

**Our Lady of the Rosary**  
**Pupil Premium Strategy Statement 2024/2025**

1.			
<b>Total Number of Pupils</b>	236 (including 26 Nursery)	<b>Total PP Budget</b>	£ 22,120
<b>Number of pupils eligible for PP</b>	3 adopted from care 8 Rec -Yr6	<b>Date of most recent PP Review</b> <b>Date for next Strategy Meeting</b>	September 2025 September 2026

**Monitoring the impact of Pupil Premium Grant**

The Headteacher has overall responsibility for the attainment and progress of Pupil Premium children through ensuring the progress of eligible pupils and evidencing this as a whole- school priority.

Children's progress and attainment is tracked and monitored carefully to ensure all individuals are 'the best they can be'. Regular monitoring and evaluation are key, to ensuring effectiveness of expenditure.

Targets are set for pupils in Mathematics, Reading and Writing, which are rigorously monitored, over short periods of time by the class teacher and SLT. Assessment data is analysed and acted upon. Teachers discuss the progress and attainment of children eligible for Pupil Premium funding at termly progress meetings and identify impact and next steps. The DFE, Salford Diocese and LA also analyse our school data and compare our results to national data. At OLOR, we assess progress as the development of knowledge and skills. We look at starting points and how much improvement there has been.

The wellbeing of all in OLOR's community is a priority and the school has bespoke packages in place to support families in many different ways, including access to Trafford Teams Together (TTT), Ruth McShane (Thrive Tribe), Felix Hogan (Forest School) ELSA is delivered across the school and OLOR's bespoke Zones of Regulation/Sensory Circuit Daily Sessions and OLOR's GIFT Chaplaincy Team. These sessions are accessible to pupils across the school to ensure children are enthusiastic learners, who are mentally and emotionally ready to learn. OLOR also has a qualified Mental Health Lead and an additional teacher is training to be our School's Mental Health Lead.

**Nature of Support**

- High quality, inclusive teaching
- Quality First Teaching (QTS) in each class
- Daily precision teaching and interventions, booster programmes by teaching staff
- Pupils taught in groups with other pupils who are working at a similar level
- Focused support from teachers and skilled teaching assistants, both in class and in small groups
- Individual tuition by an experienced teaching assistants.
- Personalised support including pastoral support from the Chaplaincy Gift Team/Nurture Groups/Thrive Tribe/Zones of Regulation Sessions/Mental Health Lead/Emotional Literacy Support Assistant/Forest Sessions

- Carefully targeted resources known to raise attainment
- Growth Mindset/ Youth Mental Health First Aid Staff/Mental Health Pupil Leaders
- Peer Mentoring/Coaching
- Supporting families through issues raised through Trafford Teams Together (TTT) Intense Family Support Meetings and Early Help
- Supporting parents to fund clubs, trips and holiday events

<b>2. Barriers to future attainment</b>	<b>Internal barriers (issues which require action by the school: poor language skills)</b>
<b>A</b>	Early Years Intervention
<b>B</b>	Key Stage 1 Intervention for Catch Up from ELGs
<b>C</b>	Basic Literacy and Mathematical skills to be reinforced at EYFS, Key Stage 1 and 2
<b>D</b>	Emotional and Social Issues

	<b>External barriers (issues which also require action outside school, such as low attendance rates, low parental engagement, poor home learning)</b>
<b>E</b>	Attendance and punctuality below national average
<b>F</b>	Lack of involvement with school
<b>G</b>	Language barriers
<b>H</b>	Mental health and financial issues within families

<b>3. Outcomes</b>		
<b>A</b>	Early Years Intervention	Bespoke targeted support in place for pupils assessed against their own individual needs- 1:1/small group work
<b>B</b>	Key Stage 1 Intervention for Catch Up from ELGs	Bespoke targeted support in place for pupils assessed against their own individual need- 1:1/small group work.
<b>C</b>	Basic Literacy and Mathematical skills to be reinforced at Key Stage 1 and 2	A varied range of support to address any gaps in learning in the basic skills of Reading, Writing and Mathematics.
<b>D</b>	Emotional and Social Issues	Wellbeing, Resilience and Growth Mindset groups in place for pupils across the school with social and emotional needs. Family Meetings with Trafford Teams Together. Support from OLOR's Mental Health Lead and ELSA. Forest school sessions

