



3 Year Pupil Premium Strategy Plan 2020 - 2023

Holy Rosary

SUMMARY INFORMATION					
PUPIL PREMIUM LEADERSHIP INFORMATION [2022/23]					
Pupil Premium Lead	Marie Dyche	Governor Lead	Rebecca Harris	Trust Lead	Kate Mann
CURRENT PUPIL INFORMATION [2022/23]					
Total number of pupils in school:	188 (200 including FS1)	Total pupil premium allocation:	£49,780	Date of most recent PP Review:	September 2022
		Carried over funding from 2021/22:	/		
Number of pupils eligible for pupil premium:	45	Recovery Premium Funding (RPF):	£4640	Publish Date:	
		RPF Carried over funding from 2021/22:	/		
Proportion of disadvantaged pupils %:	23.9%	Total PP and RPF budget:	£54,420	Statement authorised by:	

PUPIL PREMIUM COHORT INFORMATION

CHARACTERISTIC*	NUMBER IN GROUP	PERCENTAGE OF GROUP
Boys	25	55
Girls	20	44
SEN support	7	15
EHC plan	2	4
EAL	18	40

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> <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> <p>Lack of access to high quality reading material at home</p> <p>Few to no books at home.</p> <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>
C	<p>SEMH</p> <p>Many of our children who are eligible for pupil premium have additional needs in their emotional, well-being and mental health which impact on their attitudes to learning.</p>

External Barriers (such as poor attendance)

D	<p>Low attendance</p> <p>Persistent absentees are identified and tailored plans including incentives are in place.</p>
E	<p>Character</p> <p>Behaviour for learning is good – develop pupil character through RESPECT behaviours.</p>

F	Language challenges for parents who would like to support their children with education Cultural Capital Lack of opportunities to acquire essential knowledge through activities and experiences.	
Desired Outcomes/Aim		
	Outcome/Aim	Success Criteria
A	Improved oral language and articulation.	PP children become confident story tellers. PP children can articulate learning that has taken place. Children achieve well in phonics Children access phonically decodable reading material independently
B	Accelerated progress seen by at least 80% who fall into this group.	Measuring of targeted interventions shows achievement in small steps PP children to make rapid progress within English, with an increased number achieving the expected standard in KS1 and KS2. Evidence from children's books will show developments in children's written work, and an improved level and use of vocab is evident. Lesson observations show engagements and ongoing support mechanisms.
C	Tools created for children to use support their emotional well-being Provide access to counselling services <ul style="list-style-type: none"> • Interventions support positive SEMH, evidenced through edukey Level 2 and 3 counselling support offered through Priority Pupil team.	ELSA group and individual sessions established Teachers confident to build in ELSA strategies within the classroom Well being support team in place Communication route in place for parents to discuss concerns and next steps Pupils will be referred when talk therapy is required.

D	Increased attendance for the younger age groups.	Attendance to be increased to 96+ in line with National Average
E	Develop Character of those with the lowest attitudes to self and school	PASS data analysed Identified pupils will have taken part in a CJs intervention in addition to further supportive strategies from external partners, PFSW and school Listening Councillor
F	Parents feel supported to engage in the education of their child.	Parents communicate with class teachers around gaps in learning and home support Parents engage with on line 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. Teachers advise parents on quality reading material appropriate for each age group.

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

Member of staff responsible:

Priority	Barrier addressed	Activity (CPD, Recruitment, intervention, resourcing)	By when	Approx. Costings (for the 3 years)	Success measure
1- Children to make good progress in all areas	A/B	Teachers have a clear understanding of the age related expectations for their year group. CPD supports teachers to identify gaps in prior learning Experienced Teaching Assistants distributed to every year group to support intervention work.	termly		For all children to make good progress from their starting point.
2 - English skills applied with confidence.	A/B	Timeline of CPD for all new members of staff to ensure a clear understanding of Writing process used at HR All staff supported to identify areas of the curriculum that allow English skills to be used. Focus on vocabulary in all lessons. Staff guided to use specific, challenging terminology in all areas of the curriculum.	Review half termly (focus for review will link to the subject area driving the half term).		Books in all subject areas demonstrate how English skills have been applied.
3.	A/B	Each subject leader supports staff to understand the progression documents created. CPD sessions to further understand the principles behind metacognition and learning. All subjects explore 'Learning Links' to deepen opportunities to retain information in the long term memory. Children can access learning outside of the main curriculum e.g. music lessons.			For children to be offered a full, balanced curriculum which is sequenced and builds upon prior knowledge.

