Librosoft library software	Low Purchased but not fully implemented due to the pandemic	Implement provision from September 21
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REVIEW OF 3 YEAR STRATEGY (20/7/22)

*At least annually

TEACHING PRIORITIES			
Priority Area	Chosen Action	Impact? (High, Mid, Low) How do you know?	Lessons learnt and continue with provision?

TARGETED ACADEMIC SUPPORT

Priority Area	Chosen Action	Impact? (High, Mid, Low) How do you know?	Lessons learnt and continue with provision?

WIDER STRATEGIES			
Priority Area	Chosen Action	Impact? (High, Mid, Low) How do you know?	Lessons learnt and continue with provision?