External Barriers		
<b>E</b>	Attendance and punctuality below national average for very small number	Small number of families receive additional bespoke support and if appropriate Trafford Attendance Team. Attendance and punctuality show improvement.
<b>F</b>	Lack of involvement in school by some families	Children have access to counselling services/outside agencies where there is an identified need and referral. Greater family involvement and engagement with OLOR through Trafford Teams Together (TTT), bespoke meetings and Home School Agreements
<b>G</b>	Some families receiving external agency support	Regular meetings and interventions where appropriate. Families engaging at the appropriate level with agencies and school. Families may be signposted to support services through TTT or Early Help and Intense Family Support may be offered.
<b>H</b>	The continuing issue of rising inflation (increased cost of fuel, energy and food).	All in OLOR's community are aware of the additional worries that financial pressures may put on PP families socially, emotionally, physically and mentally. These families will access bespoke help to address any issues.

### Pupil Premium Objective 1

Target	Strategy	Costs	Impacts	Review
To provide personalised, targeted interventions for PP pupils, enhancing Quality First Teaching, to enable every PP pupil to make at least expected progress and be on track for achieving age-related expectations.	Thorough careful analysis of assessment data; identify baselines and specific gaps in skills, knowledge, understanding and application. Plan bespoke next steps for each individual. Specialised support will be timetabled:	1 x HTLA4 (3 mornings a week) £20.50 x9 hours per week <b>£7011</b>	Aspirational target 100% of pupils make expected progress Attainment in each year group is at least in line with other pupils and national. The gap between PP children and non-PP children is bridged. Bespoke interventions evidence progress and the development of fluency in basic skills and next steps. Booster Classes, Intervention Programmes evidence good progress. See internal tracking data.	December April July

	<p>Daily 1:1, small group support, extra Booster Classes after school. Teaching Assistants are employed and allocated to classes across the school to support children who are not making expected progress or are working below age related expectations. Teaching Assistants deliver small group/1:1/booster sessions/pre-teaching/slower paced scaffolded sessions to pupils in KS1 reinforcing basic Reading, Writing and Mathematics skills, developing fluency and mastery. 1 HLTA delivers bespoke programs across Upper KS2. 1 Teacher delivers bespoke Speech and Language Programmes.</p>	<p>Support Workers</p> <p>Speech and Language Teacher 2 afternoons a week</p> <p>4 hours x £45.19 <b>£6868</b></p>	<p>OLOR joined a Greater Manchester Maths Hub in September 2022, is working with Emma Newton (English Consultant) and has joined a SEERIH Science Assessment project.</p> <p>Weekly bespoke Speech and Language sessions for pupils from Nursery to Yr6.</p> <p>Interventions to support language development, literacy and numeracy. Bespoke activities and resources to meet the specific needs of disadvantaged pupils with SEND.</p>	<p>Review every half-term</p> <p>Review every 4 weeks.</p> <p>Review every 4 weeks.</p>
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## Pupil Premium Objective 2

Target	Strategy	Costs	Impacts	
<p>To develop resilience, growth mindset and a positive attitude of persevering to succeed. To work closely with Home/School, Trafford Teams Together in a triangular relationship to overcome any barriers to learning.</p>	<p>ELSA is delivered across the school for any pupil that teachers believe would benefit from emotional support. This is a 6 week programme led by our ELSA trained TA.</p> <p>Families will be offered access to TTT, if thought appropriate and beneficial.</p>	<p>X1 full day TA 1 6x £15.61 <b>£3599</b></p>		<p>December April July</p> <p>Ongoing daily support sessions.</p>
<p>Identify any specific social/emotional needs of individuals and plan the most appropriate support. Regular meetings and interventions where appropriate.</p> <p>Families engaging at the appropriate level with agencies and school.</p>	<p>C. Hollins is OLOR's Lay GIFT Chaplain. She works an afternoon a week providing pastoral support to pupils and families. She works with 30 GIFT Chaplaincy Team Pupils aged 9-11 years. They undertake a wide range of work within school and the wider community.</p> <p>3 teachers and 1 TA are qualified Youth Mental Health First Aiders.</p> <p>H. Groves is a qualified Senior Mental Health Lead</p>			

