



Holy Rosary RC Primary

Pupil premium 2019-2020

Summary Information					
Academic Year	2019-2020	Total PP Budget	£ 1320 x 69 children = £91,080	Date of most recent PP Review:	17 th May 2019
Total number of pupils	232 children	Number of pupils eligible for PP:	Y1 – 6 – 69 children = 30% LAC – 1 child	Date for next Strategy Review:	Dec 2019

Barriers to educational achievement																																																																																									
Internal Barriers (addressed in school)																																																																																									
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External Barriers	
E	Deprivation – 69.9% of children at Holy Rosary fall within the top 10% deprivation (IDACI) and this is particularly high compared to 21.1% of all other primary schools. This is evident in the poor life experiences and access to opportunities i.e. after school activities that children have – remaining on the estate with limited knowledge of anything beyond.
F	Poor attendance – well below National average. 57.5% of PP children below 96%. 2018-2019 PP children's attendance – 94.7%. Target for 2019-2020 – 96%
G	Families receiving external agency support – challenging family circumstances. Children receiving support are unable to learn or engage due to these home circumstances – 52.5% of PP children in receipt of support from social care
H	Mobility – children who join Holy rosary in Nursery quickly diminishes - 67% started in FI – this is increasing and less than half cohorts leave Holy Rosary in Year 6

Desired Outcomes		
Desired Outcomes		Success Criteria
A	To raise the attainment and accelerate progress for children in sole receipt of pupil premium by improving basic skills in RWM	% of PP children achieving expected standard in RWM increases to close the gap between PP and Non-PP children nationally.
B	Teacher TA support – close gaps	Interventions mapped after gaps explored in individual children. Interventions address gaps more rapidly and have impact on attainment and progress of PP children.
C	Learning Mentor Interventions	Identification of children who need emotional support – Learning mentor to deliver specific interventions related to need and support which have a positive impact on children's engagement
D	Basic language sessions	More focused and precise monitoring of attainment and progress in Reading & Writing will enable basic Literacy skills to be secure for future learning. More children will achieve GLD and achieve Year 1 phonics check.
E	After school clubs	More PP children will access After school clubs and receive support in payment of trips and events – 74 places during Summer Term afterschool club. Only 31% of these clubs were accessed by PP children. Only 11 PP children (16%) accessed Clubs during Summer term.
F	Attendance Officer monitoring	Attendance and punctuality rates for PP pupils increase. Overall percentage for PP children 2018-2019 PP children's attendance – 94.7%. Target for 2019-2020 – 96%
G	Learning mentor 1:1	Children who have had intervention from social care at home or whose live have had Trauma to be supported by Learning mentor with Counselling and support. LM to support children and liase with family support officer for dual approach.
H	Teacher support in class	New arrivals and non-core children to be supported in Interventions by a teacher to establish basic skills and provided them with skills for learning



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Planned Expenditure

Barrier	Chosen action/approach	How will you ensure implemented well?	Staff Lead & Cost	Termly review
<p>A</p> <p>Attainment and progress – Children make expected progress from their starting point in FS but low starting point on entry prevents children from reaching expected standard as they need to make above expected standard. Transferal of attainment from KS1-2 affected by mobility (see below) but gaps that appear are not addressed.</p>	<ul style="list-style-type: none"> Continued development of Quality 1st teaching – SLT greater monitoring, impact and accountability. Daily support in classes by SLT to move practice forward. Training to develop T&L – access to high quality training SENCO – J.Pomfret. Weekly monitoring of Interventions and their impact. Changes made to increase impact. – 1 hour per week 	<ul style="list-style-type: none"> Coaching used to support weakest areas of teaching or those with largest gap SLT increased learning walks to ensure clear picture of T&L Closer monitor of evidence to support standards in teaching – Books, Planning, Learning walks, TT Middle leaders to drive standards and be accountable 	<ul style="list-style-type: none"> SLT – S.Warsap & T.Cavanagh 0 Deputy Monitoring time - £10,000 Teaching and Learning Lead – L.Dootson - £3,361 Coaching – 1 hour per week - J.Handley – £1,270 SENCO – J.Pomfret – half day a week - £3,500 	<ul style="list-style-type: none"> Weekly reports Weekly meetings – SLT Monitoring of standards Feedback from TA meetings
<p>B</p> <p>Existing Gaps exist between PP and non-PP in cohorts</p>	<ul style="list-style-type: none"> Teaching assistants to be utilised to great effect after analysis of need. EEF intervention evidence used to identify interventions most effective – Catch u maths, better reading Teaching assistants to be trained in addressing needs of all children – weekly related to interventions findings 	<ul style="list-style-type: none"> TA's to meet with SENCo to monitor and feedback findings Weekly training sessions – SEN or T&L need Regular monitoring of standards in teaching – Books, Planning, Learning walks, TT Roles of staff skills in application to support TAS and deliver training 	<ul style="list-style-type: none"> SENCO – J.Pomfret – 1 hr every other week plus 1-day half termly monitoring - £1393 SLT – S.Warsap & T.Cavanagh – Costed above External training - Budget of £1000 4 L3TA's to deliver training 5 afternoons – 2 hours £6500 	<ul style="list-style-type: none"> Weekly reports – SENDco Intervention records and evidence Weekly meetings – SLT Monitoring of standards Feedback from TA meetings



