

Pupil premium strategy statement – Rosary Catholic Primary School

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	139
Proportion (%) of pupil premium eligible pupils	33%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement for each academic year)	2025 - 2028
Date this statement was published	16 – 12 - 2025
Date on which it will be reviewed	01 – 09 - 2026
Statement authorised by	Jenefer Knighton
Pupil premium lead	Alice Nation
Governor / Trustee lead	Charlotte Blanch

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£74 935
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£74 935

Part A: Pupil premium strategy plan

Statement of intent

Statement of Intent

At The Rosary Catholic Primary School, our mission is to ensure that every child, regardless of background or circumstance, is able to flourish academically, socially and spiritually. We believe that disadvantage should never be a barrier to achievement or aspiration. Our ultimate aim is that all disadvantaged pupils leave our school with the knowledge, skills and personal qualities they need to succeed in the next stage of their education and to thrive as confident, resilient and compassionate individuals.

Our Ultimate Objectives for Disadvantaged Pupils

- To ensure that all disadvantaged pupils make **at least expected progress** and that their attainment is **in line with, or exceeds, national averages** for all pupils, particularly in reading, writing and mathematics.
- To **close attainment gaps** between disadvantaged pupils and their non-disadvantaged peers, both within school and nationally.
- To enable disadvantaged pupils to **attend school regularly**, with attendance at least in line with national figures, and to engage fully in all aspects of school life.
- To remove barriers to learning by supporting pupils' **social, emotional and mental wellbeing**, ensuring they are ready to learn each day.
- To promote **cultural capital and aspiration**, ensuring that disadvantaged pupils have access to the same enrichment, leadership and personal development opportunities as their peers.

How Our Current Pupil Premium Strategy Works Towards These Objectives

Our pupil premium strategy is designed to identify and address the specific barriers that our disadvantaged pupils face, using a combination of evidence-based interventions, high-quality teaching and targeted pastoral support.

- **High-quality teaching** is at the heart of our approach. We invest in professional development to strengthen adaptive teaching, feedback and subject knowledge so that every lesson meets the needs of all learners.
- **Targeted academic support** is provided through structured interventions in reading, writing and mathematics, delivered by skilled teachers and support staff. These include small-group teaching, guided reading, writing conferencing, and bespoke maths tutoring focused on fluency and reasoning.
- **Attendance and engagement** are promoted through close monitoring, early intervention, and proactive work with families, supported by pastoral provision.
- **Wellbeing and inclusion** are addressed through a strong pastoral team, nurture support, and effective partnerships with external agencies to ensure pupils are emotionally secure and ready to learn.
- **Wider opportunities** such as educational visits, cultural enrichment, leadership roles and extracurricular clubs are subsidised to ensure disadvantaged pupils can participate fully and benefit from the school's broad curriculum offer.

This multi-layered approach ensures that resources are used strategically to have the greatest impact on outcomes and long-term equity for all pupils.

Key Principles of Our Strategy Plan

1. **Equity, not equality** – We recognise that some pupils require more targeted support to achieve their potential. Our resources are allocated where they will make the greatest difference.
2. **High expectations for all** – We maintain a culture of ambition, where all staff are accountable for the progress of disadvantaged pupils and believe they can achieve highly.
3. **Evidence-informed practice** – Our decisions are guided by the Education Endowment Foundation (EEF) research, school data, and professional insight.
4. **Early intervention** – We act quickly to identify learning or wellbeing needs and implement support before gaps widen.
5. **Whole-school responsibility** – Pupil premium is not a separate initiative but embedded in all aspects of teaching, curriculum and leadership.
6. **Collaboration with families** – We work closely with parents and carers to build strong relationships, improve attendance and promote shared responsibility for learning.
7. **Monitoring and evaluation** – The impact of all interventions is carefully tracked through data analysis, pupil voice and staff review to ensure value for money and continuous improvement.

