



## Holy Rosary CVA

### Pupil Premium Strategy Statement

The pupil premium is additional funding given to publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers. It is allocated to children from low-income families who are currently known to be eligible for free School Meals (FSM), Looked after Children, children adopted from care and Service Forces children. It also includes pupils who have been eligible for FSM at any point in the last six years (known as the Ever 6 FSM measure).

This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

This is a three-year pupil premium strategy



## School overview

Detail	Data
Number of pupils in school	184
Proportion (%) of pupil premium eligible pupils	17.5% 29 FSM with 9 Pupil Premium Plus
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	2023-2026
Date this statement was published	Updated December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Marie Dyche
Pupil premium lead	Marie Dyche
Governor / Trustee lead	Andrew Wood / Patricia Chapman

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	29 pupils FSM = 45,000 Forces =£ 335 5 pupils PLAC/SGO=£12,650 Total= £57,650
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£57,650

## Part A: Pupil premium strategy plan

### Statement of intent

At Holy Rosary we have high aspirations and ambitions for all our children and we believe that all learners should be able to reach their full potential.

We ensure all our pupils have the necessary skills and values not only to succeed but to flourish. We enable them to challenge and transform society by becoming analytical and critical thinkers. Thus ensuring we are forming the leaders of tomorrow.

In order to ensure that no pupil at Holy Rosary are disproportionately disadvantaged by specific to reach their full potential, we are determined to provide the support and guidance needed to help any pupil overcome barriers to learning. Quality first teaching is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education including an excellent level of pastoral care, close management of attendance, the offer of a range of after school provision and helping students develop a range of personal and social skills that will enable them to become well-rounded, responsible, and engaged members of society.

Our approach is responsive to common challenges centred around reading and oracy and individual needs, rooted in robust diagnostic assessment. The approaches we have adopted complement each other to help pupils excel.

To ensure they are effective we will:

Ensure disadvantaged pupils are challenged in the work that they're set

Act early to intervene at the point need is identified adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Invest heavily in children's pastoral care and personal development offer

## Challenges

### BARRIERS TO FURTHER ATTAINMENT

Trust : Strategic Aim 3: Our Organisation An efficient and effective organisation design with robust processes to ensure resources are deployed to good effect for the benefit of the children and young people in our care

Teaching, learning and assessment: To ensure that all our academies provide the very best teaching in order to promote and provide high quality learning for all our children and young people and ensuring that there is support in place for teachers to achieve this.

School's objective 2: To secure improvements to teaching and learning through continuing to monitor consistency in pedagogical practice that drives attainment and progress for all pupils.

The curriculum is well planned in some subjects however.... the curriculum does not set out the things that pupils need to know in enough detail, and leaders have not identified the small steps that pupils need to take to be successful. Because of this, teachers are sometimes unclear about precisely what to teach and when. This is a barrier to learning.

Some staff, including those in the early years, use assessment well. They accurately identify gaps in pupils' learning and adapt their teaching to ensure that pupils have the knowledge they need to be successful. However, too often, teachers do not use assessment skilfully enough to identify misconceptions or gaps in pupils' knowledge. Consequently, gaps in pupils' knowledge are not closed quickly enough, and misconceptions persist. This hinders pupils' learning.

Challenge	Detail of challenge
A	Attainment data reflects a lack of understanding around meta cognitive learning and pupil development in becoming strategic learners who are independently motivated. Pupils ability to manage cognitive load is crucial if new content is to be transferred into students' long-term memory. Opportunities for students to plan, monitor and evaluate their own learning. PASS Survey data shows that only 34% of pupils in KS2 feel confident to evaluate their own learning and 44% describing a lack of confidence in knowing how to solve problems independently.
B	Maths retention of key knowledge and reasoning skills. Data shows pupils achieving EXP and GD in maths is not in line with other subjects such as Reading, Writing & SPaG. Both retention and recall of key knowledge and confidence in reasoning and problem solving within mathematics are specific barriers to overcome in order for our middle attainers to make expected or accelerated progress within maths across KS1 and KS2.
C	Reception baseline assessments highlight that a large number of our new starters arrive with barriers linked to the verbal construction of simple sentences across a range of contexts and rising numbers of children with EAL. These factors present barriers with co-switching communication with other children and adults, which is vital for language and cognitive development and relationship building. This can also lead to self-esteem and friendship issues including preventing their chances of excelling in other subjects.
D	Reduced opportunities for 'cultural capital. The significant difference in opportunities for cultural capital between disadvantaged children and their peers when they start school impacts on depth of understanding for reading. Some of our disadvantaged children, in comparison to peers, do not receive regular exposure to ambitious vocabulary, both in their everyday interactions within families and their community or through their choice of reading. As a result, some have not developed familiarity with rich language choices and do not incorporate a range of writing styles in their written work, specifically attainment at the Higher Standard in writing
E	PASS Survey data shows that number of pupils with SEMH needs requiring specialised adult support and intervention with 32% in KS2 stating that they do not feel positive about their own abilities.

