

Pupil premium strategy statement:

Our Lady and St Rose of Lima Catholic Primary School

This statement details our school's use of pupil premium (and recovery 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	235
Proportion (%) of pupil premium eligible pupils	46%
Academic year/years that our current pupil premium strategy plan covers	2023 - 2024
Date this statement was published	November 2023
Date on which it will be reviewed	November 2024
Statement authorised by	FF
Pupil premium lead	PC
Governor / Trustee lead	F Foley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 133860
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£ 13485
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£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>	£ 147345

Part A: Pupil premium strategy plan

Statement of intent

At St Rose, we aim for all pupils to achieve their full potential. We look for ways to remove barriers to learning including those that are disadvantaged and therefore attract pupil premium funding. We consider what these barriers are for our children and the best ways to utilise resources in order for these children to achieve in line with their peers and make good progress from their unique starting points.

Quality first teaching for all in a well sequenced curriculum is our highest priority. Staff CPD and collaborative work within the QUAD ensures that our curriculum is fit for purpose and keeps up with the latest research to ensure children are challenged to achieve their best.

This approach benefits all children. In addition to this whole class approach there is also targeted support for children at risk of not achieving their full potential. This work may be delivered through small group or 1:1 approaches.

Our approach is reviewed throughout the year to take account of emerging needs and progress ensuring that resources are directed appropriately.

Challenges: Details of the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Support for pupil mental health - building emotional resilience and enabling pupils to feel ready to learn and progress in the classroom.
2	Additional teaching input allowing for small group support to boost attainment and progress for identified learners.
3	Early help strategies such as family support, attendance support and involvement of outside agencies such as Educational Psychologist.
4	Additional support for speech and language needs – timetabled small group and 1:1 input is needed for pupils to communicate effectively and access learning.
5	Lack of opportunities for trips (building cultural capital) and enrichment opportunities – additional funding required to support equal access for all
6	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with fluency and understanding of new vocabulary than their peers. This negatively impacts their development across the curriculum
7	Our attendance data over time indicates that attendance among disadvantaged pupils is slightly lower than for non-disadvantaged pupils.

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
Pupils will have a range of appropriate strategies to support good mental health	There will be less children identified that require this level of support. Pupils will be engaging well with learning and have a toolkit to manage emotions appropriately.
Children will make accelerated progress in order to achieve in line with their non-disadvantaged peers. Barriers to learning will be removed allowing all pupils to make good progress from their unique starting points	Tracking data will show accelerated progress for identified pupils. Pupil premium progress will be in line with that of non-disadvantaged peers. Attainment of pupil premium children will close against national and within school.
Attendance and family engagement will improve ensuring equality of opportunity for all pupils. Children will have good attendance and be supported by their families to achieve in partnership with the school.	Improved attendance data for pupil premium children. Attendance will be in line with non-disadvantaged peers Improved engagement from families – early help documentation and family feedback will indicate the success of this approach.
Pupils with speech and language needs will be supported early on entry. Pupils will have their needs met swiftly enabling better communication and full curriculum access	Improved assessment outcomes. Utilise LA speech and Lang model for early identification and regular in- school support. Fewer children requiring 1:1 input as the year progresses.
All pupils have equal access to a range of cultural capital and enrichment opportunities	Monitor take up of extracurricular activities and support pupils financially with costs and transport for curriculum enrichment opportunities.
Established Systematic Synthetic Phonics (SSP) in place with all staff trained. Resources purchased to support the implementation of the validated SSP.	All pupils regardless of background will have access to high quality teaching and learning resources using a validated SSP.
New resources to support early reading with decodable texts matched to reading ability	Early reading approach that utilises the skills of trained staff to support parents the development of early reading. Reading beyond phase 5 will continue to be a structured and supported model with high quality resources.

