

Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	The Rosary Catholic Primary School
Number of pupils in school	378
Proportion (%) of pupil premium eligible pupils	35%
Academic year/years that our current pupil premium strategy plan covers	2024/25
Date this statement was published	January 2021
Date of latest review	October 2024
Statement authorised by	June Jackson Chair of Governors
Pupil premium lead	Anne Norris Headteacher
Governor / Trustee lead	Frances McGarry

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£193 880
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£193 880

Part A: Pupil premium strategy plan

Statement of intent

At the Rosary Catholic Primary School, we aim for all pupils, irrespective of their background or the challenges they face to make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils by implementing protective factors to outweigh the identified vulnerabilities to achieve greater equity for all pupils.

Consideration is given to the challenges faced so that we can implement effective protective factors that lead to the appropriate support at the right time. High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This 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.

The strategy we have implemented is also integral to ongoing wider school plans for education recovery for pupils whose education has been worst affected, including non-disadvantaged pupils. Our strategy is focused on equity for all, looking at the support we can provide for each child in order for them to be successful.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- remove barriers to learning created by poverty, family circumstance and background
- 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
- ensure all pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- develop confidence in their ability to communicate effectively in a wide range of contexts
- enable pupils to look after their social and emotional wellbeing and to develop resilience
- access a wide range of opportunities to develop their knowledge and understanding of the world

In order to achieve our objectives and overcome challenges we will:

- Continue to provide high quality CPD to support our curriculum development to ensure that teaching is adapted to challenge all pupils so that they are successful in their learning.
- Continue to work with external professions who can challenge all members of the school community to provide the highest quality of education.
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1 tuition and technology as appropriate. To ensure that support is provided particularly in reading and maths but also across all areas of the curriculum. To ensure that this is targeted at identified cohorts and groups and is fluid in meeting differing needs throughout the year.
- Target funding to ensure that all pupils have access to trips, residential trips and first hand learning experiences so that they develop the cultural capital needed to be successful in the Rosary School and throughout their lives.
- Provide opportunities for all pupils to participate in enrichment activities including sport and music. To ensure barriers, in particular financial barriers do not mean a child does not access wider curriculum opportunities.
- Provide appropriate pastoral support to enable pupils to access learning within and beyond the classroom. To look at the support that will enable pupils to develop the behaviours for learning that will enable them to achieve their potential.
- To signpost and support families in accessing external agency support that will provide funding sources and support, enabling pupils to access learning.

This is not an exhaustive list and strategies will change and develop based on the needs of individuals.

Challenges

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

Challenge number	Detail of challenge
1	Social, emotional and mental well-being
2	Attendance and punctuality
3	Speech, language and communication
4	Early Reading
5	Gaps in Reading, Writing and Maths
6	Access to wider opportunities
7	Parental engagement

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
<p>Pupils and families with social, emotional and/or health needs are supported to enable them to fully access learning at an appropriate level.</p> <p>School continues to work with the Educational Psychology Service to become a Trauma informed and Attachment Aware School, supporting all pupils in regulating their emotions so that are ready to learn and have the resilience to overcome difficulties in daily learning opportunities.</p>	<p>Following the evaluation of the Year 1 plan, implement a CPD plan for all stakeholders including governors.</p> <p>SENCO and Assistant SENCO to support new members of staff, developing their understanding of TIASS and how to effectively implement the approach.</p> <p>Sharing sessions to highlight successful practice so that strategies can be implemented across the school.</p> <p>Zones of Regulation to be introduced to benefit all pupils. This will allow pupils to understand their own emotions and to equip them with the strategies to regulate their emotions.</p> <p>Continued work with external services and agencies to meet the needs of pupils including Compass, Beacon 360 and Fr Hudson's to support the emotional needs of identified pupils.</p> <p>SENCO with pastoral team identify pupils with specific SEMH needs, support pupils and families with barriers to learning.</p> <p>Early Help plans implemented based on the needs of individual pupils and families. One page profiles created for identified pupils in line with the school's approach of inclusion for all pupils.</p> <p>Identified pupils will develop the resilience to overcome barriers and be successful in their learning.</p>
<p>All pupils but in particular disadvantaged pupils to meet national expectations for attendance.</p>	<p>Disadvantaged pupils attendance improves from 92% to 94%.</p>