TARGETED ACADEMIC SUPPORT (interventions)

Member of staff responsible:

Priority	Barrier addressed	Activity (CPD, Recruitment, intervention, resourcing)	By when	Approx. Costings (for the 3 years)	Success measure
1 To build personal confidence levels of target children.	C	Nurture/support/listening groups with specific children – assess the personal interests of the children and use these as a focus to structure each session. CPD increases impact of support work from a TA's during the oral rehearsal and performance stage of learning.	Feb 2023 Reviews - May 2023 October 23 December 2023		Children demonstrate increased oracy skills.
2 To improve maths and calculations skills	A	CPD through Mastery Maths development programme New staff CPD in White Rose and modelling strategies Clear calculation policy in place for all staff to refer to.	Annually		Children articulate strategies clearly that are appropriate to their year group. Books show correct application of skills.
3 - To provide accurate interventions based on identified gaps	B	Teachers confident in the tracking of PP children. PP action plans created to provide a clear overview of the gaps that are being targeted. Data reports filter.	Review each term (target year groups will use this as evidence during Pupil Progress Meetings)	£4500	Evidence shows correct interventions have had maximum impact.

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

Member of staff responsible:

Priority	Barrier addressed	Activity (CPD, Recruitment, intervention, resourcing)	By when	Approx. Costings (for the 3 years)	Success measure
1. To secure and embed a long term culture within the school focusing on the mental health and wellbeing of all.	C	Well being / support team developed within school to act as an in-house agency that can provide immediate intervention. Physical Literacy support sessions to be tracked and monitored with external support. CPD for colleagues who provide necessary support.	December 2023		Children develop clear strategies to support their own well-being.
2. To improve the attendance of younger children.	D	Office admin to respond quickly to all absences and work in collaboration with the Priority Pupil team and the EWO Effective communication links developed with EWO from LA Support provided for parents to understand the importance of early stages of education.	July 2023 (Will be discussed as an ongoing target based on each new cohort)	£1000 £1500 £500	For the attendance of those eligible for Pupil Premium funding to be in line with national average
3 For an increased number of parents to be engaged within the education of their child.	E	Parents actively encouraged to engage with class webpages through the year. Teams workshops available to develop parental confidence in the teaching of phonics at home. All teachers develop clear communication links with parents.	Termly (following each official feedback to parents session)	£6500	For parents to be actively engaged within their children's learning.

PUPIL PREMIUM ACTION PLAN: 2022/23

TEACHING PRIORTIES						
Priority No. from 3 Year plan	Desired Outcome (link to barrier)	Chosen Approach/Action	What is the evidence/rationale for this approach?	How will you ensure it is implemented well?	Staff lead	Review Date & who is evaluating impact?
1.	PP groups in all year groups make better than expected progress in Reading and Maths	Quality first teaching for all. Regular PPMs to ensure children are working towards the correct expectations. Drop in sessions for teaching staff to discuss next steps	EEF supports this as a high impact, low cost approach that can support children to develop life long skills.	Evidence from classroom observations, books, pupil interviews and pupil progress meetings.	MD/EH/KM	Feb 2023 (review date) May 2023 TC – focus will be on evidence in books at this point in the year. July '23 – focus on

