

Holy Family Catholic Primary School

RATIONALE FOR PUPIL PREMIUM SPENDING

Based on EEF (Sutton Trust) research and the approaches that are likely to have moderate or high impact.

Approach:
Early Years Intervention

Objective:
To facilitate learning so that a greater proportion of pupils achieve GLD at the end of EYFS.

Research shows:	Holy Family Context:	Actions taken:
<p>To ensure at least good or better progress;</p> <ul style="list-style-type: none"> • Staff need to be well trained and well qualified • High quality provision is likely to be characterised by the development of positive relationships between staff and children and the engagement of the children in activities which support pre reading, the development of early number concepts and non-verbal reasoning. • Disadvantaged children benefit from good quality programmes, especially where these include a mixture of children from different social backgrounds, and a strong educational component 	<ul style="list-style-type: none"> • Year on year entry into EYFS unit has seen increasing numbers of children working below the expected level of development especially with regard to communication and language. • Many have poor social skills, limited concentration and a lack of experience of the world around them. • The numbers of children who speak English as an additional language has increased dramatically over the last few years. • Increasingly, parents are unaware of how to support their children at school. • There are families that require support with regard to their child’s toileting, speech, play, behaviour and language. 	<ul style="list-style-type: none"> • Staffing levels in EYFS increased to ensure quality interaction with children which fosters positive relationships that support the development of key skills including communication and language. • Provision of high quality training for all EYFS staff e.g. interaction, observation, early years provision, writing, early reading, early number. • 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. • Release staff to develop workshops to support parents in supporting their child – e.g. early reading workshops • Release SENCo to carry out professional discussions with outside agencies to support specific issues for individuals e.g. Healthy Families • Timetable letters and sounds programme and mathematics mastery programme daily.

Approach: Behaviour	Objective: To improve progress and attainment through understanding and shared approach in provision across school
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Research shows:	Holy Family Context:	Actions taken:
<ul style="list-style-type: none"> • That behaviour intervention can produce large improvements in academic performance along with a decrease in problematic behaviours • Targeted interventions for those diagnosed or at risk of emotional or behavioural disorders produce the greatest effects. • The greatest impact is seen with programmes that have a proven track record of impact delivered over two to six months. 	<ul style="list-style-type: none"> • The school has an increasing number of children with diagnosed conditions such as ASD and ADHD and presentations of anxiety related behaviours. • An increasing number of children come from a disrupted and violent home environment. • An increasing significant number of children have suffered loss through separation, divorce or bereavement. • A proportion of pupils live with family members rather than their biological parents. • An increasing number of children arrive in school each morning already anxious and stressed. 	<ul style="list-style-type: none"> • Higher level TA focus on behaviour and pastoral intervention over time. • Nurture type provision for identified children as a result of Boxall profile, involvement of other agencies and challenging behaviour presentations. • Effective transition 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-Y7. • Develop effective communication systems to ensure staff are aware of significant trauma in children’s lives – CPOMs. • Half termly parent intervention sessions from CAMHs Specialist to support children and families. • Provide a free ‘wake and shake’ breakfast session to ensure a positive start to the day. • Employment of attendance officer to effectively monitor and act on identified issues with attendance. • Training for all staff in anxiety related behaviours.

Approach: Feedback	Objective: Improve progress and attainment through effective feedback strategies
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Research shows:	Holy Family Context:	Actions taken:
<ul style="list-style-type: none"> • Feedback studies have shown very high effects on learning as a result of effective feedback. • Positive impact when feedback relates to English and Maths. • Researched based approaches tend to have a positive impact. 	<ul style="list-style-type: none"> • Feedback, including marking, has improved over recent years with a greater understanding of what will accelerate progress. • Increased focus is being given to increasing the feedback give 'at the point of teaching/learning' rather than after the lesson. 	<ul style="list-style-type: none"> • Greater focus on pre teach/post teach model • Live monitoring and peer observation strategy in order to share good practice in relation to feedback. • Encourage learning behaviours that increase pupil's resilience so they take greater responsibility for improving their learning.