	<p>Persistent absence for disadvantaged pupils improves from 23% to 15%. Whole School approach to improving attendance signposted through the website, displays and newsletters.</p> <p>Weekly tracking of attendance and in particular persistent absence with support (letters and meetings) put in place at the earliest opportunity to support families with ensuring children attend school.</p> <p>Early Help to be implemented for families of concern with weekly monitoring of attendance.</p> <p>Programme of short term celebration and initiatives to celebrate good attendance each half term to encourage all pupils to attend school regularly.</p> <p>Holiday requests not authorised and explanations given on the impact on education and life chances.</p> <p>Attendance of identified pupils will increase and persistent absence decrease.</p>
<p>A language rich environment in place for all children throughout the school to support them in developing the language knowledge and skills that will enable them to be successful learners.</p> <p>A pathway for communication and language support developed.</p> <p>Learning to Listen ideas implemented across the whole school with regular CPD opportunities to embed the practice.</p> <p>Pupils in EYFS identified at the earliest opportunity for Welcomm intervention.</p> <p>Pupils in EYFS with articulation difficulties are identified and supported through Speech Sound intervention.</p> <p>Pupils in KS1 and KS2 identified for Talk Boost intervention.</p> <p>SCERTS intervention in place for identified pupils.</p> <p>Makaton in place for identified pupils.</p>	<p>School to work with WMSLT with a focus on implementing Speech Sound intervention in Reception.</p> <p>EYFS lead to work with EYFS staff to assess language needs of all pupils during early Autumn term.</p> <p>Identified pupils supported through the Speech Sound intervention. Progress tracked with WMSLT throughout the year.</p> <p>Welcomm intervention programmes implemented for identified pupils with pupils making accelerated progress from individual starting point.</p> <p>Phonics intervention implemented on daily basis to address gaps in learning at the earliest opportunity to support pupils</p>

<p>Colourful semantics in place throughout the school to support all pupils, as required.</p> <p>Pupils develop the language skills to fully access the wider curriculum.</p>	<p>in learning to read so that they can read to learn.</p> <p>Identified pupils in KS1 and 2 to be identified for Talk Boost Intervention. Assistant SENCO to evaluate the impact of the programme using baseline and end of unit data.</p> <p>SCERTs programme in place for identified pupils with assessment data used to show the impact.</p> <p>Colourful semantics training delivered for all staff, with Assistant SENCO supporting teachers in implementing strategies as part of whole school approach.</p> <p>Data used termly to demonstrate the impact and determine next steps as part of the school's approach to develop communication and language..</p>
<p>Pupils throughout the school will develop the phonic knowledge to develop their early reading skills which will enable them to access the wider curriculum.</p> <p>All members of the school community to be trained in early reading, in line with the vision for the school to be 'an early reading school.'</p>	<p>Phonics lead to support colleagues to implement a robust medium term plan for phonics teaching from throughout the school.</p> <p>Support in place for newly arrived pupils. Additional phonics sessions in place, daily intervention and tutoring to accelerate the progress of identified pupils. A fast track programme to be implemented to support children who are newly arrived in the country.</p> <p>Careful analysis of data used to direct resources as appropriate.</p> <p>All pupils to be targeted to develop the early reading skills that will enable them to read fluently and access the whole curriculum.</p> <p>Additional intervention in Year 1 on daily basis with a focus on Early Reading and comprehension to support the cohort in developing the early skills of reading.</p>