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C	<p>Emotional health – challenging behaviour or poor mental wellbeing observed in PP children and this impacts on aspects of engagement – poor relationships, low resilience. Children in need of support in order to develop appropriate learning behaviour</p>	<ul style="list-style-type: none"> • Learning mentor to support these vulnerable children to ensure they can manage own behaviour • Learning mentor to be available when children are displaying challenging behaviour 	<ul style="list-style-type: none"> • Learning mentor to liaise with staff and LST for children who are finding behaviour difficult. • LM to be utilised to support child in crisis and have regular contact to support such children • LM to support teachers in dealing with such behaviour and give support in preventing in future 	<ul style="list-style-type: none"> • Janet Lomas - Learning Mentor (2 days support for Vulnerable) – £12,000 • 4 days support for 1:1 	<ul style="list-style-type: none"> • Half termly reports • Weekly meetings – SLT & FPSW • Records of Intervention Case Studies
D	<p>Poor skills on entry - Children have very basic skills – Lowest baseline assessment observed in Speaking – 92.9%, Managing feelings and making relationships – 92.9% working BELOW. Number and Shape and space – 92.9%. Aspects of Maths is lowest due to vocabulary and experiences.</p>	<ul style="list-style-type: none"> • Consistent use of ELKLAN and WELLCOMM to support language development • Staff well trained and knowledge in practice and are skilled in developing language 	<ul style="list-style-type: none"> • TA to deliver interventions to targeted children after initial assessment • Delivery of parent support sessions • Recording of assessments and sessions • liaison with SLT and EYFS lead 	<ul style="list-style-type: none"> • £7,427 (J.Giles allocated time) 	<ul style="list-style-type: none"> • Monitoring of progress against schemes • Feedback and reports from EYFS lead
E	<p>Deprivation – 69.9% of children at Holy Rosary fall within the top 10% deprivation (IDACI) and this is particularly high compared to 21.1% of all other primary schools. This is evident in the poor life experiences and access to opportunities i.e. after school activities that children have – remaining on the estate with limited knowledge of anything</p>	<ul style="list-style-type: none"> • Low percentage of children access after school provision due to cost. From PP children, cluster to be identified and targeted to offer free places to access new skills and activities – increase engagement in school 	<ul style="list-style-type: none"> • LB – Sports lead to liaise with SLT and identify PP children with a physical need or poor experience • LB to discuss with class teacher. • Children invited to attend specific clubs. • LB to liaise with parents and monitor progress of small cohort 	<ul style="list-style-type: none"> • Clubs 15 places £1,140 • Breakfast club 15 places £2850 	<ul style="list-style-type: none"> • Club attendance monitoring • SLT liaison with LB • Case Studies of impact



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	beyond.				
F	<p>Poor attendance – well below National average. 57.5% of PP children below 96%. 2018-2019 PP children's attendance – 94.7%. Target for 2019-2020 – 96%</p>	<ul style="list-style-type: none"> • ATTENDANCE OFFICER • 2.5 day a week to decrease number of PA's and support poor attenders in order to prevent them becoming PA • Reduce % absence in disadvantaged 	<ul style="list-style-type: none"> • Increase in profile of attendance across school – rewards and recognition • Increased links with parents • New policy and guidance – parents kept informed 	<p>FPSW & SLT</p> <ul style="list-style-type: none"> • Mrs Potts supported by office staff • £13,000 for 2.5 days Attendance support 	<ul style="list-style-type: none"> • Half termly reports • Weekly meetings – SLT & FPSW • Records of Intervention • Case Studies
G	<p>Families receiving external agency support – challenging family circumstances. Children receiving support are unable to learn or engage due to these home circumstances – 52.5% of PP children in receipt of support from social care</p>	<ul style="list-style-type: none"> • LEARNING MENTOR • To provide pastoral support for Vulnerable children • To ensure children have access to 1:1 talk opportunity • Learning mentor to develop role of pastoral leader to enhance provision for well-being of all children 	<ul style="list-style-type: none"> • AM sessions allocated to targeting vulnerable children • Weekly update on children in need of support • Recording of sessions and support on CPOMS • Liaison with FPSW 	<p>FPSW & SLT</p> <ul style="list-style-type: none"> • Mrs Potts supported by office staff & learning mentor • £13,000 for 2.5 days Attendance support • £12,000 2 days support for 1:1-LM 	<ul style="list-style-type: none"> • Half termly reports • Weekly meetings – SLT & FPSW • Records of Intervention • Case Studies
H	<p>Mobility – children who join Holy rosary in Nursery quickly diminishes - 67% started in F1 – this is increasing and less than half cohorts leave Holy Rosary in Year 6</p>	<ul style="list-style-type: none"> • Morning support from TA's to make transition process more effective. Areas with high mobility have additional support form teacher – LB/SW 	<ul style="list-style-type: none"> • SLT monitoring of TT to ensure standards are improving • Liases with FPSW to ensure SLT are clear on areas of mobility changes • Timetabling of support when changes identified – AUTUMN 2019 • LB Year 6, • SW – Year 2 	<p>Teacher Support</p> <ul style="list-style-type: none"> • Cost covered in SLT cost in section A • LB cover for 2 terms - £5000 	<ul style="list-style-type: none"> • Learning Walks, • Book evidence • TT monitoring
<p>Total Spend – £ 93,441</p>					



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Termly review		
Autumn 2019	Spring 2020	Summer 2020

	KS2 Attainment (Year 6 2019) – 11 children		
Headline measure	ALL	Eligible for PP	Not eligible for PP
% achieving the national standard in reading, writing and mathematics	26.7%	18.2%	26.3%
% achieving the higher standard in reading, writing and mathematics	0%	0%	0%
Pupils' progress score in reading	TBC	TBC	TBC
Pupils' progress score in writing	TBC	TBC	TBC
Pupils' progress score in mathematics	TBC	TBC	TBC
Pupils' average scaled score in reading			
Pupils' scaled score in mathematics			