In line with the Little Way Catholic Educational Trust's focus on relational practice, the school prioritises strong, trusting relationships between pupils, staff and families. This approach underpins behaviour, attendance, wellbeing and academic support, ensuring disadvantaged pupils experience consistent emotional security, high expectations and personalised support. Relational practice positively shapes the school's ethos and enables pupils to engage more fully in learning.

Summary

Through this strategy, The Rosary Catholic Primary School is committed to ensuring that disadvantage does not define a child's future. By focusing on excellent teaching, effective support and nurturing the whole child, we aim to enable every pupil to live out our mission to "Love one another as I have loved you" and to fulfil their God-given potential.

Challenges

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

Challenge number	Detail of challenge
1	Well-being and mental health The school has 28.92% (2025 IDSR) FSM6 which is close to national average. Many of these pupils come from the close surrounding area in central Stroud. We serve a local women's refuge for families who have experienced domestic violence. Our first challenge is to support the mental health and well-being of these pupils.
2	Attendance The attendance of our disadvantaged learners is below the attendance of disadvantaged learners nationally (school 90.5% national 92.6% 2024/25). This is well below the attendance of all pupils in the school (93.6% 2024/25).
3	Reading and Early Reading Although KS2 reading outcomes for disadvantaged pupils compare favourably with national disadvantaged averages, internal data shows variability in progress across the school. This is linked to: • Lower phonics outcomes for some disadvantaged pupils in KS1 • Inconsistent engagement in home reading • Gaps in vocabulary and explicit comprehension strategies, particularly for pupils with additional needs or poor attendance
4	Writing attainment and progress Disadvantaged pupils underperform in writing compared to non-disadvantaged peers across several year groups. This is due to: • Lower transcriptional skills (spelling, sentence structure, handwriting stamina) • Limited opportunities for structured oral rehearsal • Reduced exposure to high-quality writing models outside of school
5	Progress across the school Internal Insight data shows that, while many disadvantaged pupils make expected progress, their progress is not yet consistently strong enough to close gaps with non-disadvantaged peers. Attendance, SEND overlap and early language gaps remain contributing factors.

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
1 Well-being and mental health Pupils and families to receive robust support from ourselves and external agencies so they feel happy and safe in school and are able to learn.	- Pupil voice - Pupil well-being survey
2 Attendance To raise the attendance of disadvantaged learners to be at least in line with disadvantaged learners nationally and close the attendance gap between disadvantage learners and their peers in school.	The attendance of disadvantaged learners is 93%.
3 Reading and Early Reading - The attainment of disadvantaged learners in reading writing and maths combined to remain above national. - To reduce the attainment gap between disadvantaged learners and non-disadvantaged learners within school.	- Reading, writing and maths combined 57%. - The number of disadvantaged learners is closer to that of their peers 8%.
4 Writing attainment and Progress - The attainment of disadvantaged learners in writing in KS2 is closer to that of their peers. - The attainment and progress in writing for disadvantaged learners throughout the school is the same as their peers (in each class),	65% of disadvantaged learners reach expected standard in writing. 13% of disadvantaged learners reach greater depth in writing. - Insight data shows that disadvantaged pupils' attainment and progress are increasingly closing the gap with non-disadvantaged pupils. The school's ambition is that disadvantaged pupils attain at least as well as non-disadvantaged pupils, and progress is tracked and evaluated through direct disadvantaged vs non-disadvantaged comparisons.
5 Progress throughout the school The attainment and progress for disadvantaged learners throughout the school is the same as their peers (in each class),	Insight data shows that disadvantaged pupils' attainment and progress are increasingly closing the gap with non-disadvantaged pupils. The school's ambition is that disadvantaged pupils attain at least as well as non-disadvantaged pupils, and progress is tracked and evaluated through direct disadvantaged vs non-disadvantaged comparisons.