	<p>Targeted support from an external consultant to support staff in delivering the phonics programme and additional intervention.</p> <p>Ongoing CPD available for all staff, led by Phonics lead to ensure high quality early reading teaching is embedded throughout the school.</p>
<p>Disadvantaged pupils will maintain at least the standard of attainment they achieved at the end of the previous year in Reading, Writing and Maths.</p> <p>Disadvantaged pupils who have 'fallen behind' from previous key stage data to make accelerated progress and 'catch up' or exceed prior attainment standards.</p> <p>Pupils who have fallen behind to receive targeted high quality intervention in identified areas, monitored by SLT.</p>	<p>Adult resources to be deployed to support English and Maths based on the specific needs of cohorts.</p> <p>Additional adults deployed to support Reading in all year groups with a focus on comprehension, accuracy, fluency and expanding vocabulary (CAFÉ).</p> <p>DEAL and DEAR reading to be embedded with teachers modelling how to read and pupils given the opportunity to read to foster a greater love of reading.</p> <p>Intervention programme, based on research, targeted at individuals and groups.</p> <p>Pupil progress focused on disadvantage including SEND, emotional need and disadvantage to ensure barriers are identified and pupils are supported to overcome.</p>
<p>Pupils will have a greater range of experiences that will support in their learning.</p> <p>School to plan and deliver an engaging and broad curriculum focused on the needs of pupils at the Rosary School.</p>	<p>All KS2 pupils to have the opportunity to learn a musical instrument.</p> <p>Music workshops to be provided for all pupils as part of the school's vision that all pupils have the cultural capital to enable them to achieve.</p> <p>Singing incorporated into the curriculum as part of the wider offer for music.</p> <p>Opportunities planned for pupils to perform at externally arranged celebrations.</p>

	<p>Focused trips and experiences planned to supplement learning within the classroom with financial support provided to ensure all disadvantaged pupils can participate fully.</p> <p>Residential trip planned for all Year 6 pupils to provide an opportunity to engage in outdoor pursuits. Funding for equipment and resources required to engage in the trip.</p> <p>A wide range of educational, art and sport extra curricular activities planned for all pupils through the course of the year.</p> <p>The Rosary curriculum planned to meet the needs of all pupils including disadvantaged pupils to ensure that all pupils have the cultural capital that will enable them to achieve.</p>
<p>Parents support pupils attending school and accessing learning.</p>	<p>A series of workshops planned for parents to engage in the learning process including:</p> <p>RHE - anti-bullying and uniqueness. Maths – CPA approach Reading – phonics and CAFE</p> <p>Parental reading champions to be explored with training provided to identified parents so they can support children within the school.</p> <p>Prayer and collective worship opportunities opened to all parents / carers as part of the school’s vision of working closely with families.</p> <p>Coffee sessions to support families to understand and engage more fully with school. External agencies to work with families as part of the coffee morning.</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: £100 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional support targeted based on identified need based on data analysis.	Access to support and interventions to boost attainment and progress to bridge the gaps in Reading, Writing and Maths EEF evidence of appropriate intervention	4 5
Phonics consultant to work with Phonics lead and teachers across EYFS and KS1 focused on planning and delivery of high quality phonics teaching. Phonics lead and teacher to run a coaching programme for all staff focused on phonics intervention	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils. EEF evidence of phonics.	4
Purchase of standardised diagnostic assessments with training in place to ensure assessments are interpreted and administered correctly.	Standardised tests used to provide reliable information on individuals strengths and weaknesses so that the correct intervention is in place. EEF Standardised tests.	4 5
Curriculum lead to work with teachers to enhance the teaching and learning within every subject	CPD focused on effective teaching across all areas of the curriculum. Curriculum and HT to embed Building the Kingdom and CST in line with School Improvement Priorities. School Improvement Partner to work with middle leaders with a particular focus on improving the quality of education.	3 4 5 6

CPD and ongoing support for staff as part of TIAAS approach.	Work completed with EP auditing current policy and practice. CPD and support planned for all staff to implement practices in line with the action plan.	1
Ensure meta-cognition and self-regulation ideas are part of daily practice. Embed growth mind set so pupils develop the skills of resilience.	EEF research shows the positive impact by focusing on learning behaviours. By developing and strengthening learning behaviours in pupils they become more engaged, motivated and determined to succeed. CPD for all staff looking at meta-cognition and developing long term memory.	1 3 4 5 6

