

Holy Family School Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium) for the 2021 to 2024 academic years 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	<i>The Holy Family Catholic Primary School</i>
Number of pupils in school	216
Proportion (%) of pupil premium eligible pupils	9.25%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2023/2024
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	<i>Steve Tindall Head teacher</i>
Pupil premium lead	<i>Sian Ferryman Inclusion Manager</i>
Governor / Trustee lead	<i>Mike Meredith SEND and Pupil Premium governor</i>

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£17,485
Recovery premium funding allocation this academic year	£2,175
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£19,660
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Part A: Pupil premium strategy plan

Statement of intent

We believe that only by having the highest expectations of all learners can the highest possible standards be achieved. Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

Through careful evaluation of the academic and pastoral needs of disadvantaged children, this pupil premium strategy looks to ensure that we break down any barriers to disadvantaged children thriving in school and achieving their potential.

Our overall aims are:

- To raise the aspiration and ambition of disadvantaged students and to ensure that they have equitable access to all school experiences.
- To ensure all disadvantaged students benefit from quality first teaching where planning considers their individual learning needs including barriers to learning.
- To utilise targeted interventions and support, in all subjects, facilitating high quality education provision for disadvantaged students.
- To remove non-academic barriers including attendance, behaviour and wellbeing to support the success of disadvantaged students.
- To improve the progress and outcomes of disadvantaged students and eliminate the gaps between their progress and outcomes and that of their more affluent peers.
- To improve the reading fluency, comprehension, and vocabulary of disadvantaged students.
- To improve the mental health and well-being of disadvantaged students.

Challenges

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

Challenge number	Detail of challenge
1	<i>Assessments, observations, and discussions with pupils indicate underdeveloped communication and language skills (both receptive and expressive) and vocabulary gaps among many disadvantaged pupils. This is becoming an increasing trend each academic year.</i>
2	<i>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.</i>
3	<p><i>Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</i></p> <p><i>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths.</i></p>
4	<p><i>Our wellbeing assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, and a lack of enrichment opportunities during school closures. These challenges particularly affect disadvantaged pupils, including their attainment.</i></p> <p><i>Teacher referrals for support have markedly increased during the pandemic. 50 pupils (10 of whom are disadvantaged) currently require additional support with social and emotional needs.</i></p>

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
<i>Improved communication and language skills and vocabulary among disadvantaged pupils.</i>	<i>Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</i>
<i>Improved reading attainment among disadvantaged pupils.</i>	<i>KS2 reading outcomes in 2023/24 show that more than 75% of disadvantaged pupils met the expected standard.</i>
<i>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</i>	<p><i>Sustained high levels of wellbeing from 2023/24 demonstrated by:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>qualitative data from pupil voice, pupil and parent questionnaires and teacher observations</i>

	<p>□ <i>a significant increase in participation in enrichment and extra-curricular activities, particularly among disadvantaged pupils</i></p>
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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: **£15,160**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	1, 2
<p>Embedding dialogic activities across the school curriculum, particularly in Early Years and KS1. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	1
<p>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educa-</p>	<p>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): Social and emotional</p>	3, 4

<p>tional practices and supported by professional development and training for staff.</p> <p>Use of Bounce Together for monitoring, and wellbeing interventions such as Drawing and Talking, ELSA and Therapeutic Story Writing</p>	<p>learning (+ 4 months) Metacognition and Self regulation strategies (+ 7 months)</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p> <p>EEF toolkit identifies that this has a positive impact.</p>	
<p>Adopt a whole school structured approach to the teaching of vocabulary and ensure all staff have adequate training and support to implement this.</p>	<p>CPD on closing the vocabulary gap and implementing a whole school approach to explicitly teaching Tier 2 and 3 vocabulary. Eg. Use of Word Aware strategies.</p> <p>(EFF Communication and language approaches- high impact)</p>	1, 2

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

Budgeted cost: **£1,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	1

Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in	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	2
collaboration with our local English hub. Same day intervention for pupils falling behind as identified through our phonics scheme 'Little Wandle Letters and Sounds'	effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	
Homework club run weekly to ensure pupils have support to complete set homework tasks.	https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/homework	2
Adults to read with key PP pupils on a regular basis. Reading conferences to encourage a love of reading and support	https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/reading-comprehensionstrategies	2

book choices.		
Planned support for pupils transitioning into primary school from nursery and home through additional support in the EYFS as well as extended opportunities for home visits.	Historically there has been widespread international attention directed at transitions in ECE, within research and policy. In England the provision of support to children and families through experiences of transition has been consistently highlighted as vital in multiple government documents such as the Allen Report (Allen, 2011) and the Special Educational Needs (SEN) & Disability Green Paper (DfE, 2011). More recently, the Special Educational Needs and Disability (SEND) code of practice (DfE, 2014) emphasised the importance of engaging in an integrated approach to supporting “better transitions between life stages and settings, including from early years to primary education” (p.48) https://orca.cardiff.ac.uk/124065/1/ThesisSimsDEdPsy.pdf	3

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

Budgeted cost: **£3,000**

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.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	3, 4

Contingency fund for acute issues.	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.	
Social and emotional/wellbeing support through targeted interventions	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life, in relation to physical and mental health, school readiness and academic achievement. Efforts to promote SEL skills may be especially important for children from disadvantaged backgrounds, who on average have weaker SEL skills at all ages than their better off peers. ⁸ This matters for a range of outcomes, as lower levels of SEL skills are associated with poorer mental health and academic attainment. There is also evidence to suggest that the benefits of SEL may extend to teachers and to the school environment, including a less disruptive and more positive classroom climate, and teachers reporting lower stress levels, higher job satisfaction, better relationships with their	3,4

	children, and higher confidence in their teaching. - EEF	
Daily fruit as well as milk for PP pupils	All children across the school are given a daily piece of fruit during the year and PP children also receive milk. This has a positive impact on the children's wellbeing and overall health	3, 4

Pupils get priority in choosing after school clubs and free places.	https://educationendowmentfoundation.org.uk/educationevidence/teaching-learningtoolkit/physical-activity	3, 4
A member of SLT designated to focus on PPG pupils	https://www.gov.uk/guidance/pupil-premium-effective-use-andaccountability	3, 4

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in previous years in key areas of the curriculum. Despite being on track during the first year (2018/19), the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised. This was particularly true for children in KS1 and lower KS2 who had spent less time at our school, therefore benefitting less from the provision offered to Pupil Premium children. Details of this can be seen in the tables below.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by Oak National Academy.

Achievement of Pupil Premium Children

In Reception, 33% (1 of 3 children) achieved the ELG. Commentary states which areas the child did not achieve in.

Reception	ELG achieved	Commentary
Child 1	Y	N/A
Child 2	N	Pencil control
Child 3	N	Pencil control and SLCN.

Year Group	No. Of PP children	% who made age related expectation in Reading	% who made age related expectation in Writing	% who made age related expectation in Mathematics
1	3	33%	33%	33%
2	3	33%	66%	66%
3	3	33%	33%	33%
4	3	66%	66%	100%
5	2	100%	100%	100%
6	0	N/A	N/A	N/A

Commentary

Pupil Premium children who did not achieve age related expectations will continue to be supported and have their teaching and intervention work tailored specifically to their needs. This includes support with homework, access to resources that they may not have at home, and time with LSAs and their class teacher as well as the SEND team. In some cases, these children will be given individual learning plans and consideration will be given as to whether support from outside agencies may be appropriate (where SEND is also a factor).

Our assessments and observations indicated that pupil's learning behaviours, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19 related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.