## 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
For our disadvantaged children entering school to have improved communication skills so that they are able to communicate effectively with both staff and peers, enabling them to build relationships and become independent learners	FS Children to acquire a rich and broad vocabulary through modelled play. For FS children to be able to communicate their own emotional needs and develop/maintain healthy relationships. Parental involvement from the point of entry will be improved and this will directly impact on the communication skills of our disadvantaged children. Teaching addresses spelling needs of the pupils. Spelling lesson observations. Vocabulary rich displays. Key vocabulary mentioned on Knowledge Organisers and referred to during lessons and homework. Key vocabulary is pulled out of key texts during whole class reading, ERIC activities ensure children focus on vocabulary. RAG rating occurs when key texts are introduced and children have the time to explore the meanings of unfamiliar/new vocabulary. Pupils apply more advanced vocabulary when speaking and when writing. Children are more confident in speaking in-front of their class. Clear personalised feedback given. Children are more KS1/ KS2 / Secondary ready.
For confidence in reasoning and problem solving and recall of prior knowledge in Maths to be improved so that the number of Middle Attainers achieving GD is more in line with Reading & Writing	End of key stage formal assessment data will show an increased percentage of pupils achieving EXP standard and GD in Maths. Targeted interventions, relating to specific areas of need in maths, will be in place for children in the key groups whose progress is falling behind at both KS1 and KS2.
To continue to prioritise the development of nurture groups, 1:1 support and listening sessions for social emotional issues, utilising our pastoral care.  ELSA and Listening Sessions widen the capacity for focussed, specialist practice and support	Pupils are more confident within a group, articulate responses clearly and develop secure friendship groups. Pupils can describe and use strategies to support self-regulation where needed.  Secure use of relational practice is a visible feature across whole school universal approaches rooted in restorative practices and zones of regulation work. Staff are confident to describe and apply the practices and children feel secure in the relationships established with staff and in the school environment

<p>Metacognition skills of disadvantaged children improves, and more key knowledge retained.</p>	<p>Staff meetings led by Subject leaders focus on the CPD for specific content within progression maps and key sticky knowledge for their subjects. Directed subject leadership time ensures this is monitored regularly and concisely. Time re-directed during monitoring tasks which include lesson visits and pupil discussions. Focus on key knowledge and vocabulary shared with parents on Knowledge Organisers and are in books for children to refer to throughout lessons. Key vocabulary displayed. A wide range of retrieval activities, including retrieval at the beginning of lessons, quizzes etc used to check retention of knowledge and vocabulary. All lessons start with recaps of previous learning that relates to the curriculum sequence of learning. Staff use a variety of strategies to ensure children are ready to learn. Staff explore metacognition strategies and trial different ones in their classrooms to ensure the children are supported in ways to help them retain more information.</p> <p>85% of pupils passed the phonic screener in 2024. With GPS falling slightly below national in KS2 pupils application of phonics knowledge for reading into spelling remains a priority. Approaches using EPATT programme which has shown targeted success in reading to be rolled out for spelling. Teaching of spelling improves through more discreet lessons.</p>
<p>Parents feel supported to engage in the education of their child</p>	<p>Parents communicate with class teachers around gaps in learning and home support Parents engage with online sessions to understand class-based learning Teachers work with SLT to provide ways to demonstrate learning virtually. Workshops in place for parents to support at home with a range of issues, including behaviour, on-line safety and specific learning areas.</p> <p>To develop further and collect impact data Teachers advise parents on quality reading material appropriate for each age group. Specific parents are targeted to ensure more frequent attendance at school events.</p> <p>Masterclasses for parents – maths/English skills/phonics To continue to drive engagement with the PTA so that parents feel like they have ownership of an element of school life</p>