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: £12000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality First Teaching	The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them	6
Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	6
Purchase additional early reading and keep up resources to support new evidence based approach. Early reading lessons are delivered by trained staff on collaboration with parents who have also been briefed on the approach.	Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction. It is important to identify the appropriate level of text difficulty, to provide appropriate context to practice the skills, desire to engage with the text and enough challenge to improve reading comprehension. Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)	6
Extend the range of reading materials on offer to excite and engage pupils with a love of reading, improving their range of vocabulary.	Reading materials available to students are selected based on both interest levels, current trends and vocabulary opportunities. The purchase of additional materials allows teachers to explore the teaching of new vocabulary alongside reading for pleasure to encourage further reading at home via the school library.	6

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

Budgeted cost: £125745

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted intervention for pupils requiring catch up/additional tuition in small groups and 1:1	<p>Some pupils may require additional support alongside high-quality teaching in order to make good progress. The evidence indicates that small group and one to one interventions can be a powerful tool for supporting these pupils when they are used carefully.</p> <p>Targeted academic support EEF (educationendowmentfoundation.org.uk)</p>	2 and 4
Engaging with the National Tutoring Programme to provide school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	<p>Additional teacher during the day and also after school booster sessions for core subjects. Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	2 and 4 (costs for this will be partially met by the NTP funding for schools)
TAMHS groups (Mental health support and emotional resilience)	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life, in relation to physical and mental health, school readiness and academic achievement, crime, employment and income	1
Intense family support for SEL for identified pupils using outside agencies such as FSW through pathfinder and Educational Psychologist in addition to those freely available to us.	<p>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.</p> <p>SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community.</p> <p>More specialised programmes which use elements of SEL and are targeted at students with particular social or emotional needs.</p>	1 and 3

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

Budgeted cost £9600

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve training and release time for staff to develop and implement procedures</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>7</p>
<p>All pupils have equal access to a range of cultural capital and enrichment opportunities</p>	<p>The EEF, think enriching education has intrinsic benefits. All children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education.</p> <p>Enrichment approaches can directly improve pupils' attainment and it is this link that EEF is particularly interested in.</p> <p>Life skills and enrichment EEF (educationendowmentfoundation.org.uk)</p>	<p>5</p>

Total budgeted cost: £147345

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Intended outcome 2021-2024 from last years plan	Progress to date (December review 2023)
Pupils will have a range of appropriate strategies to support good mental health	Pupils are engaging well with learning and have a toolkit to manage emotions appropriately. Due to an increase in identified need we have increased the level of support offered
Children will make accelerated progress in order to achieve in line with their non-disadvantaged peers. Barriers to learning will be removed allowing all pupils to make good progress from their unique starting points	Tracking data throughout the schools shows that the gap between disadvantaged and non-disadvantaged fully closes by the end of KS2. Disadvantaged pupil attainment was higher than their non-disadvantaged peers at KS2 in reading, writing, maths and combined for achieving ARE and GD.
Attendance and family engagement will improve ensuring equality of opportunity for all pupils. Children will have good attendance and be supported by their families to achieve in partnership with the school.	Improved attendance data for pupil premium children. Attendance will be in line with non- disadvantaged peers Improved engagement from families has helped to sustain improved attendance for identified pupils. This continues to be an ongoing focus area for the school as it continues to be a need.
Pupils with speech and language needs will be supported early on entry. Pupils will have their needs met swiftly enabling better communication and full curriculum access	Fewer children require 1:1 input which is a strength. This continues to be a successful support strategy and needs to remain in place for identified pupils.
All pupils have equal access to a range of cultural capital and enrichment opportunities	Monitor take up of extracurricular activities and support has been offered for pupils to ensure they can access curriculum enrichment opportunities. This is a growing need and needs to be part of the 2023-24 plan going forward.
Established SSP in place with all staff trained. Resources purchased to support the implementation of the validated SSP.	SSPP established and good practice being shared across other settings. Phonics attainment above national. The phonics programme needs to continue to be invested in alongside further resources for fluent reading beyond phase 5. This will continue

Externally provided programmes

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

Programme	Provider