		<p>in learning.</p> <p>Children taught to understand what helps them to learn.</p> <p>CPD in Metacognition and Selfregulation approaches for children.</p>				pupil interviews
2.	<p>KS2 pupils understand how English skills support the rest of the curriculum.</p>	<p>Allocated time for the teaching of reading Reading and comprehension skills used in other curriculum areas.</p> <p>CPD sessions for new staff members to understand the Reading/ Writing process.</p> <p>Reading links developed to provide quality materials for all subjects, not just English.</p>	<p>Research shows that improving the confidence levels of children when accessing the written word will support to engage with other subjects.</p> <p>Not being able to read the material in Science, does not mean that the child is not interested in Science as a subject.</p>	<p>Phase leaders work closely with SLT to have a clear understanding of the vision.</p> <p>Documents created that record the reading material used in each year group.</p>	MD/KM/EH	<p>Feb 23</p> <p>May 23</p>

		Quality knowledge organisers used to embed				
3.	Children increase fluency levels in reading.	All KS1 groups focus on the quality of phonics sessions that follow a clear long-term plan. Early phonics Lead put in place to support colleagues to access the best techniques and resources in this area.	EEF materials show extensive research in to the development of reading and the positive impact it has on progress. Fluency rates can increase a child's confidence to tackle the written word.	Correct CPD in place for all staff. Timetables clearly show when the teaching of reading will take place. Regular assessments show the progress that children make.	ST/KT/MD	Dec 2022 April 2023 / June 23
4.	All children have access to a rich, inspirational curriculum	Subject leaders engage in Trust CPD sessions. Staff meeting timeline - opportunity for subject leaders to support colleagues. Cost of private music tuition covered.	Children can often have a strong passion for other areas of the curriculum. By putting time, energy and resources in to all subjects, children understand how core subjects link and how the development of skills can impact on other areas.	CPD in place for all curriculum subjects. Clear progression documents in place for teachers to refer to		Jan '23– MD/KM meet with subject leaders. June 2023 – review of assessment material in Insight.
TOTAL estimated budgeted cost:						

Of which from RP funding:

TARGETED ACADEMIC SUPPORT

Priority No. from 3 Year plan	Desired Outcome (link to barrier)	Chosen Approach/Action	What is the evidence/rationale for this approach?	How will you ensure it is implemented well?	Staff lead	Review Date & who is evaluating impact?
1.	Increased and sustained improvement in handwriting	<p>Handwriting sessions</p> <p>Collaboration sessions with Gemma Ellis {EM} with SF</p> <p>Whole staff training for consistent approach with all age groups.</p> <p>Letter forming support sessions 2x per week.</p> <p>Adults support during main class sessions. Access to reference material in all written activities.</p>	When pupils can write automatically they can concentrate on what to write rather than how to write. EEF-PP targeted intervention	Timetabled sessions are planned across the school	SF/MD	Termly SF 2022-2023
2.	Improved articulation of	Target children have oral rehearsal	Communication development is crucial in the early stages of education. Support within whole class	Children interviews.	MD/KM	Jan 2023 April

	language / Children develop effective oracy skills.	support to analyse and understand the focus text. FS2 children attend regular Nurture sessions, led by TA in which children's interests are followed in a guided way	sessions develops participation confidence.	Sharing skills developed with SLT.		'23
3.	Children develop a range of calculation strategies.	Support group sessions (during Maths lessons). Pre-teach sessions to improve confidence before main teaching. All pupils can recall key facts instantly and with increased speed Practical sessions using pictorial resources to support learning	Mastery learning breaks subject matter and learning content into units with clearly specified objectives which are pursued until they are achieved. EEF targeted intervention for all disadvantaged pupils will improve progress. All pupils will develop their fluency, reasoning and problem solving across the school.	Maths action plan will build in the CPD to this target. Books will showcase the learning process		Jan '22 – SF PPMs with key yr groups Apr '23 – SF PPMs with all yr groups June '23
4.	Gaps in learning are reduced between groups of	1:1 and small group tuition Teachers produce a clear action plan	Gaps in prior knowledge can create a barrier to children meeting the current age related expectations	Monitoring of intervention assessments.		Feb 23 June '23

	children with NTP tuition focus in maths	for intervention work that will support PP children. Data reporting will filter out PP children and examine against the whole and non-PP.	EEF research focussed on the impact of individual and small group tuition. 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	NFER test data. TT Rockstars baseline tests. Diagnostic assessment data.		
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TOTAL estimated budgeted cost:

Of which from RP funding:

WIDER STRATEGIES

Priority No. from 3 Year plan	Desired Outcome (link to barrier)	Chosen Approach/Action	What is the evidence/rationale for this approach?	How will you ensure it is implemented well?	Staff lead	Review Date & who is evaluating impact?
To ensure PASS and KS1 analysis are identified and actions put in place	All pupils can verbalise that they are happy in school	One to one and small group sessions supported by ELSA	One to one and small group sessions supported by ELSA EEF-PP strategy using targeted support improves pupils social and emotional well being is an effective means of enhancing pupil progress.	Termly updates with ELSA, Link PP LGB termly visit HW Pupil well being survey	FP/EH/	Review yearly till 2023 MD
Increase parental engagement	Parents have an understanding	Arrange open days and further opportunities in	A collaborative approach between home and school will ensure we are working in partnership for the benefit of all our pupils.	Timetabled sessions booked in 2022/23	All class teachers	MD Parent questionnaires 2022- how well

through open day workshops for English, PSHE and Maths	on how the N/C is taught so that they can support their children at home.	and out of school for parent workshops				do you know how to support your child at home with their learning?
Pupils have a breadth of experiences that enable them to contextualize their learning	All disadvantaged pupils are engaged in an enrichment club	Weekly lunch time clubs, extra curricular clubs and pupil leadership groups with subject specialists.	Pupils are engaged and focused within the sessions and enjoy the opportunity to develop their interests. They enable pupils to develop their character, resilience, confidence and independence.	Planned session weekly in school with music and PE specialists	MD/KM/EH	PD, MD, KM, EH Pupil voice questionnaires 2023
TOTAL estimated budgeted cost:						
Of which from RP funding:						

REVIEW OF 3 YEAR STRATEGY September 21/2022

*At least annually

TEACHING PRIORITIES			
Priority Area	Chosen Action	Impact? (High, Mid, Low) How do you know?	Why will you continue with this provision/why won't you?

<p>Progress in Reading / Early reading and phonics</p>	<p>Implement Little Wandle – Letters and Sounds revised which has a proven track record in delivering</p>	<p>Medium Impact</p> <p>In addition to a full suite of training offered to all staff, Leaders worked with the trust network groups and visited a neighbouring trust school who also use Little Wandle and staff were confident in the consistent approach in delivering the programme.</p> <p>New scheme has been implemented which has enabled all books to be exactly matched to children’s phonic ability. Children are heard read 1:1 and in small groups during the week to ensure they are confident and can read 95% of it before the book is sent home to practise fluency. A book is shared daily with children to encourage reading for pleasure. Language and vocabulary is developed through adult interactions within the areas. Language structure is modelled through conversations and group social interventions.</p>	<p>In the DFE 2021-2022 Phonics validation process, it stated that by ensuring high-quality phonics teaching, the government wants to improve literacy levels to: 1. Give all children a solid base upon which to build as they progress through school 2. Help children to develop the habit of reading widely and often, for both pleasure and information. For these reasons, Little wandle has been implemented as the to be the school’s chosen approach in teaching Phonics, as this approach is also a fully validated systematic synthetic phonics (SSP) programme recommended by the DFE in July 2022</p> <p>Early reading remains an area of high importance throughout school. The new scheme is working well and we will continue to develop this throughout the year.</p>
	<p>Pupils are exposed to high quality text which engages and stimulates reading for all pupils.</p> <p>Develop approaches to the teaching of reading in</p>	<p>Medium Impact</p> <p>Nessy has proven to be an effective method to support reading and spelling in school, when used consistently. However, this has not been used consistently in all classes and so progress is not as strong as it potentially could have been.</p>	<p>Professor Teresa Cremin and Dr Lucy Rodriguez of the Open University state: High-quality, systematic phonics teaching is crucial for children to learn to crack the alphabetic code, and to support children to learn to read.</p>