SLT Teachers and appointed TAs organise daily bespoke sessions with identified pupils across the school (sensory circuits, Forest School sessions etc)	Identified pupils thrive on Nurture Sessions delivered in the Forest Area and bespoke outdoor learning areas within the school grounds.	X2 hours per week @£45 per session <b>£3420</b>	Forest Area utilised for positive wellbeing. Felix Forest sessions have a positive impact.	Daily access to Forest Zones.
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### **Pupil Premium Objective 3**

Ensure all PP pupils have the opportunity to access learning opportunities beyond the classroom. Funding School Trips and Extra- Curricular Activities both within Our Lady of the Rosary and the wider community, including Forest School, Drama, Karate and holiday clubs	To enhance the curriculum, ensure all children are able to participate and to give pupils the opportunity to experience new and challenging activities. No pupil is prevented from engaging due to cost, equipment, transportation or collection.	<b>£1500</b>	All children are able to access curriculum, based activities as well as residential trips where appropriate. Pupils are able to join drama, art and sports clubs outside school hours in the wider community. Their skills are developed to a higher level in these specific areas. Greater confidence and a wider circle of peer friendships.	Ongoing Review and Support
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and Before/After school clubs. To seek opportunities in the local area for pupils to join additional clubs and groups. To fund wider-music opportunities through Trafford's SLA as well as individual extra-curriculum tuition. To fund holiday clubs.	All staff are aware of the extra pressures that the rising costs of energy and food bring to our Pupil Premium families. Bespoke support in many varied ways will continue to be put in place, on a case, by case basis.		Food parcels have been greatly received by some of our families as well as vouchers towards Christmas presents.  Most of our PP children have accessed funded places at out afterschool club and extracurricular clubs.	
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#### **SUMMARY 2024-2025**

The evidence gathered through the school's self-evaluation strategy has shown that the intervention strategies have had a positive impact on the progress, standards and achievement of those pupils entitled to the additional funds. Bespoke support was accessed by vulnerable children and their families, breaking down barriers to learning with the support of Emma Newton (English Consultant), Aaron Kent (Elevate Youth) and the GIFT Chaplaincy/Youth Mental Health First Aid Teams and other outside agencies, through Trafford Teams Together. Triangular meetings with outside support, school and home regularly took place. The gap in attainment for the children in receipt of Pupil Premium funding was narrowed. Pupils were allocated laptops where required.

#### **Targets for 2024-2025**

- Continue to offer support to vulnerable children and their families, breaking down barriers to learning with the support of OLOR's Mental Health Lead and Pupil Mental Health Leaders. Offer support through Trafford Teams Together. To organise triangular meetings with outside support, school and home.
- Offer weekly SEND coffee mornings to support families with parenting and managing behaviour of children with additional needs.
- To narrow the gap in attainment for the children in receipt of Pupil Premium funding and to aim for all to be at, at least age -related expectations. To address on a case, by case basis bespoke support required.
- To ensure that disadvantaged children are afforded the same opportunities as other children and where possible offered more bespoke opportunities, including additional sport, drama, karate, holiday clubs and Before/After school club sessions.
- To ensure OLOR's bespoke curriculum design is a progression model for disadvantaged pupils helping children develop knowledge and skills across the curriculum.
- To ensure that early interventions are put into place.
- To make reasonable adjustments to support PP children so that they have access to all aspects of school life, ensuring they are not disadvantaged due to their needs.

- To develop each child's individuality within our school, to ensure everyone's unique contribution to the OLOR community is valued.
- To ensure that children with Social Emotional and Mental Health Needs (SEMH) are identified early and their needs are acknowledged and supported through a graduated approach.

To offer more opportunities for forest school sessions to support SEMH needs and social communication difficulties