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

Budgeted cost: £40 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide targeted, structured interventions to identified groups across the school.	Research driven interventions in place to meet the needs of identified pupils and groups. Training provided for staff leading intervention with evidence used to demonstrate progress made by pupils. Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils. Small group and 1:1 support put in place in identified year groups.	3 4 5
One to one maths tuition using Third Space with identified groups.	Tuition targeted at specific needs and knowledge gaps in maths to support low attaining pupils. 1:1 support in place. EEF one to one tuition.	5
Enhanced and focused reading in place to improve CAFÉ. DEAR in place for reading for pleasure.	Programme of reading support and intervention in place for all children to improve reading skills. CPD and support for weekly Enhanced Reading, looking	3 4

	<p>specifically at reading skills and teaching the children the skills required to be effective readers.</p> <p>Additional adults deployed for focused reading sessions daily in Reception, 3 x per week in KS1 and once a week in KS2.</p> <p>DEAR sessions daily for all children,</p> <p>Recovery reading for lowest 20% daily.</p>	
<p>Additional phonics sessions and interventions targeted at disadvantaged pupils who require further phonics support. This will be delivered throughout the day and as part of extra-curricular lessons.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils. EEF evidence of phonics.</p>	4
<p>Early identification of children with a speech and language need and appropriate support given. Improvement in speech and language skills leading to improved confidence in understanding language and consequently improvements in all areas of learning.</p>	<p>Vast evidence-base that highlights oral language skills as a crucial foundation for thinking, learning and social interaction. Evidence indicates that children's oral language ability during their early years is one of the strongest predictors, of not just later success in literacy and numeracy, but also their employment and wellbeing. Speech therapist employed 1 day per week to work with identified pupils at the earliest opportunity to improve confidence and language skills.</p>	3

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

Budgeted cost: £60 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
TIAAS approach	CPD programme in place throughout	1

<p>implemented in school with training planned throughout the year to support staff in understanding the principles of the approach and the strategies that impact on SEMH needs of pupils.</p>	<p>the year.</p> <p>Autumn term – revisit of principles for all staff and in particular new staff to the school.</p> <p>Termly evaluation of needs based on feedback with training focused on evaluation of staff training needs.</p> <p>SENCO to attend termly training sessions, sharing information with all staff .</p>	
<p>Pastoral team working with identified individuals, groups and families. Improved self-esteem, social skills and resilience; skills to help cope with emotional difficulties and in turn lead to a positive impact on learning.</p>	<p>Extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life. EEF Social and Emotional Learning.</p>	<p>1</p>
<p>School to work with Fr Hudson’s to support identified pupils and families.</p>	<p>Research has shown that SEMH needs should be identified and addressed at the earliest possible opportunity. This programme will identify pupils with SEMH needs who will benefit from support in school. This will support EEF Social and Emotional learning, with improved outcomes in later life.</p>	<p>1</p>
<p>School to establish links with Hodge Hill Hub to access support including financial support for pupils and families.</p>	<p>As part of the school’s commitment to early identification and support, links to be established with Hodge Hill Hub. Pastoral team to work closely with professionals from the Hub, leading Early Help to ensure support is in place as part of preventative work. The aim being to improve the life chances of the children in school and in later life.</p>	<p>1</p>
<p>Embedding principles of good practice set out in the DfE’s Improving School Attendance advice. Pastoral lead to lead</p>	<p>DfE guidance informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Weekly analysis of attendance and</p>	<p>2</p>