	<p>KS2</p>	<p>Pupils continue to access high-quality texts, with an emphasis on reading for pleasure. Reading lessons are structured to ensure that the key areas for development are focused on (V R I). Pupils are exposed to high-quality class discussions regarding the texts. NFER tests in Pentecost 2 show a positive impact on reading.</p> <p>School book fair generated income to purchase new books. Library has moved to new location that is more spacious and prominent within school.</p> <p>PP pupils have made significant progress from their baseline assessments in December.</p> <p>PP children have access to a range of Topic linked non-fiction and fiction books which are used to support vocabulary through the Community Library and the Book in a Box scheme.</p> <p>Pass survey results show that Preparedness for Learning has continued to remain highly positive.</p>	<p>Alongside the Little Wandle Letters and Sounds Revised phonics programme, we must develop the pedagogies, practices and teacher characteristics that support children to become keen readers. Developing the skill to read influences the will to read, and developing the will to read influences the skills to read (OECD, 2002).</p> <p>The school will continue to promote and celebrate pupils love for reading and most teaching units are planned around quality text.</p> <p>Being a keen habitual reader nurtures children’s social and emotional development, introduces them to rich vocabulary, enhances their capacity to express themselves, and develops their knowledge and understanding of the world. Through reading widely and by choice, children gain a broader range of perspectives than those they may encounter in their everyday lives. They begin to ask questions about the texts and the world around them. Furthermore, and significantly, ‘engagement in reading is strongly correlated with reading performance and is a mediator</p>
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			of gender or socio-economic status' (OECD, 2021).																								
SEND and Pupil Premium needs are met in targeted support.	School Led Tuition (25% contribution of government grant). Targeted writing through 1-2-1 interventions with pupils identified across phases.	<p>Medium Impact Represented in progress data in reading over time and GPS. Total number of children in receipt of tutoring for 2021/2022 - 18 Total number of tuition hours delivered (pupil hours) 213 The SENDCO and PP lead ensured there was forensic focus, on provision, for pupils who have pupil premium funding and those who are SEND pupils too.</p> <p>The 2022 KS1 outcomes for disadvantaged pupil in Reading and Maths are higher than the non-disadvantaged cohort and significantly above national average.</p> <table border="1" data-bbox="752 970 2024 1187"> <thead> <tr> <th></th> <th>Pupils</th> <th>Reading & Maths Scaled Score</th> <th>Nat. diff</th> <th>Reading Scaled Score</th> <th>Nat. diff</th> <th>Maths Scaled Score</th> <th>Nat. diff</th> </tr> </thead> <tbody> <tr> <td>FSM6</td> <td>4</td> <td>104.3</td> <td>● +5.7</td> <td>104.3</td> <td>● +5.7</td> <td>104.3</td> <td>● +5.2</td> </tr> <tr> <td>Not FSM6</td> <td>25</td> <td>101.7</td> <td>-0.7</td> <td>103.5</td> <td>+1.0</td> <td>102.0</td> <td>-0.8</td> </tr> </tbody> </table> <p>The NFER standardised tests to show that PP pupils are making good progress in Reading. This table shows the Reading standardised score of the different year groups over time. In each year group the average standardised score is improving for disadvantaged pupils.</p>		Pupils	Reading & Maths Scaled Score	Nat. diff	Reading Scaled Score	Nat. diff	Maths Scaled Score	Nat. diff	FSM6	4	104.3	● +5.7	104.3	● +5.7	104.3	● +5.2	Not FSM6	25	101.7	-0.7	103.5	+1.0	102.0	-0.8	School Led Tutoring will continue in Year 3 of PP Strategy following evidence taken from EEF stating that small group tuition is important to support the narrowing of gaps between PP and non-PP pupils
	Pupils	Reading & Maths Scaled Score	Nat. diff	Reading Scaled Score	Nat. diff	Maths Scaled Score	Nat. diff																				
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Average standardised score in Reading for the PP cohort	Summer 19	Summer 20	Summer 21	Summer 22
Y6 2021-22	97	pandemic	114	
Y5 2021-22			100	103
Y4 2021-22	97		100	101

Internal assessment data in 2021-22 shows that most disadvantaged pupils were learning and remembering more of the curriculum in core and foundation subjects. For example, 11 PP pupils in Years 1-6 moved up the 1-4 scale during the Pentecost term.

