

1. Summary Information					
Academic Year	2019-2020	Total PP Budget (2019/20)	£36,620	Date of most recent internal PP review	November 2019
Total Number of Pupils	193	Number of pupils eligible for PP	27	% of NoR who are eligible for PP	14%

2. Summary Information for previous years					
Academic Year	2018-19	Total PP Budget	£32,660	% of NoR who are eligible for PP	12.5%

3. Current attainment, attendance and behaviour of disadvantaged pupils		
<b>3a. Current attainment (% on track to achieve milestones)</b>	<b>Disadvantaged Pupils in our school</b>	<b>Other pupils nationally 2019 (provisional)</b>
EY - GLD	33%	71.8%
Y1 - Phonics	57%	82%
KS1 – ARE+ reading	29%	75%
KS1 – ARE+ writing	29%	69%
KS1 – ARE+ maths	43%	76%
KS2 - EX+ in reading	50%	73%
KS2 - EX+ in writing	0%	78%
KS2 - EX+ in maths	50%	79%
KS2 - EX+ in reading, writing and maths	0%	65%
<b>3b. Current attendance (absence and persistent absence rates YTD Dec 2019)</b>	<b>Disadvantaged Pupils in our school YTD Dec 2019</b>	<b>Non- Disadvantaged Pupils in our school</b>
94.93%	95.56%	94.77%
16.57% PA	14.29% PA	17.16% PA
<b>3c. Current fixed term exclusions</b>	<b>DPs in our school</b>	<b>Non-DPs in our school</b>
None	None	None

#### 4a. Summary of key aspects of Pupil Premium spend for 2018-19 and impact headlines

##### Pupil Premium – Intended Spending Compared to Actual 2018/19

Total Grant: £32,660

**Pupil Premium - £30,360**

**LAC - £2,300**

Provision	Intended Cost	Intended Impact	Actual Cost
TA Support – in the classroom, small group work and/or intervention programmes	£11.64 x 468 (12 hrs) G4 x 2 £4,540 £10.34 x 195 £2,016	To improve KS1/2 results. Relationship and social story support – focus on behaviour and resilience.	£10,895  £4,032
Outdoor education specialist support	£2600	To Improve learning behaviours, resilience and problem solving.	£2647
Staff training on identified approaches to improve oral language skills across school.	£500 £750 £600	Children supported by SALT, toe by toe, talk partners. Talk4writing Cover costs strategic meetings	£500 £750 £600
Reading Support Activities – embed strategies for reading	£2000	To improve KS1/2 results by promoting a love of reading English Conference Improvement in library provision and additional books.	£2,730 £105 £800
Class / Teacher and parent sessions with a Specialist Mental Health Nurse	£900 (inc cover costs)	To provide additional nurturing support for vulnerable children. Better engagement in lessons and self-confidence. Strategies to support staff for managing behaviours.	£950
Attendance officer appointed	£4,000	Support attendance and monitor – actions include meeting with parents to support	£4143
Breakfast ‘wake and shake’ Club	£500	Provides opportunities for social interactions and breakfast	£465
Booster sessions	£25 x 32	After school and 1:1 booster sessions January – May	£800
Residential from Y2 – Y6 Trips	£2000	To enable all pupils to participate in school trips. Raising pupil self-esteem has a positive impact on pupil progress & attainment	£1984
Free Access to After School Clubs	£800	Provides opportunities for social interactions and opportunities to try new activities. Raising pupil self-esteem has a positive impact on pupil progress & attainment	£834
Purchase of a school uniform ‘bundle’	£440	To ensure pupils feel part of the team and are appropriately dressed for school and weather	£441

Total		32,676
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#### 4b. Impact headlines

- Wake and Shake Club – attendance has improved for those children attending
- Residential / Trips – all children were able to attend the residential or school trips due to financial constraints
- Clubs – Increased participation. No child unable to attend a club due to financial constraints.
- Attendance officer – increase 10%+ of PP pupils
- Outdoor education – positive feedback from all staff and parents questioned.
- Mastery training – all staff trained and monitoring of programme continues. Improvements in mathematics outcomes across school.
- Mental health nurse – significant trauma related challenges in disadvantaged group – staff have a better understanding of how trauma can affect academic understanding.