Approach: Meta cognition and self -regulation	Objective: To develop resilience through positive learning behaviours
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Research shows:	Holy Family Context:	Actions taken:
<ul style="list-style-type: none"> • These approaches have consistently high impact • Evidence indicates that teaching these strategies can be effective for low-achieving children • The strategies are more effective when taught in collaborative groups so that children can support each other through discussion 	<ul style="list-style-type: none"> • Some children have limited resilience when it comes to learning – relying too heavily on doing what the teacher says and looking for frequent guidance • Behaviour in school is good but for some children they would opt to be a passive learner. 	<ul style="list-style-type: none"> • Develop whole staff understanding and practical approaches to improving learning behaviours through Growth Mindset training. • Use explicit language with regard to positive learning behaviours. • Ensure that children are taught to monitor and evaluate and give peer feedback. • Provide an exciting and experience based curriculum to ensure children are motivated and engaged including a regular outdoor learning experience. • Take part in training (SENCo) to ensure research based understanding.

Approach:
Oral Language Intervention

Objective:
To increase reading skills and comprehension.

Research shows:	Holy Family Context:	Actions taken:
<ul style="list-style-type: none">• Oral language interventions consistently show positive benefits on learning including oral language skills and reading comprehension• All pupils benefit, but particularly those from disadvantaged backgrounds.• Interventions by trained staff have the greatest impact.• Spoken vocabulary work linked to the current context is more effective	<ul style="list-style-type: none">• An increasing number of children have limited vocabulary acquisition and limited access to books.• The proportion of children who speak English as an additional language has increased significantly.• Reading for pleasure is variable out of school and is not modelled in all households.• Some parents, particularly those with limited English are unsure of how to support their child beyond the 'decoding of words'.• EAL children often read well technically but struggle to express opinions and ideas about what they have read.	<ul style="list-style-type: none">• Expectation that Talk4Writing is an explicit strategy in Y1, Y2 and Y3 to develop and extend children's vocabulary within the current learning context.• Ensure taught reading sessions use strategies to extend vocabulary and understanding.• Reading for pleasure through story time across school and English lessons based on quality texts.• Home reading initiatives encourage reading for pleasure.• P4C is integral to planning for debate and discussion across school.• Higher level TA trained to support children with speech and language difficulties through regular interventions.

Approach: Phonics	Objective: To implement an effective structured approach to the teaching of phonics
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Research shows:	Holy Family Context:	Actions taken:
<ul style="list-style-type: none"> Phonics approaches have been found to be effective in supporting young children to master the basics of reading. Effective phonics are usually embedded in a literacy rich environment 	<ul style="list-style-type: none"> The vast majority of children start school with little knowledge of reading. Children need to be able to read on exit from KS1 in order to successfully access the KS2 curriculum. Due to low starting points children need to make accelerated progress in reading to be on track for age related expectations at the end of KS2. 	<ul style="list-style-type: none"> To ensure effective delivery of letters and sounds by trained staff including regular tracking and assessment and staff development. Regular assessment to ensure all matched to children's needs. Support from senior leader responsible for phonics across EYFS KS1 and Y3.

Approach: Small Group Work	Objective: To ensure progress for identified groups of children
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Research shows:	Holy Family Context:	Actions taken:
<ul style="list-style-type: none"> Small group size enables greater feedback from the teacher, impacting on progress. Smaller groups support greater engagement by children Teaching must be of high quality The makeup of groups needs to be altered to match pupil's needs. 	<ul style="list-style-type: none"> Many children have specific gaps in their learning which need to be addressed in order for them to make good progress overall. A number of children thrive in small group work. 	<ul style="list-style-type: none"> Deploy TA's and teachers in key areas and at key times to enable small group work to take place as needed. Provide additional sessions in Year 6 to address identified needs. To develop the role of SENCo and release time to support the quality of provision by regular observations.

Approach:
Social and Emotional Learning

Objective:
To support children's social and emotional needs to secure effective progress.

Research shows:	Holy Family Context:	Actions taken:
<ul style="list-style-type: none">• Social and emotional interventions often have an identifiable and significant impact on attitudes to learning, social relationships in school and attainment itself.• Social and emotional interventions almost always improve emotional /attitudinal outcomes• Improvements are more likely when approaches are embedded into educational practices.• Most effective when teachers are committed to the approach through effective training	<ul style="list-style-type: none">• An increased number of children have identified social and emotional needs.• Lack of emotional understanding and support from the home environment impacts on some children's ability to learn.• Positive attitudes to learning and learning habits not always understood or encouraged.	<ul style="list-style-type: none">• Care assistants and TAs employed to target work directly with individuals/small groups through the provision of nurture activities.• Trained staff to support with specific needs eg bereavement / Rainbows• Develop self-esteem and social /emotional skills and well- being through outdoor education activities• Create a sense of belonging to increase self-esteem through the provision of uniform bundle.• Use the Come and See curriculum as a basis for a values led approach including the five promises as a driver for understanding.