### 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: £ £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality first teaching focusing support for pupil premium children through scaffolding and explicit teaching.  TA support  CPD on effective feedback  CPD on effective scaffolding.  HT, DHT, AHT and Trust SIP Lead to monitor, coach and support Teaching and Learning  ST to continue to support and coach ECT CPD:  Science of Learning Teaching Walkthrus	EEF Guide. The Teaching and Learning Toolkit: • Mastery Learning • Learning Styles • Peer Tutoring • Feedback  Feedback is listed in the EEF as one of the most effective strategies to improve pupils learning and the school is moving to live feedback in marking meaning that staff are needed to provide this high-quality feedback for all pupils.  Focus on the explicit instruction and scaffolding from the EEF's five a day approach to supporting children in their learning. Although this was designed for children with SEND needs the principles are effective in supporting children in their learning  Dylan William states- A bad curriculum well taught is invariably a better experience for students than a good curriculum badly taught: pedagogy trumps curriculum.  Therefore, ensuring clear and effective pedagogy is essential in ensuring disadvantaged pupils are supported in closing learning gaps.	A,B,D



<p>To embed the mastery approach to maths using White Rose by using worked examples that enable pupils to analyse the use of different strategies.</p>	<p>EEF states that Mastery learning is a cost-effective approach, on average, but is challenging to implement effectively. Schools should plan for changes and assess whether the approach is successful within their context. Mastery learning   EEF (<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p>	<p>B</p>
<p>Review texts used in EYFS and in other phases as a starting point for internalising quality vocabulary. Revisit the use of oracy skills in the school pedagogical approach. Scaffolding to provide support for PP children within lessons e.g. word banks / illustrations</p> <p>Revise structured approach to the teaching of Reading in KS2. Support teachers to source reading links across the curriculum</p>	<p>We know that ‘language provides the foundation of thinking and learning and should be prioritised’ (EEF Guidance Report, Improving Literacy in KS1). Therefore, oracy is central to our whole-school development, especially considering the low starting points which many of our children enter with. Ensuring that we swiftly identify and provide support for pupils who require it means that we can address and remove barriers in children’s early years.</p>	<p>A,C,D</p>
<p>Subjects To continue to refine assessment and embed metacognition through continuous recall</p> <p>Curriculum planned with particular focus on key knowledge, progression, retrieval, links to previous learning and topics. Subject Leads will require 2 x days each.</p>	<p>Rosenshine’s principles outline that learning must be revisited in order to embed knowledge into long term memory. Sweller supports this in identifying that children need the chance to revisit and embed learning in smaller steps to develop effective schema.</p> <p>Quality first teaching to be established in all foundation subjects with resources and expertise in place to support staff in their pedagogy and subject knowledge.</p>	<p>A,C,D</p>

<p>Feedforward to make the most of worked examples and Wagolls and Wabolls</p> <p>Focus on vocabulary in classroom.</p> <p><i>Continued robust monitoring and review of learner progress and quality of delivery of Little Wandle Scheme of reading in Ks1 and Early Years</i></p>	<p>Making use of Oliver Cavaglioli's work on using dual coding to ensure that pupils are able to use multiple strategies to decode learning and embed in longer term memory.</p> <p>Lee Northern also explains how Cumulative dysfluency can be reduced and avoided through effective use of planned retrieval. Using more open questions with some prompts encourages engagement and more opportunity for assessment.</p>	
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#### Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ £ 23,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>PP/Disadvantaged pupils make clear progress in handwriting, phonics, spelling, reading fluency comprehension and oracy</p> <p>Focus on development of the metacognitive approaches to reading focusing specifically on the 'During reading section of the EEF reading comprehension guidance</p>	<p>EEF research states that Reading comprehension strategies are high impact on average (+6 months). Alongside phonics, it is a crucial component of early reading instruction.</p> <p>Jean Gross highlights the 'word gap' and that disadvantaged pupils are often placed in 'low ability groups' with a lack of good language models.</p> <p>Book talk will focus on the clarifying and summarising aspects of the EEF's comprehension strategies to ensure that pupil premium children are encouraged to make sense of new vocabulary and build accurate understanding of the text. Children to be exposed to quality language as much as possible through reading.</p>	<p>A, B, C,D</p>

