

HOLY ROSARY CATHOLIC PRIMARY SCHOOL



Pupil premium strategy statement

This report details the impact of expenditure for the pupil premium funding for the academic year 2017-2018 and the anticipated expenditure for the academic year 2018-2019.

The Pupil Premium was introduced in April 2011. This money comes from the government and is determined by the number of children in the school who are, or have been on Free School Meals in the last six years or who are Looked after Children, in the care of the local authority continuously for more than six months (CLA) or adopted from public care on or after 30th December 2005, or those from families whose parents are currently serving in the armed forces.

The Pupil Premium is additional to main school funding and it will be used to address any underlying inequalities between children eligible by ensuring that funding reaches the pupils who need it most.

The amount of funding allocated to Holy Rosary in 2017-2018 was £58,920

The impact on attainment of Pupil Premium children is closely monitored, however, compared to schools nationally the percentage of children entitled to this funding is low therefore we look at the progress of these children on an individual level – it is difficult to look at trends of performance.

Some children who receive pupil premium funding also have Special Educational Needs.

Summary information					
Academic Year	2018-2019	Total PP budget	£60,340	Date of most recent PP Review	Oct 2018
Total number of pupils	460	Number of pupils eligible for PP	42 (9%)	Date for next internal review of this strategy	Oct 2019

Current attainment		
KS2 Attainment 2017-2018 (59 children)	<i>Pupils eligible for PP (7 pupils)</i>	<i>Pupils not eligible for PP (52 pupils)</i>
% achieving expected standard or above in reading, writing and maths	57% (4 of 7)	85%
% achieving expected standard or above in reading	86% (6 of 7)	90%
% achieving expected standard or above in writing	86% (6 of 7)	90%

% achieving expected standard or above in maths	86% (6 of 7)	88%
% achieving expected standard or above in GPS	100%(7 of 7)	92%
Average progress in reading (or equivalent)	-2.58	0.44
Average progress in writing (or equivalent)	-0.79	-0.66
Average progress in maths (or equivalent)	-1.38	-0.61

The impact of spend on outcomes by year group up until end of summer term 2018:

Reception	6 pupils	50% of PP pupils were at least in line with national expectations in reading, writing and maths
Year One	6 pupils	100% of PP pupils were at least in line with national expectations in reading writing and maths -
Year Two	2 pupils	50% of PP pupils were at least in line with national expectations in reading, and in writing and 100% in maths
Year Three	8 pupils	75% of PP pupils were at least in line with national expectations in reading and in maths and 56% in writing
Year Four	5 pupils	80% of PP pupils were at least in line with national expectations in reading and 60% in writing and maths
Year Five	9 pupils	66% of PP pupils were at least in line with national expectations in reading and writing and 88% in maths
Year Six	7 pupils	86% of PP pupils were at least in line with national expectations in reading 86% in writing and 86%maths

Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.	Emotional Issues	
B.	Specific academic weakness	
C.	Attitude to learning	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Attendance	
E.	Chaotic lifestyle – Lack of routine, sleep, homework, residing in more than one home etc.	
1. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Pupil Premium children will make appropriate levels of progress in reading, writing and maths.	Pupils make good progress in order to meet end of year age related expectations or make appropriate progress from their individual starting points.
B.	Support available for children with emotional difficulties from a range of practitioners to manage feelings and behaviour.	Children will access a range of internal support eg Rainbows, friendship groups. External agencies used to support those children who need specialist support e.g. counselling Children will be happy and settled in school. Few incidents of poor behaviour.
C.	Attendance of Pupil Premium children in line with peers.	Attendance to be above 95%. Children arrive in time for registration and have a settled and ordered start to the school day.
D.	Parents engage with school and show a willingness to support their children. They will attend Parent Workshops where they will have the opportunity to improve their own skills and knowledge so that they are better able to support their children at home.	Children will attend all booster sessions. Homework will be completed to a good standard. Parents will attend Parents' Evenings and Parental Workshops.
E.	Children will have high self-esteem and a belief that they can succeed. They will be motivated to learn and will have high aspirations for themselves in later life.	Children will demonstrate a desire to learn. They will be ambitious and will set themselves challenging goals.

