

Pupil premium strategy statement – Our Lady and St Rose of Lima

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.

School overview

Detail	Data
Number of pupils in school	209
Proportion (%) of pupil premium eligible pupils	51%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024 - 2025
Date this statement was published	October 2024
Date on which it will be reviewed	October 2025
Statement authorised by	Paul Carroll HT
Pupil premium lead	Paul Carroll HT
Governor / Trustee lead	Mrs F Foley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£155 400
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <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>	£155 400

Part A: Pupil premium strategy plan

Statement of intent

At Our Lady & St Rose of Lima there is a collective understanding that children learn best when they are inspired by their learning; when they are active and when they are physically and emotionally healthy. We have worked hard to develop an inspiring curriculum that equips our children with the skills and knowledge necessary to live as responsible citizens in modern Britain.

We strive to create a happy, safe and stimulating ethos where children are motivated to live, learn and love together in Christ. By maintaining high expectations of each other and ourselves, Our Lady and St Rose of Lima children are equipped to encounter opportunities and challenges with resilience and determination. Our agreed aims are:

Empower all children to become respected citizens who make valuable contributions to society.

By paying attention to the whole child, make sure that children understand the importance of being physically active and living a happy, healthy life.

Ensure that all children leave our school with reading fluency.

Ensure children are given opportunities to gain cultural capital.

In addition to this we also aim for the following to be achieved:

The percentage of disadvantaged children achieving the expected standard in end of key stage assessments to be better than the national average

The progress score for all disadvantaged children to be at least zero in all subjects.

- In order to achieve our aims, we intend to rigorously monitor the progress and attainment of all pupils and take steps to overcome each child's individual barriers to learning. This may be through the use of quality first teaching, small group interventions using evidence-based resources or through targeted support for families.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Children in Early Years enter school working below national expectations. Those classed as disadvantaged are often well below the national expectation. This means that accelerated progress has to be made to meet the end of key stage expectations.
2	Internal assessment and observations show that many children enter school not being able to use correct English and are not "used to" having conversations. As a result they are "vocabulary poor".
3	Our school has a high number of SEN pupils currently 18% (40 children). Of these 70% (28 children) are pupil premium children.
4	A substantial amount of children come into our EYFS lacking basic skills, both socially and academic. This is a big hindrance to their learning and their progress.
5	A significant number of our children have had adverse childhood experiences (ACES). As a result, many disadvantaged children have heightened social, emotional and behavioural needs
6	Observation and discussions with our children and families have identified a lack of enrichment opportunities which will now be exacerbated by the current economic climate.

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
Achieve and sustain improvements in academic attainment and progress for Disadvantaged children.	Published data for EYFS, KS1, KS2 and phonics screen is in line with the national average for disadvantaged pupils
Consistent and effective quality first provision for all pupils in our school, particularly the disadvantaged.	Quantitative and qualitative data shows that teaching and learning is highly effective across all areas of the school.

Disadvantaged children are fully integrated and benefit from all aspects of school life.	Demonstrated by: High levels of participation in clubs, trips and other experiences that are on offer Qualitative data from pupil voice, parent voice and staff observations, language will be at least in line with national standards and will therefore impact on increased attainment of other related ELGs. Standards of literacy increase due to improved communication and language
Ensure all children are able to access a language rich environment.	The percentage of Disadvantaged pupils meeting ELGs in communication and

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 120 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality first teaching: Training</p> <p>To implement instructional coaching across each phase to improve the quality of teaching.</p> <p>Varied forms of support with planning, pedagogy, teaching and meeting needs.</p> <p>Early Career teacher support</p> <p>NPQs for middle leaders.</p>	<p>The EEF publication Effective Professional Development, clearly states that, 'high-quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom.'</p> <p>The Rosenshine principles of instruction present 10 research-based principles for classroom practice. These principles have been used to develop the teaching walkthroughs, a customisable framework for delivering high-quality continuing professional development for staff aimed at improving the quality of teaching and learning in the classroom. This will be implemented across the school.</p>	1 2 3 4