	- Children in reception who are from a disadvantaged background achieve the same good level of develop as their peers and at least in line with national (68%) - Children in Y1, who are disadvantaged pass the phonics screening check in line with their peers and national 80%. - Children in Y4, who are disadvantaged, results in line with their peers (34% full marks, 20.6 APS)
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Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching

Budgeted cost: £2535

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Mathematics guidance: key stages 1 and 2 The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	3
Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): Improving Social and Emotional Learning in Primary Schools EEF	1, 6
Purchase Read Write Inc validated systematic synthetic phonics programme to secure stronger phonics teaching for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils:	3, 4, 5

	Phonics Teaching and Learning Toolkit EEF	
Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly.	When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups: Diagnostic assessment EEF	3, 4, 5

Targeted academic support

Budgeted cost: £60 400

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching Assistants are deployed strategically to deliver time-limited, evidence-informed interventions for disadvantaged pupils. Interventions are delivered 1:1 or in groups of no more than three pupils, are closely aligned to identified gaps in phonics, reading comprehension and writing, and are supported by targeted training and structured resources. Impact is reviewed regularly through assessment and pupil progress meetings.	Teaching assistants who provide 1:1 or targeted group interventions, show a stronger benefit of between four and six additional months on average. Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition Teaching and Learning Toolkit EEF And in small groups: Small group tuition Teaching and Learning Toolkit EEF	3, 4, 5
Additional fast-track phonics sessions targeted at disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Teaching and Learning Toolkit EEF	3, 4, 5

Wider strategies

Budgeted cost: **£12 000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school. (Including, Emotion explorers, Drawing and Talking, ManKind, Hamish and Milo)	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions Teaching and Learning Toolkit EEF	1, 5, 6
Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance. This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	2
A contingency fund is maintained to enable rapid response to emerging barriers for disadvantaged pupils (e.g. family crisis, housing instability, safeguarding concerns, attendance disruption). This funding helps remove immediate barriers to learning, stabilise pupils' wellbeing and ensure continuity of education, enabling pupils to re-engage with learning as quickly as possible.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	6

Total budgeted cost: £74 935

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Performance of Disadvantaged Pupils 2024–2025

Overview and Context

In 2024–25, 28.9% of pupils at The Rosary Catholic Primary School were eligible for free school meals at any point in the past six years (FSM6), broadly in line with the national average. The school has an above-average proportion of pupils identified with SEND (21.7%), which impacts comparative performance measures. Attendance for disadvantaged pupils was 90.5%, below the national average of 92.6%, and has shown a relative decline since the previous academic year. Persistent absence remains an area of focus within the school's improvement and pupil premium strategy.

It is important to note that pupils represented in this performance data will have experienced disruption to their education during the COVID-19 pandemic, which continues to influence individual attainment trajectories.

Attainment in National Assessments

Performance information is drawn from validated national Key Stage 2 assessments (2024 and 2025) and compared with both local and national averages.

Combined Reading, Writing and Mathematics (RWM)

In 2025, 50% of disadvantaged pupils achieved the expected standard in reading, writing and mathematics combined. This compares favourably with the national average for disadvantaged pupils (47%) and reflects a marked improvement on 2024 outcomes (30%) and 2023 (17%). The attainment gap between the school's disadvantaged pupils and non-disadvantaged pupils nationally narrowed from –37 in 2024 to –19 in 2025, indicating that targeted interventions are having a sustained impact.

Reading

Performance in reading was a significant strength. In 2025, 80% of disadvantaged pupils achieved the expected standard, above the national figure for disadvantaged pupils (63%) and broadly in line with non-disadvantaged pupils nationally (81%). This represents a closing of the attainment gap from –30 in 2024 to just –1 in 2025. The improvement reflects the positive impact of structured reading interventions, including guided reading, targeted comprehension support, and consistent use of diagnostic assessments to close early phonics gaps.

