

Our Lady of the Rosary
Pupil Premium Strategy Statement 2021/2022

1.			
Total Number of Pupils	228 (including 21 Nursery)	Total PP Budget	£33,900
Number of pupils eligible for PP	5 adopted from care 1 in care 16 Rec -Yr6	Date of most recent PP Review Date for next Strategy Meeting	September 2021 September 2022

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 is 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 'knowing more and remembering more'.

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, so that children are enthusiastic learners, mentally and emotionally ready to learn.

Nature of Support

- High quality, inclusive teaching
- Quality First Teaching in each class
- Daily precision teaching and interventions, catch-up programmes by teaching staff
- Pupils taught in groups with other pupils who are working at a similar level
- Focussed support from skilled teaching assistants, both in class and in small groups
- Individual tuition by an experienced teaching assistant
- Personalised support including pastoral support from the Chaplaincy Gift Team/Nurture Groups
- Carefully targeted resources known to raise attainment
- Growth Mindset sessions undertaken by Aaron Kent (Elevate Youth)/Youth Mental Health First Aid Staff
- Peer Mentoring/Coaching
- Supporting families through issues raised through COVID19 and School Closures
- Supporting parents to fund clubs and trips

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

	External barriers (issues which also require action outside school, such as low attendance rates, low parental engagement, poor home learning)
E	Attendance and punctuality below national average
F	Lack of involvement in school
G	Some families receiving external agency support
H	The continuing issue of COVID19

3. Outcomes		
A	Early Years Intervention	Bespoke targeted support in place for pupils assessed against their own individual needs- 1:1/small group work
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.
C	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 English and Mathematics.
D	Emotional and Social Issues	Wellbeing and Growth Mindset groups in place for pupils across the school with social and emotional needs.

External Barriers		
E	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 improves.
F	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.

G	Some families receiving external agency support	Regular meetings and interventions where appropriate. Families engaging at the appropriate level with agencies and school.
H	The continuing issue of COVID19	All in OLOR community aware of the additional pressures that home learning and 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	Termly 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: Daily 1:1, small group support, extra Catch Up Classes after school, reading sessions before school TA's 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/catch up	1 x HTLA4 (3/5 mornings a week) Daily Support Workers £22,770	Aspirational target 100% of pupils make expected progress from their starting points in September 2020. All identified pupils who are exceeding in Reception are working at Greater Depth in Yr2. All identified pupils who are working above expectations in Yr2 are working at Greater Depth in Key Stage 2. 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. Catch Up Classes evidence good progress. See internal tracking data.	17 th December 1 st April 8 th July

	<p>sessions/pre-teaching/slower paced scaffolded sessions to pupils in KS1 reinforcing basic Literacy and Numeracy skills, developing fluency.</p> <p>1 HLTA delivers bespoke programmes across Upper KS2.</p> <p>1 Teacher delivers bespoke Speech and Language Programmes.</p>	<p>1 S&L Teacher 2 afternoons a week</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 and Elevate Youth in a triangular relationship to overcome any barriers to learning.</p> <p>Identify any specific social/emotional needs of individuals and plan the most appropriate support. Regular meetings and interventions where appropriate.</p>	<p>Aaron Kent – Elevate Youth will deliver weekly bespoke sessions and workshop activities for pupils from Yr2-Yr6. If required pupils and families will work on an individual basis with Aaron addressing specific issues.</p> <p>C. Hollins and Janet Ramsbottom are Lay GIFT Chaplains and work 1 afternoon a week providing pastoral support to pupils and families. They work with 22 Gift Chaplaincy Team Pupils aged 9-11 years. They undertake a</p>	<p>3 hours a week x38 weeks = £5130</p> <p>1 day a week x38 weeks = £3500</p>	<p>All pupils are empowered with the tools and the ability to create positive change and achieve success. Pupils develop key life skills that help them positively move forward with the unexpected trials in life. Transition from Yr6 to Yr7 is smooth and pupils are equipped and prepared for the next stage of their education.</p> <p>All families feel supported by the GIFT Chaplaincy Team and know any worries or concerns can be shared confidentially. Support will be allocated discretely for uniform, food parcels and links to agencies that may offer further guidance and help linked to benefits and funding. Pastoral support will be at the forefront.</p> <p>See Chaplaincy Development Plan 2021-2022.</p> <p>Pupils have broken down barriers to learning through attending the bespoke Nurture sessions. They are secure and</p>	<p>18th December 1st April 9th July</p>

<p>Families engaging at the appropriate level with agencies and school.</p> <p>SLT Teachers and an appointed TA organise weekly Nurture Groups with identified pupils across the school. Pupils access weekly 'Stay and Play' sessions.</p>	<p>wide range of work within school and the wider community.</p> <p>2 teachers are qualified Youth Mental Health First Aiders.</p> <p>Identified pupils thrive on Nurture Sessions delivered in the Forest Area and bespoke outdoor learning areas within the school grounds.</p>		<p>happy in the school setting and know they are respected and their unique gifts and talents are recognised.</p> <p>Stronger families and school partnerships, supported by input from outside agencies. Attendance 95%+ and all punctual.</p> <p>Forest Area utilised for positive wellbeing. TTSA Forest Training sessions have a positive impact.</p>	
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Pupil Premium Objective 3

<p>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 art, drama, music, computing and science. 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.</p> <p>The continuing issue of COVID19, the threat/reality of Home Learning and the</p>	<p>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.</p> <p>All staff are aware of the extra pressures that COVID might bring to our Pupil Premium</p>	£2500	<p>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.</p> <p>All pupils can access home school learning and have laptops allocated to them and IT Lead will ensure support is given to</p>	<p>18th December</p> <p>1st April</p> <p>9th July</p>
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pressures associated with lock downs and isolation (socially, physically, mentally and financially)	families. Bespoke support in many varied ways will continue to be put in place, on a case by case basis. Laptops have been loaned to all Pupil Premium families and purchased for all CIC children (following Manchester Council's directive).		families on using them successfully at home. Bespoke support addresses issues within families.	
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SUMMARY 2020-2021

The evidence gathered through the school's self-evaluation strategy has shown that the intervention strategies and additional Catch Up Classes (extending the school day) were successful in 2020-2021 and that they 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 Elevate Youth and the GIFT Chaplaincy/Youth Mental Health First Aid Teams and other outside agencies. 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 and home learning packs during periods of school closures or when pupils had to isolate due to positive cases of COVID19.

Targets for 2021-2022

- Continue to offer support to vulnerable children and their families, breaking down barriers to learning with the support of Elevate Youth and the GIFT Chaplaincy/Youth Mental Health First Aid Teams and other outside agencies. To organise triangular meetings with outside support, school and home.
- 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 linked to COVID19 Catch Up.
- To ensure that disadvantaged children are afforded the same opportunities as other children and where possible offered more bespoke opportunities, including additional sport, music, MFL, computing and art opportunities.
- To ensure OLOR's bespoke curriculum design is a progression model for disadvantaged pupils.

***Testing was not carried out due to COVID19 School Closures**

Attainment of Yr6 Pupils 2021		
% achieving national standard in reading, writing and mathematics	*	*
% achieving the higher standard in reading, writing and mathematics	*	*
pupils' progress Score in reading	*	*
pupils' progress Score in writing	*	*
pupils' progress Score in mathematics	*	*
pupils' average Scaled Score in reading	*	*
pupils' average scaled score in mathematics	*	*