#### 5. Number of disadvantaged pupils currently in the school in each year group in 2019-2020

Year Group	Number in Year Group	Number of disadvantaged pupils in year group	% of year group who are eligible for PP
Year 6	27	2	7%
Year 5	29	7	24%
Year 4	30	6	20%
Year 3	28	6	21%
Year 2	25	7	28%
Year 1	30	7	23%
R	24	3	13%

#### 6. Any additional contextual commentary in terms of 'multiple risk' factors for the cohort of disadvantaged pupils in the school in each year group in 2019-2020

Year 6	1/2 late entry to school (Y4) 2/2 family circumstances SEN and Child Protection
Year 5	1/7 SEN 3/7 Child Protection and Safeguarding concerns 1/7 EAL
Year 4	3/6 SEN 4/6 Safeguarding and Child Protection concerns
Year 3	4/6 SEN 4/6 Safeguarding concerns
Year 2	1/7 SEN 3/7 Child Protection Safeguarding concerns
Year 1	5/7 Child protection and Safeguarding concerns
R	1/3 EHAF – hard to reach EAL 1/3 SEN

#### 7. Barriers to future attainment - 2019 (for pupils eligible for PP, including high-ability)

In-school barriers	
A.	<ul style="list-style-type: none"> <li>• Low starting points/entry attainment</li> <li>• Poor oracy and vocabulary</li> <li>• Limited wider cultural experiences</li> <li>• Safeguarding and Child Protection</li> </ul> <p><b>Strategies</b></p> <p>The school is employing the following strategies to improve attainment and achievement:</p> <ul style="list-style-type: none"> <li>- Recognition that 'quality first teaching' along with a targeted 'pre-teach' is the greatest driver of attainment and achievement.</li> <li>- Quality feedback, as recognised by the Education Endowment Fund, is low cost and high impact.</li> <li>- It is important to closely monitor the attainment of PP children (SENCo and HT) termly – observations through lesson visits / book looks (weekly release time)</li> <li>- Extra reading and visits to the library for all year groups.</li> <li>- Through whole school Reading strategies, talk4writing, P4C and word walls are raising the profile of vocabulary. This is because we recognise that our materially disadvantaged children are also 'word impoverished' this includes pupils who do not receive pupil premium funding.</li> <li>- After school booster sessions.</li> <li>- Qualified speech and language higher level TA</li> <li>- Mixed ability grouping</li> <li>- Paired work</li> </ul>
B.	<p><u>Progress of higher attainers</u></p> <p>1/3 of PP children in KS2 2018/19 were greater depth in the 2 Reading and Maths</p> <p><u>Strategies</u></p> <p>To continue to provide additional learning opportunities as they arise</p> <p>For SENCo to monitor provision in classes.</p> <p>Quality first teaching and challenge across subject areas.</p>
C.	<p><b><u>Social and emotional development</u></b></p> <ul style="list-style-type: none"> <li>- Currently a significant and increasing proportion of our PP children have significant social and emotional issues due to safeguarding concerns.</li> <li>- The school has an increasing number of children with presentations suggesting as ASD and ADHD.</li> <li>- Many children come from a disrupted home environment.</li> <li>- A significant number of children have suffered loss through separation, divorce or bereavement.</li> <li>- A small proportion of pupils live with family members rather than their biological parents.</li> </ul>

- Some children arrive in school each morning already anxious and stressed.

**Strategies**

- We employ a specialist mental health nurse to support parents and families of those with challenging behaviours
- We recognise that outdoor education is a valuable way of increasing children’s self-esteem and invest in ensuring that our children experience a range of experiences outside of the classroom
- We recognise that sports and PE is a valuable way of increasing children’s self-esteem and invest in competitive and non-competitive sports outside of school.
- Higher Level TA focus on behaviour and pastoral intervention.
- We provide nurture provision for identified children and have invested in a sensory room for pupils displaying high anxiety presentations.
- Effective arrangements developed to support transition within and beyond school in order to reduce anxiety and develop positive relationships – at KS level, outside providers to F2, Y6-7.
- We have developed effective communication systems to ensure staff are aware of significant trauma in children’s lives – CPOMs.
- We fund residential trips from Y2 – Y6 for disadvantaged pupils to ensure that no child misses out on these valuable social experiences.
- We offer free places to any of our clubs to ensure that children have an enriched school day.
- Disadvantaged children attend school trips free of charge.

**D Engaging parents**

Our teachers often find that some of our more disadvantaged children have parents who are harder to engage. We therefore need to find pupil focussed, non-threatening ways to engage with parents.

**Strategies**

- An ‘open door’ policy where parents are encouraged to approach staff about their concerns.
- Meetings and workshops held to inform and support parents at home. (Early reading, Behind the Behaviours, Statutory assessments)
- Links with support agencies (EHAF, Children’s Centres)
- Questionnaires to gain feedback from parents.
- We hold celebration assemblies for parents each week and send a newsletter weekly to share good news / diary items.
- Each year group holds yearly ‘meet the teacher’ to give information about teaching and to help parents support their children at home more effectively.

