

# Holy Rood Catholic Primary School Pupil premium strategy statement

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	204
Proportion (%) of pupil premium eligible pupils	18%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023-2024 2024-2025 2025-2026
Date this statement was published	November 2024
Date on which it will be reviewed	October 2025
Statement authorised by	Mrs Karen Dobson
Pupil premium lead	Mrs Lois Heald
Governor / Trustee lead	Mrs K Walley

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£51,750
Recovery premium funding allocation this academic year	
Pupil premium (and recovery premium*) funding carried forward from previous years	£0
Total budget for this academic year	£51,750

## Part A: Pupil premium strategy plan

### Statement of intent

At Holy Rood Catholic Primary school, we see recognise that each child is made in God's image and that all children are unique and special. Every member of staff has high expectations for all pupils and is determined to help provide all pupils with a high-quality education regardless of background or circumstance. Consequently, we are determined to ensure that all of our pupils are given every opportunity to realise their potential and make good progress.

The Pupil Premium is a government initiative providing additional funding to schools to support specific groups of children who are vulnerable to possible underachievement. These include pupils who are entitled to **Free School Meals**; those looked after by the Local Authority, those subject to special guardianship and children of armed service personnel or pupils who have been classified in one of the categories over the past 6 years (Ever6). The premium is provided in order to support these pupils in reaching their potential.

The Government are not dictating how schools should spend this money, but are clear that schools will need to employ the strategies that they know will support their pupils to increase their attainment and 'close the gap'. Schools will be accountable for closing the gap and school's performance tables include measures that show the attainment of pupils who receive the pupil premium compared with their peers. We recognise that not all pupils eligible for pupil premium funding will have lower attainment than their peers. In such cases, the grant will be used to help improve pupils' progress and attainment so that they can reach their full potential.

In order to meet the Government's requirements, the Governing Body of Holy Rood Catholic Primary School will ensure that provision is made which secures the teaching and learning opportunities that meet the needs of all pupils.

As part of the additional provision for pupils who are vulnerable to possible underachievement, the Staff and Governors of Holy Rood Catholic Primary School will ensure that the needs of lower achieving pupils are adequately assessed and addressed through termly pupil progress meetings.

The Governors also recognise that not all pupils who are disadvantaged are registered or qualify for free school meals. The Governors reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils identified as being vulnerable or falling behind.

We recognise that all of our pupils are individuals with varying needs and as such we employ a wide range of strategies aimed at ensuring that they achieve the highest standards of achievement, attainment and progress.

Provision is changed annually according to need.

- The range of provision includes:
- Strong QFT with all teachers following consistent practices and ensuring that all pupils can access learning at all levels
- A strong Phonics programme with additional catch up and fast track sessions for targeted pupils in EYFS and KS1
- To provide additional targeted support in Early Years and Foundation Stage
- Support with Speech and Language in the Early Years – NELI, WELCOM. SALT Team and Sci Team
- To provide targeted support and intervention groups throughout school
- Provision Maps and SMART targets for SEND pupils built into learning
- Support for Reading and Writing as a School Development Plan priority through high quality CPD for staff alongside QFT
- SATS booster lessons in school for Year 6 pupils
- Employment of an Educational Welfare Officer alternate weeks and designated Attendance Officer to support families regarding attendance
- Provide support for visits and trips
- Music opportunities i.e. whole class teaching (recorders)

The Headteacher will monitor an ongoing programme of support for 'closing the gap' pupils, this will be reported to the Governors' Resources and School Improvement Committee.

## Challenges

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

Challenge number	Detail of challenge
1	Poor parental engagement in Reading seen across school, particularly with disadvantaged and EAL pupils. Children are not reading outside of school.
2	Poor language and communication skills as well as gaps in vocabulary across school identified as a result of assessments, observations and discussions with pupils. This is more apparent in the disadvantaged children.
3	Attainment gap identified in children achieving greater depth standard in Writing across school as a result of assessment and moderation.
4	Attendance and Punctuality issues identified particularly amongst the disadvantaged pupils.
5	Our assessments and observations of children on entry to school have shown a lack of readiness for school.
6	Our catchment area has high mobility levels resulting in children leaving and joining school frequently, many of these children are disadvantaged.
7	We serve an area of high deprivation where children (particularly the disadvantaged pupils) have limited experiences outside of school.
8	Children's mental health and wellbeing has been significantly affected with disadvantaged children being affected to a greater extent than other pupils. This has led to significant gaps in knowledge resulting in pupils falling further behind age-related expectations.
9	Children across school are becoming increasingly unable to retain knowledge taught in previous year groups.

## 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
Progress in Phonics	Results to be in line with national
Progress in Reading	Achieve national average progress scores in KS2 Reading
Progress in Writing	Achieve national average progress scores in KS2 Writing
Progress in Mathematics	Achieve national average progress scores in KS2 Maths
Early intervention for pupils in EYFS with poor speech and language so pupils make good progress in communication.	Pupils are supported by SALT team and given specific programmes to close gaps in speech, language and communication difficulties WELCOM and Launchpad for Literacy interventions are used regularly to support progress.
Pupils with issues around early Literacy skills and reading who lack support at home make rapid progress	Pupils are targeted for catch up phonics sessions Pupils are given extra support in writing with post/pre-teaching Reading for pleasure to be embedded across school
Pupils with social and emotional needs are well supported and receive support in school with their mental health and immediate needs	Pupils are targeted for nurture support and help with the senior leadership team and are given support to help them to manage their emotions in school. Parents are signposted for support where needed – CAMHS School employ a councillor one morning a week to work with children.
All pupils attend school on time and there are no causes for concern around attendance issues.	School tackles attendance issues early on with a structured approach to managing attendance. Letters to parents to support good attendance and to remind parents when there are problems. FPN1 forms actioned where there are issues. Attendance officer support for families with poor attendance. Celebration of high attendance in classes with rewards.