Training for TAs to up-skill them in both classroom practice and individual intervention.		
Quality First Teaching: People Recruitment of additional excellent teachers to support other staff.	The EEF states that, 'Ensuring every teacher is supported in delivering high- quality teaching is essential to achieving the best outcomes for all pupils.' By providing additional teachers we can ensure that staff are able to engage in the NPQ and ECT programmes effectively and ensure that subject coordinators are able to access training relevant to their role.	1 2 3 4

Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 45 400

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group tuition Ensuring that Year 6 are split into two groups for maths and reading and have high quality interventions from, consistently good quality teachers	The EEF found that overall, small group tuition is effective - the smaller the group the better. Studies suggest that greater teacher feedback, the opportunity for sustained engagement in small groups and/or work more closely matched to learners' needs increases pupil progress.	1
Small group academic interventions. Teaching assistants are deployed to provide one-to-one or small-group interventions and address gaps in learning and misconceptions.	EEF guidance states that TAs trained to deliver an intervention to small groups or individuals have a higher impact on pupil attainment than the deployment of teaching assistants in everyday classroom environments. Small group tuition has an average impact of four months' additional progress over the course of a year.	1 2 3 4
Small group Pastoral interventions (With Mr Read). Teacher deployed to target children with specific barriers to learning through short intensive interventions		1 2 3 4

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

Budgeted cost: £ 10 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Inclusion in wider school life</p> <p>Disadvantaged children in our school are not always able to make connections between areas of learning due to their lack of cultural experiences and wider opportunities for extra- curricular activities. We aim to ensure that our children are given opportunities to take part in a range of experiences they may not otherwise get.</p>	<p>Subsidised after-school clubs provided by external providers.</p> <p>Subsidised trips and visits to support the development of cultural capital.</p> <p>Several case studies in this area point to this being a good use of pupil premium funding.</p> <p>https://www.anewdirection.org.uk/blog/using-pupil-premium-to-enrich-cultural-education</p>	6
<p>Attendance and family support</p> <p>Family support worker to improve school attendance. The principles of good practice set out in the DfEs 'Improving school attendance' advice will be embedded.</p> <p>The family support worker will work directly with parents to improve the attendance, well-being and engagement of disadvantaged children</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced their levels of absence and persistent absence.</p> <p>The EEF found that there is extensive evidence linking childhood social and emotional skills with improved school outcomes and in later life, in relation to physical and mental health.</p> <p>Parents play a crucial role in supporting their children's learning. High levels of parental engagement are consistently associated with better academic performance. Evidence from the EEF suggests that effective parental engagement can lead to learning gains of +3 months.</p>	5
<p>Contingency Fund - For acute needs and respite provision e.g. Breakfast or after- school provision.</p>	<p>As a school, we know that, at times, families need additional financial support with school uniforms or respite provisions in terms of breakfast or after-school clubs.</p>	5 6

Total budgeted cost: £ 155 400

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Pupil Data: 2023 – 2024

Phonics

	St Rose	Birmingham	National
Expected +	83.3%	80.8%	80.2%

We had 14 Pupil Premium Children, all of whom made good or better progress from their starting points. 72% were at expected.

	Autumn1	Test
Pupil A	6	8
Pupil B	1	12
Pupil C	12	22
Pupil D	2	31
Pupil E	15	35
Pupil F	14	38
Pupil G	19	35
Pupil H	23	36
Pupil I	16	36
Pupil J	28	39
Pupil K	17	37
Pupil L	27	39
Pupil M	8	39
Pupil N	22	39

KS2 SATs: Pupil Premium

	St Rose	Birmingham	National
Expected+ Reading	58%	65%	62%
Expected+ Writing	58%	64%	58%
Expected+ Maths	33%	65%	59%

Apart from Maths which is well below, the Pupil Premium children's data is either in line or slightly below National data.

Our main priority from the KS2 data is boys...

Our Disadvantaged and SEND children in this Year 6 class were primarily boys.

80%+ of the girls were at expected+ in all areas, for boys it was 30%+.

Although this gap is not quite the same in the upcoming years, we are working hard to ensure our boys make good or better progress. This will have a very positive impact on the disadvantaged children's data as in the upcoming years, boys make up the majority of our Pupil Premium children.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Times Tables Rockstars	TT Rockstars
Seesaw	
Bug Club	Active Learn
Boom Reader	Squirrel Learning Ltd
Big Maths	Andrell Ltd