Planned expenditure					
Academic year	2018-2019				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Further develop a maths mastery curriculum and approach to learning	School is embarking on a Maths Hub Project to work with a mastery specialist. Resources bought will be match funded.	This is to support the improvement of maths throughout the school. This will raise teacher expectations and therefore outcomes. New mathematical approaches will be consistent through the school.	As stated in school improvement plan. Termly review- Lesson observations Scrutiny SLT	SLT and 2x Maths Coordinators	Termly, Then Summer 2019
AHT providing mentally Healthy school training for all teaching staff initially. Then non-teaching staff	Supply will be provided to enable in house training, after SENDCO has attended training for 2 days.	Mental health and wellbeing is proving to be a major factor in children's ability to learn. Strategies will be put in place through all aspects of school life to promote good mental health and well-being.	This initiative is a priority on School improvement plan and will be rigorously monitored. Pupil voice will indicate improved ability to learn, as will teacher monitoring of learning.	SENDCO	Throughout the year, then Summer 2019
To develop Oracy 21 curriculum so as to improve Oracy throughout the school.	School will take part in project provided by Deyes high school. Staff member will take part in training which will be disseminated to all staff	Oracy standards on entry to school are declining, which hinders childrens's ability to express themselves verbally and in written forms. Systems will be implemented consistently through the school, to improve standards	As stated in school improvement plan. Termly review- Lesson observations Scrutiny SLT	Year 1 Teacher	Easter and Summer 2019
					£4000
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Children work at the expected standard for age	Targeted interventions in reading, writing and maths Specialist maths provision bought in for individuals.	Academic weaknesses will be identified during pupil progress meetings. Timely interventions will be implemented to enable the gap to be closed between PP children and their peers	DHT and SENDCO manage intervention	MS & CS 1x TA4 & 1x TA3 to carry out intervention.	At Pupil Progress meetings

Children work at the expected standard for age	Teacher will provide support in class/ small groups in Y5 and Y6	Children will be able to work in smaller groups with targeted support where required. This will enable children to meet ARE	Class teachers will monitor progress of individuals. Teachers will plan together to support learning.	AHT	Termly
All Barriers to learning for children in receipt of pupil premium are addressed	AHT allocated time for working with targeted families and sourcing and liaising with outside agencies allowing for specific/individualised support.	If all barriers to learning are carefully identified and as far as possible removed, the children will have greater opportunities to meet their potential	Very experienced SENDCO will have the opportunity to source the appropriate services and to rigorously monitor implementation and outcomes.	CS	Ongoing
EYFS curriculum can be accessed by pupil premium children who require support to do so.	Extra 1:1 support in Year 1 to support PESD during Autumn term	Children in year 1 class who are showing that they are not equipped for this key stage will receive support to be able to access learning.	Experienced 1:1 TA will enable learning individually and in small groups as required.	EYFS lead	End of Autumn Term
Homework completed in a timely manner with an opportunity for support to complete	Targeted Homework Club provided after school with TA4 support	Support will be provided for children who are not keeping up with homework, due to circumstances at home. This will ensure keeping up with what is required to meet ARE.	Experienced TA4 will provide support for children to overcome barriers in completing homework.	TA4/ SENDCO	End of Spring Term
Standards of spelling will be improved.	IDL cloud provision during lunchtimes and after school.	Children will access individual programme to support progress in spelling, to enable meeting year group expectations	Experienced TA4 will provide support for children to overcome barriers in spelling.	TA4/ SENDCO	Ongoing
Emotional barriers to learning for children in receipt of pupil premium are addressed	SEAs specialist family support worker for targeted individuals	If barriers to learning are carefully identified and as far as possible removed, the children will have greater opportunities to meet their potential	By buying in specialist services the children will receive greater expertise in supporting their issues.	SENDCO	As Required
Total budgeted cost					£54,590

iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
All children are able to take a full and active part in all aspects of school life.	Supporting residential trips Supporting educational visits Supporting music tuition	No child will be unable to take part in a desired activity due to financial reasons.	Close liaison with parents	DHT	termly
Attendance of Pupil Premium children in line with peers.	Range of initiatives including weekly prizes	Ensuring children are in school as often as possible, well equipped to learn will support academic achievement	Rigorous monitoring of attendance	DHT	Daily Weekly Monthly Termly
Total budgeted cost					£1750