**E. Language and Communication**

Year on year entry to Foundation Stage is variable but there are increasing numbers of children working below the expected level of development in communication and language.

**Strategies:**

	<ul style="list-style-type: none"> <li>- Ensure staffing levels in EYFS are sufficient to support increased interaction with children. This will support the development of key skills including communication and language.</li> <li>- Provide high quality training for all EYFS staff eg: e.g. interaction, observation, early years provision, writing, early reading, early number.</li> <li>- Release staff to carry out visits to other nursery settings and homes to enable early interventions to be made if needed and strengthen home/school relationships.</li> <li>- Release staff to develop workshops to support parents in supporting their child – e.g. early reading workshops</li> <li>- Release SENCo to carry out professional discussions with outside agencies to support specific issues for individuals e.g. Healthy Families</li> <li>- Timetable letters and sounds programme and mathematics mastery programme dailyTalk4Writing is an explicit strategy used to develop and extend children’s vocabulary (FS and KS1)</li> <li>- Speech and language interventions.</li> </ul>
<b>F.</b>	<p><b><u>Relationships:</u></b> All children are encouraged to form positive relationships and follow the five promises in school. A small proportion of pupils have recognised behavioural challenges and are supported through a whole school positive behaviour policy, communication passports, a nurturing environment and SENCo involvement.</p>
<b>G.</b>	<p><b><u>Attendance and readiness to learn</u></b> Whole school attendance was 95.1% 2018-19. Our PP children’s attendance was slightly higher at 95.2%</p> <p><b><u>Strategies:</u></b></p> <ul style="list-style-type: none"> <li>- Employment of attendance officer to build relationships with parents and overcome barriers specific to them.</li> <li>- Continue to encourage access to ‘Wake and Shake’ to support punctuality and readiness to learn.</li> <li>- Continue to celebrate good attendance in school and raise awareness of its importance through assemblies and rewards.</li> </ul>

<b>Desired outcomes and how they will be measured</b>	
<b>1.</b>	Pupils eligible for PP will make accelerated progress in reading, writing and maths from their starting point with accelerated outcomes for identified individuals. This will close the gap between outcomes for non-disadvantaged pupils.
<b>2.</b>	Increased proportion of the PP children achieve ARE in RWM by the end of KS2 and a greater proportion of pupils are attaining greater depth in reading and Mathematics. Phonological awareness improves reading and writing attainment and progress at KS1.
<b>3.</b>	All children at Holy Family have the opportunity to participate in a varied, rich curriculum including Outdoor Education and P4C.
<b>4.</b>	Whole school attendance continues to improve and children have an appropriate start to the school day.(96%)
<b>5.</b>	School meets the social and emotional needs of the pupils, they show resilience and attend school regularly.

## 9. Summary of key aspects of Pupil Premium intended spend for 2019-2020 (informed by identified barriers)

### Pupil Premium – Intended Spending Compared to Actual 2019/20

**Est Total Grant: £36,620**

**Pupil Premium - £34,320**

**LAC - £2,300**

Provision	Intended Cost	Intended Impact	Actual Cost	Actual Impact (July 2020)
Higher Level TA Support – in the classroom, small group work and/or intervention programmes Care assistants for Disadvantaged pupils	Care assistants / hour x £9.18 (25 hr contract x2) G4 TA x 2 / hour £11.64 x 500 G2 TA x 2 / hour £10.34 x 200	To improve EYFS / KS1 and KS2 behaviour, engagement and attainment.	£	
Individual and Group sessions with an outdoor education specialist	£2700	To provide additional nurturing support for vulnerable groups	£	
Attendance Officer	£ 4150	Support and monitor attendance – including EHAF processes		
Wake and Shake Club	15 mins 8am – 8:15am G2 TA x5 x 39 £10.34 / 4	Provides opportunities for social interactions including breakfast where appropriate	£	
Higher Level TA Speech & Language Therapy	G4 TA x 1 £11.64 LAC	To provide support for vulnerable PP pupils	£	
Residential activities Y2 – Y6	£2,000	To enable all pupils to participate in school trips. Raising pupil self-esteem has a positive impact on pupil progress & attainment	£	
Access to class trips	£800	To enable all pupils to participate in school trips. Raising pupil self-esteem has a positive impact on pupil progress & attainment	£	

Purchase of a school uniform 'bundle'	£400	To ensure pupils feel part of the team and are appropriately dressed for school & weather	£	
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