## 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: £2340

Activity	Evidence that supports this approach	Challenge addressed	number(s)
Professional development: regular CPD opportunities for staff using both internal and external training providers (as well as other sources such as books and webinars) with a focus on literacy (to include the teaching of reading, writing, grammar, punctuation and vocabulary). LH to ensure all staff receive the relevant CPD.	EEF: <i>"Quality of teaching is an important driver of pupil attainment and a range of other outcomes. Professional development and staff deployment are important tools for improving the quality of teaching that pupils receive."</i>	1, 2, 3, 8	
Writing CPD accessed by all teaching staff to ensure consistency in high quality teaching across school ensuring children are able to meet age related expectations in writing. LH to moderate writing throughout the year to ensure that children are making progress in this area and identify areas where further support is needed.	EEF: <i>"Quality of teaching is an important driver of pupil attainment and a range of other outcomes. Professional development and staff deployment are important tools for improving the quality of teaching that pupils receive."</i>  Writing is an area for development across school as children do not have the writing stamina or knowledge to comfortably meet age related expectations. Disadvantaged pupils historically have not comfortably met the greater depth standard in writing.	1, 2, 3, 8	

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

Budgeted cost: £27,435

Activity	Evidence that supports this approach	Challenge addressed	number(s)
Structured interventions: Introducing speech and vocabulary interventions for pupils with poor oral language and communication skills or with little or no English. Identification of children with poor language skills across school. PP lead to attend oracy CPD and disseminate across school.	Many children arrive in our school with little or no English, have poor language skills or need support to communicate with others.	1, 2, 3, 5	
Purchase of additional maths resource packs for children working significantly below in maths. TA's to run structured intervention groups targeting children's basic knowledge in maths across school. PP lead and maths lead to work in conjunction to monitor the use of these resources and assess impact.	EEF: <i>"Short, regular sessions (about 30 minutes, 3-5 times a week) over a set period of time (6-12 weeks) appear to result in optimum impact."</i>  Some disadvantaged pupils lack basic maths knowledge which would enable them to access age appropriate learning within the classroom.	5, 6, 9	
Small group tuition: Targeted Reading, Writing and Phonics teaching for pupils who are below age-related expectations.	EEF: <i>"Short, regular sessions (about 30 minutes, 3-5 times a week) over a set period of time (6-12 weeks) appear to result in optimum impact."</i>  Some children have lost learning or have gaps in learning in relation to their age related or individual expectations in Reading and Writing. Some children struggle with retaining information that has been taught.	1, 2, 3, 9	



<p>One-to-one support for disadvantaged pupils: Creating additional teaching and learning opportunities using TAs to support disadvantaged children to keep up with their peers.</p>	<p>Some children have a reduced capacity to focus on work for sustained periods of time. This has reduced their resilience and self-confidence when completing work. Children are unable to retain information that has been taught in previous year groups. Pre teaching and post teaching sessions required with TAs to prepare children for teaching or to consolidate teaching.</p>	<p>1, 2, 3, 5, 9</p>
<p>Poor parental engagement in Reading: Purchase of the Book in a Box programme. Each child on the Pupil Premium List to receive a gifted book in a box with activities quizzes and feedback forms delivered to school and distributed to children on a bi-monthly basis. LH to hold a monthly book club with the children to discuss their reading and gather feedback on the programme. LH to send parents feedback forms and gather feedback on engagement in reading.</p>	<p>Many children do not have books at home and do not read or be read to outside of the school environment.</p> <p>Children, particularly the disadvantaged, do not have the language to talk about books.</p> <p>A growing number of children in our school have a reading age below their current age.</p> <p>The Reading Framework July 2023: <i>'parents who engage their children in books prepare them to become committed and enthusiastic readers: they can transform their attitudes to reading.<sup>14</sup> Their children learn to focus and share the enjoyment of the story; they learn how stories start and finish, and how a plot unravels and is resolved; they learn that books can transport them elsewhere.'</i></p>	<p>1, 2</p>

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

Budgeted cost: £28,067

Activity	Evidence that supports this approach	Challenge addressed	number(s)
Levels of deprivation: Use of TA's to run the Magic Breakfast scheme to ensure children arrive on time and have something to eat to be ready to start the day.	<i>EEF: 2 Breakfast clubs that offer pupils in primary schools a free and nutritious meal before school can boost their reading, writing and maths results by the equivalent of two months' progress over the course of a year"</i>	4, 3, 9	
Subsidies of school trips provided to disadvantaged children to ensure they have the opportunities to access experiences outside of school.	EEF: "adventure learning interventions consistently show positive benefits on academic learning" Attending the residential visits and the associated benefits are crucial in supporting those pupils who historically have been unable to attend.	4, 5, 7, 8	
Readiness to learn / access to support for learning: Additional adults placed in the EYFS to ensure children are school ready. Full time teaching assistants placed in specific year groups (Y1-Y4) to support the growing number of children with additional needs.	Many children arrive in our school not ready to access the curriculum and with limited experiences of education or previous settings / schools.  A growing number of children have been identified as requiring additional support to access the curriculum across school. Some of who struggle with their own mental health.	1, 5	
Attendance: Use of an Education Welfare Officer (EWO) one half day per fortnight to improve attendance and foster links with parents. SLT (and new PFSW) to develop relationships and provide support for families who are persistently late or absent or who are new to the school following a move.	Families who are persistently late or absent identified and support put into place for them.	4, 6	

**Total budgeted cost: £ 57,842**

# Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

<b><u>Headlines from the 2024-2025 Academic Year</u></b>
TO BE COMPLETED AT THE END OF THE ACADEMIC YEAR

## 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