The Pupil Premium Lead and SENDCO Lead work collaboratively, to ensure there is targeted and appropriate support for pupil premium students, who also require SEND provision.

The school introduced Edu Key (July 2021), which is an online platform to coordinate and support all SEND planning and intervention groups.

The impact was to ensure all staff are clear and concise about what provision and support is needed, which is followed up with a clear monitoring timetable.

TA's have received training and are supported in delivering quality interventions for all pupil premium and SEND pupils

TARGETED ACADEMIC SUPPORT

Priority Area

Chosen Action

Impact? (High, Mid, Low) How do you know?

Why will you continue with this provision/why won't you?

<p>Vocabulary/Oracy</p>	<p>Key vocabulary is pulled out of key texts during whole class reading, in Directed reading sessions (VIPERS) activities ensure children focus on vocabulary. When key texts are introduced and children have the time to explore the meanings of unfamiliar/new vocabulary. Vocabulary rich displays. Key vocabulary mentioned on Knowledge Organisers and referred to during lessons and homework and through Learning Conversations at home weekly challenge</p>	<p>Medium Impact A specific focus on vocabulary this past year. Staff have ensured key vocabulary linked to Topics have had a priority within lessons and ensured key words displayed for children to access. Guided Reading activities have included opportunities for children to explore unfamiliar vocabulary, supporting their understanding on how to use dictionaries. Monitoring of Knowledge Organisers shows key vocabulary linked to Topic remain and is included and referred to in lessons and used to support homework.</p>	<p>Yes. Key Vocabulary remains a focus across school. Daily reading with an adult provides a focus on vocabulary acquisition and support with independence and fluency. Reading fluency assessments to be carried out Advent 2022.</p>																																																	
<table border="1"> <thead> <tr> <th colspan="10">Pupil Premium percentiles</th> </tr> <tr> <th rowspan="2">PASS Factor</th> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>5</th> <th>6</th> <th>7</th> <th>8</th> <th>9</th> </tr> <tr> <th>Feelings about school</th> <th>Perceived learning capability</th> <th>Self-regard as a learner</th> <th>Preparedness for learning</th> <th>Attitudes to teachers</th> <th>General work ethic</th> <th>Confidence in learning</th> <th>Attitudes to attendance</th> <th>Response to curriculum demands</th> </tr> </thead> <tbody> <tr> <td>non-PP</td> <td>41.6</td> <td>35.2</td> <td>42.5</td> <td>43.0</td> <td>29.8</td> <td>39.0</td> <td>37.1</td> <td>46.5</td> <td>57.2</td> </tr> <tr> <td>PP</td> <td>41.6</td> <td>43.6</td> <td>42.5</td> <td>32.8</td> <td>48.4</td> <td>58.8</td> <td>44.2</td> <td>46.5</td> <td>42.7</td> </tr> </tbody> </table>				Pupil Premium percentiles										PASS Factor	1	2	3	4	5	6	7	8	9	Feelings about school	Perceived learning capability	Self-regard as a learner	Preparedness for learning	Attitudes to teachers	General work ethic	Confidence in learning	Attitudes to attendance	Response to curriculum demands	non-PP	41.6	35.2	42.5	43.0	29.8	39.0	37.1	46.5	57.2	PP	41.6	43.6	42.5	32.8	48.4	58.8	44.2	46.5	42.7
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<p>Support the development of Character</p>	<p>Improve vocabulary, knowledge and understanding of character highlighting, teaching and rewarding RESPECT behaviours.</p>	<p>2022 PASS survey shows that pupil premium children were as, or even more positive than their peers in 7/9 PASS factors. Children supported by the pupil premium say they are highly satisfied with their school experience. In the latest survey, work ethic, confidence in learning and attitude towards teachers are more positive than non-disadvantaged pupils.</p>	<p>The school will continue with its programme of nurture to support all aspects of pupils social. Moral, spiritual and cultural education.</p>																																																	
	<p>Pupils are not disadvantaged and have access to the creative arts and Physical education.</p>	<p>The school has introduced a whole programme of sporting and creative art opportunities throughout the school's weekly timetable. 60% of pupil premium, pupils attend sports clubs, musical lessons, art clubs or dance club, which are all subsidised through pupil premium funding. (Wrap around care and after school clubs are</p>	<p>Free access to wrap around clubs and after school clubs will continue for all pupil premium pupils. Participation from pupil premium pupils is high and access to homework support is also</p>																																																	