Writing

In writing, 60% of disadvantaged pupils reached the expected standard, broadly in line with the national average for disadvantaged pupils (59%) and an improvement from 40% in 2024. The gap to non-disadvantaged pupils nationally (78%) has narrowed to –18 percentage points. Teacher moderation and external verification have confirmed the accuracy of these judgements.

Mathematics

In mathematics, 60% of disadvantaged pupils achieved the expected standard in 2025, consistent with national outcomes for disadvantaged pupils (61%) and representing stable performance compared with 2024. Although the gap to non-disadvantaged pupils nationally (80%) remains at –20 percentage points, internal assessment shows improved arithmetic and fluency outcomes and emerging progress in reasoning.

Grammar, Punctuation and Spelling (EGPS)

60% of disadvantaged pupils met the expected standard in EGPS, in line with national outcomes for disadvantaged pupils (60%) and showing a narrowing of the attainment gap from –28 to –19 over the last two years.

Assessment Evidence and Validation

The school uses a combination of summative and formative assessments to track progress across all year groups. Half-termly assessments in reading, writing and mathematics are moderated internally and externally to ensure reliability. In-school data aligns closely with national outcomes and confirms that the majority of disadvantaged pupils are making at least expected progress from their starting points.

Phonics outcomes among disadvantaged pupils are in line with national averages, providing a secure foundation for future reading progress. Writing remains the area where progress is most variable, though evidence from pupils' books shows increasing stamina, vocabulary development, and sentence control.

Wider Context: Attendance, Behaviour and Wellbeing

Attendance for disadvantaged pupils continues to be below national levels and remains a limiting factor for some learners. Targeted family support and early help referrals have reduced persistent absence for a number of pupils, but further work is required to embed consistent attendance habits across the group.

Behaviour and engagement data indicate that disadvantaged pupils are over-represented in pastoral and wellbeing support logs, often linked to external family or social factors. The school's wellbeing offer — including nurture provision, ELSA support and mentoring — is having a positive impact on readiness to learn.

Evaluation Against Strategic Outcomes

The school's pupil premium strategy set out to:

- Narrow attainment gaps in reading, writing and mathematics.
- Improve attendance of disadvantaged pupils to at least 94%.
- Increase the proportion of disadvantaged pupils achieving the expected standard in RWM to 55% or above by 2025.

Progress towards these outcomes is **positive overall**:

- The combined RWM outcome (50%) shows significant improvement and the school is **on track** to meet its 2025 target.



- The gap in reading has **almost closed**, demonstrating the success of structured reading interventions.
- Writing and mathematics outcomes are **improving steadily** and now align with national disadvantaged averages.
- Attendance, while improving for some pupils, remains **below target** and continues to be a key area for strategic focus.

Analysis of Strategy Impact

What is working well:

- Effective early identification and targeted intervention, particularly in reading.
- Consistent use of formative assessment to adapt teaching to individual needs.
- High-quality teaching of phonics and guided reading across EYFS and KS1.
- Strengthened accountability through half-termly pupil progress meetings and governor oversight.

What needs further development:

- Continued focus on writing fluency and composition through cross-curricular opportunities.
- Embedding reasoning and problem-solving approaches in mathematics.
- Improved attendance and punctuality among disadvantaged pupils through enhanced family engagement and early help support.
- Ongoing refinement of pastoral provision to address emotional regulation and wellbeing barriers that impact learning.

Next Steps

1. Maintain focus on improving attendance and reducing persistent absence among disadvantaged pupils.
2. Extend writing interventions and professional development in feedback and adaptive teaching.
3. Introduce pre-teaching and retrieval strategies in mathematics to reinforce key concepts.
4. Continue robust monitoring of pupil progress and impact evaluation through termly data reviews and pupil voice.

Strengthen parental engagement through workshops, home learning support and community outreach.

Externally provided programmes

Programme	Provider

Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year
The impact of that spending on service pupil premium eligible pupils



Further information (optional)

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