1:1 reading for those identified as needing fluency	Research shows that improving the confidence levels of children when accessing the written word will support to engage with other subjects.	A,D
<p>To ensure that the most effective adaptations are made for pupils with SEND/ otherwise disadvantaged across the curriculum through a provision menu that can be applied by specialist staff with training ranging from provisions in academic studies to SEMH to wider development of cultural experiences.</p> <p>Training of staff</p> <p>CPD for Edukey Provisions and accurate reviews</p> <p>Timetable of provisions needed</p> <p>Bespoke menu of provision based on staff expertise to offer for a range of needs in school. Children to be identified and supported with this menu to ensure there are multiple options and ways to support..</p>	<p>Targeted academic support is highlighted by the EEF as an effective strategy for improving children's learning.</p> <p>'Small group tuition is most likely to be effective if it is targeted at pupils' specific needs.</p> <p>Diagnostic assessment can be used to assess the best way to target support.'</p> <p>Creation of an effective menu will enable to staff to select from a host of options the best and most effective interventions for disadvantaged children.</p>	A,B,C,D,E

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

Budgeted cost: £ 24,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To provide a level of pastoral care to help all children to have at least 96% attendance wherever possible.</p> <p>Ensure PASS analysis focus areas are identified and actions put in place</p> <p>ELSA provision to be a contributor to support and maximised.</p>	<p>Targeted academic support is highlighted by the EEF as an effective strategy for improving children's learning.</p> <p>'Small group tuition is most likely to be effective if it is targeted at pupils' specific needs.</p> <p>Diagnostic assessment can be used to assess the best way to target support.'</p> <p>Creation of an effective menu will enable to staff to select from a host of options the best and most effective interventions for disadvantaged children.</p>	E
<p>Pupils have a breadth of experiences that enable them to contextualize their learning</p> <p>To maintain and build on the offer of forest school for children once every half term to help them to engage and respond positively with growing confidence. Children exposed to wider life skills and to be given a safe space to talk and offload should they need to. Key focus on SEMH.</p>	<p>The EEF outlines Teaching self-regulation explicitly and outside spaces and forest school activities give children opportunities to show and demonstrate;</p> <p>Self-awareness: expand children's emotional vocabulary and support them to express emotions.</p> <ul style="list-style-type: none"> <li>• Self-regulation: teach children to use self-calming strategies and positive self-talk to help deal with intense emotions.</li> <li>• Social awareness: use stories to discuss others' emotions and perspectives.</li> <li>• Relationship skills: role play good communication and listening skills.</li> <li>• Responsible decision-making: teach and practise problem solving strategies.</li> </ul>	D,E

<p>KS2 outside environments to be continued to be developed as outdoor learning facilities: Biodiverse environment created to support emotional regulation/ Forest School Principles. KS2 Gardening/ Biodiversity taskforce to be maintained.</p> <p>Continue with disadvantaged enrichment, after school, lunch time clubs focused on the use of the school library to aid reading enjoyment. Music and PE, funding for trips, retreats, concerts forest schools and residential Plan weekly clubs for all pp and a buddy. This includes singing, reading, art, forest schools coding and sport and commando Joes</p>	<ul style="list-style-type: none"> <li>• Use simple ground-rules in groupwork and classroom discussion to reinforce SEL skills.</li> </ul> <p>To provide children with wider opportunities to learn in the outdoor environment, work with children of different age groups to develop responsibility and leadership skills.</p> <p>Engage in tasks which require teamwork and consideration of others leading to greater communication and social skills being developed.</p> <p>The New Economics Foundation (NEF) stated the effects of forest school can have of pupils as the following:</p> <p>Confidence: children had the freedom, time and space to learn and demonstrate independence.</p> <p>Social skills: children gained increased awareness of the consequences of their actions on peers through team activities such as sharing tools and participating in play.</p> <p>Communication: language development was prompted by the children's sensory experiences.</p> <p>Motivation: the woodland tended to fascinate the children and they developed a keenness to participate and the ability to concentrate over longer periods of time.</p> <p>Physical skills: these improvements were characterised by the development of physical stamina and gross and fine motor skills</p> <p>Knowledge and understanding: the children developed an interest in the natural surroundings and respect for the environment</p>	
<p>A range of clubs offered after school and cost covered for PP children of paid clubs.</p> <p>Music tuition and instrument hire.</p>	<p>EEF finds that Pupils from disadvantaged backgrounds may be less likely to be able to benefit from sport clubs and other physical activities outside of school due to the associated financial costs (e.g. equipment).</p>	<p>C,D,E</p>

	<p>By providing physical activities free of charge, schools give pupils access to benefits and opportunities that might not otherwise be available to them.</p> <p>To offer wider engagement in enrichment activities.</p> <p>To improve social and communication skills through interacting with children from different age groups and develop interpersonal skills.</p> <p>Through sporting clubs- leadership, sportsmanship and teamwork skills will be targeted and enhanced.</p>	
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**Total budgeted cost: £ 57,500**