<p>policy and support families.</p>	<p>persistent absence.</p> <p>Pupils tracked when they fall below 92%.</p> <p>Letters and informal meetings with families when attendance falls below 90%.</p> <p>Early Help plans put in place for families where attendance is identified as a barrier to learning due to continual decline.</p> <p>Rewards and celebrations in term each half term as a short term goal to improve overall attendance.</p>	
<p>Resources allocated to enable all children to take part in educational visits focused on embedding learning.</p>	<p>Financial support so that children can attend day and residential trips organised as part of our curriculum to enhance children's learning experience. To provide disadvantaged pupils with the experiences and language to support learning and in particular their writing, providing experiences to write about.</p> <p>Music provision extended to provide opportunities for all pupils in KS2 to learn an instrument. Music enrichment opportunities provided for all pupils in the school.</p> <p>Increased range of educational, creative and sporting extra-curricular activities provided for all pupils.</p>	<p>6</p>
<p>Resources allocated to enhance parental engagement through workshops and activities. Resources purchased for families to support learning at home.</p>	<p>Research shows that parents working with school has a positive impact on outcomes. By equipping the parents with the knowledge and skills to support their children they engage as partners, supporting learning. The Teacher Development Trust advocates this as a core aim for schools.</p> <p>Series of workshops provided for</p>	<p>7</p>

	parents focused on current school priorities including SEMH, Maths and Reading.	
Contingency fund for acute issues.	As a school we are aware that needs arise unexpectedly. £20 000 allocated for overspend in line with evaluation.	

Total budgeted cost: £200 000

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

In 2023/24, a key element of our pupil premium strategy was to support pupils and families with identified social, emotional and/or health needs so that they could fully access learning at an appropriate level. As a school research and CPD focused on how best to create an ethos that supported all and in particular pupils with SEMH needs. Working with Birmingham Educational Psychologist service, the school started training to become a Trauma Informed and Attachment Aware School. The evidence of the impact to date is the school's success in meeting the needs of the pupils, with no suspensions or exclusions. Statutory data for disadvantaged pupils is broadly in line with Birmingham although it should be noted that not all disadvantaged pupils are in need of SEMH support.

GLD	School	Birmingham	National
All	63%	65%	68%
PPG	73%	59%	
NPPG	59%	68%	
Phonics			
All	79%	81%	80%
PPG	77%	75%	
NPPG	80%	84%	
KS2 R,W,M			
All	61%	60%	61%
PPG	50%	52%	
NPPG	71%	68%	

In the academic year 23/24 language development was another area of focus with resources targeted in the Early Years but also in Year 1. Staff delivered the Welcomm programme across EYFS. In Nursery the baseline data identified 9 children requiring intervention, this reduced to 6 by the end of Autumn term and 4 by the end of the year (40% to 21% requiring support). The communication and language data show that the % of children on track in this area of learning increased from 36% in Autumn 23 to 88% at the end of the Summer term 24. In Reception, 9 of the cohort of pupils received Welcomm intervention and all but 1 child achieved the expected standard, no longer required intervention. Communication and language data shows that 79% of the cohort achieved in line with age related expectations by Summer 24 compared to 75% in Birmingham and 79% nationally. This was an increase from the baseline data where only 42% of the cohort were on track in the Autumn term.

Early Reading and Phonics teaching and intervention remained a key element of the pupil

premium and recovery strategy. Support from external consultants, training for all staff and additional resources for teaching supported children in Year 1 with data showing that disadvantaged pupils achieved better than all pupils and non-disadvantaged pupils.

Year 1 Phonics Results

	Expected
All	79%
PPG	77%
NPPG	80%

In 2023/24 curriculum development and targeted high quality teaching for all was important in the school's continued recovery focus. A key part of the focus in Key Stage 2 was in narrowing the gap between the school and national data and in all areas, this was achieved. Although we celebrate this increase particularly, we recognise there continues to be a need to accelerate learning particularly for disadvantaged pupils in the new academic year. The impact of the pandemic continues to be felt by this group but there is a clear vision of improving standards for this group.

ARE	Maths	Reading	Writing
All	68%	72%	68%
PPG	62%	61%	58%
NPPG	74%	81%	77%

Attendance was another of our key drivers, school recognising that pupils need to be in school in order to learn. The target in 2023-24 was to improve attendance to be in line with national. We were aspirational in our target of 95% attendance for disadvantaged pupils and were pleased that we achieved 92% for this group. We also looked at persistent absence and although our target of below 15% was not met, the reduction to 22% is recognition of the hard work of staff in promoting good attendance. This remains a key driver for improving standards in the new academic year and is part of the long term plan towards achieving the very best outcomes for disadvantaged pupils.