		free for all FSM pupils who are disadvantaged).	provided through Breakfast and After school club.
Counselling support and listening time	All pupil identified for support through Priority Pupil meetings receive support so that the earliest help is given to remove SEMH barriers including separation anxiety, bereavement and trauma.	<p>1-2-1 counselling sessions given to 6 pupils who were identified as needing extra support or awaiting outside referrals.</p> <p>Drop ins and informal listening sessions given to pupils on the counselling waiting list or those identified as needing support.</p> <p>Listening hour taking place in all classes each week based on themes such as difference, friendship, emotions and resilience.</p> <p>PSHE scheme of work which ensures pupil has the opportunity to support mental health. The school runs one to one well-being sessions for pupils and Lego club. The school continues to develop outdoor learning in the form of gardening clubs and Forest Schools. Pupil voice evidences that pupils have positive attitudes towards their learning and the pupils are happy at school. Attendance has returned to pre pandemic levels.</p> <p>Confidential Counselling space identified and put into action plan.</p>	<p>The school will continue with its programme of nurture to support all aspects of pupils social. Moral, spiritual and cultural education.</p> <p>Confidential Counselling space identified and put into action plan.</p> <p>Develop provision and approached to parental engagement through workshops, online platforms, Parent, Staff, Governor Working Party. The EEF states that general approaches which encourage parents to support their children with, for example reading or homework increase engagement over other areas of development academically and emotionally.</p>

WIDER STRATEGIES			
Priority Area	Chosen Action	Impact? (High, Mid, Low) How do you know?	Why will you continue with this provision/why won't you?
Attendance	Purchase additional	Medium Impact	Yes. Attendance remains a priority for the school.

<p>For school to see increased attendance rates for pupils eligible for PP.</p>	<p>support from EWO</p> <p>Before and after school clubs</p> <p>Access to 'Talk Therapy'</p> <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> <p>Office/ PFSW/ SENDCo to be in contact with children daily following attendance policy and concerns shared with phase leader- FLO- PP lead. Priority Pupil group to meet weekly to discuss best support. Door-step check ins. Regular</p>	<p>Persistent Absence for disadvantaged pupils:- decreased from 24% in the Lent term 2022 to 13.8 % in the Pentecost term</p> <p>Robust practises around stage 1 (below 95%) and Stage 2 letters sent out if attendance has not improved and meetings arranged with the Pupil and Family Support worker.</p> <p>Strategies gained from CPD Conference in the Lent Term ensured the profile of attendance was raised to parents through Holy Rosry TV, Attendance Awards, Engaging Sway for parents regarding the importance of attendance and weekly attendance published on Class Dojo every Friday.</p>	<p>Monitoring of attendance is integral in ensuring pupils are in school.</p>
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	contact with families via Class Dojo.		
Cultural Capital	To provide support for all PP children to have the same experiences as non PP pupils.	Medium Impact School trips, residential visits and opportunities for outside companies to provide sessions within school to enhance the curriculum have been reestablished throughout the year following the pandemic.	Yes. The EEF suggests involvement in artistic and creative activities, as part of the curriculum or as extra-curricular activity, can develop engagement and oral language before a writing task.

ENGAGING STAFF, GOVERNORS & PARENTS

How has this document been shared with stakeholders?	Shared with SLT, staff during a staff meeting, Governors through Chair & parents on website.
How do you know staff understand the strategy and apply correctly?	The pupil premium strategy is reviewed regularly, and monitoring of provision is robust throughout the academic year. Breakdown of targets correlating to the children in their class to be shared. Ideas provided on ways to support their needs. Termly pupil voice. Learning walks planned into monitoring cycle.