

1. Summary Information					
Academic Year	2020 -2021	Total PP Budget (2020 - 2021)	£62,040	Date of most recent internal PP review	November 2019
Total Number of Pupils	207 (inc nursery) 185 R – Y6	Number of pupils eligible for PP	47	% of NoR who are eligible for PP	25%
Review date for strategy	Sep 2020	There has been a significant increase in the number of pupils eligible for Pupil Premium Grant.			

2. Summary Information for previous years					
Academic Year	2019-20	Total PP Budget	£36,620	% of NoR who are eligible for PP	12.5%

3. Current attainment, attendance and behaviour of disadvantaged pupils : 2020 Teacher Assessment Data		
3a. Current attainment (% on track to achieve milestones)	Disadvantaged Pupils in our school	Other pupils nationally [2019]
EY - GLD	50% [57% national]	71.8%
Y1 - Phonics	50% [71% national]	84%
KS1 – ARE+ reading	60% [62% national]	78%
KS1 – ARE+ writing	60% [55% national]	73%
KS1 – ARE+ maths	80% [62% national]	79%
KS2 - EX+ in reading	50% [62% national]	78%
KS2 - EX+ in writing	50% [68% national]	83%
KS2 - EX+ in maths	50% [67% national]	84%
KS2 - EX+ in reading, writing and maths	50% [51% national]	71%
3b. Current attendance (absence and persistent absence rates)	Disadvantaged Pupils in our school Persistent Absence	Non- Disadvantaged Pupils in our school Persistent Absence
Previous data included due to Covid19	8.3% [2 pupils]	11.5% [16 pupils]
3c. Current fixed term exclusions	DPs in our school	Non-DPs in our school
None	None	None

4a. Summary of key aspects of Pupil Premium intended spend for 2019-2020 (informed by identified barriers) plus impact headlines

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.	£ 17,901 £5,820 £2,068	KS2 results at significantly improved (teacher assessment) Reading 78% Writing 78% Mathematics 81.5% Combined 78%
Individual and Group sessions with an outdoor education specialist	£2700	To provide additional nurturing support for vulnerable groups	£2700	Outdoor education specialist worked during lockdown and through the holiday period to support the most disadvantaged pupils. There was a noticeable difference in the behaviour of pupils working in small groups.
Attendance Officer	£ 4150	Support and monitor attendance – including EHAF processes	£4150	The number of persistent absence rates for disadvantaged pupils has fallen well below the national average.
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	£505	Children are coming into school at 8am. Those children accessing the club are better prepared.
Higher Level TA Speech & Language Therapy	G4 TA x 1 £11.64 LAC	To provide support for vulnerable PP pupils	£907	Support is given to those children needing SALT – children allocated time with this TA make rapid progress.
Residential activities Y2 – Y6	£2,000	To enable all pupils to participate in school trips. Raising pupil self-	£500	Only one residential stay took place due to lockdown restrictions. (Y5)

		esteem has a positive impact on pupil progress & attainment		Pupils engaged in this residential expressed a great sense of well being.
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	£200	Less money was allocated to class trips due to many being cancelled.
Purchase of a school uniform 'bundle'	£400	To ensure pupils feel part of the team and are appropriately dressed for school & weather	£800	Emphasis on school uniform continues to support pupils in feeling proud of their school and not being set apart from others in their class.
** Vulnerable and disadvantaged pupils supported through phone / zoom calls Resources, books and games.		Recognition that disadvantaged pupils may not have resources at home to support their learning due to lockdown. Photocopying resources Purchase of CPG books SLT time Y6 BBQ	£2500	Coronavirus restrictions meant a greater emphasis on communication with parents over the lockdown period. Pupils were spoken to and advised on learning and support. Disadvantaged pupils were given the opportunity to come into school during lockdown. This meant they would be better prepared for their return in September.
			£37,251	

4b. Impact headlines

- Coronavirus restrictions have meant that a greater emphasis was placed on communication with these families over the lockdown period.
- Disadvantaged pupils were invited into school in addition to those in priority groups to ensure they were accessing some learning before the summer holiday. This meant children would be better prepared for their return in September.
- Attendance officer continued to support those pupils not engaging in school activities during the lockdown period. Communication with these families was essential and included letters / certificates home.
- Outdoor education – positive feedback from all staff and parents questioned and a noticeable difference in behaviour of those pupils over the lockdown period who engaged in small group work.

5. Number of disadvantaged pupils currently in the school in each year group in 2020-2021			
Year Group	Number in Year Group	Number of disadvantaged pupils in year group	% of year group who are eligible for PP
Year 6	26	7	27%
Year 5	27	8	30%
Year 4	28	7	25%
Year 3	21	6	29%
Year 2	25	8	32%
Year 1	29	6	21%
R	29	4	14%

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	1/7 SEN 3/7 Child Protection and Safeguarding concerns 1/7 EAL
Year 5	3/8 SEN 4/8 Safeguarding and Child Protection concerns
Year 4	4/7 SEN 4/7 Safeguarding concerns
Year 3	1/6 SEN 3/6 Child Protection Safeguarding concerns
Year 2	5/8 Child protection and Safeguarding concerns
Year 1	1/6 EHAF – hard to reach EAL 1/6 SEN
R	1/4 on Partial timetable 2/4 safeguarding concerns

7. Barriers to future attainment - 2019 (for pupils eligible for PP, including high-ability)	
In-school barriers	
A.	<ul style="list-style-type: none"> • Low starting points/entry attainment • Poor oracy and vocabulary • Poor comprehension skills both in English and Mathematics • Limited wider cultural experiences • Safeguarding and Child Protection <p>Strategies</p> <p>The school is employing the following strategies to improve attainment and achievement:</p> <ul style="list-style-type: none"> - Recognition that 'quality first teaching' along with a targeted 'pre-teach' is the greatest driver of attainment and achievement. - Quality feedback, as recognised by the Education Endowment Fund, is low cost and high impact.

	<ul style="list-style-type: none"> - It is important to closely monitor the attainment of PP children (SENCo and HT) termly – observations through lesson visits / book looks (weekly release time) - Extra reading and visits to the library for all year groups. - 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. - After school booster sessions. - Qualified speech and language higher level TA - Mixed ability grouping - Paired work - Mathematics Mastery training and support - Higher Level TA supports pupils with poor language development in small group intervention
<p>B.</p>	<p><u>Progress of higher attainers</u> Disadvantaged pupils were not assessed as having reached the higher standard in teacher assessment 2020. <u>Strategies</u> To continue to provide additional learning opportunities as they arise – additional support through booster sessions with DHT For SENCo to monitor provision in classes. Quality first teaching and challenge across subject areas.</p>
<p>C.</p>	<p><u>Social and emotional development</u></p> <ul style="list-style-type: none"> - Currently a significant and increasing proportion of our PP children have significant social and emotional issues due to safeguarding concerns. - The school has an increasing number of children with presentations suggesting as ASD and ADHD. - Many children come from a disrupted home environment. - A significant number of children have suffered loss through separation, divorce or bereavement. - A small proportion of pupils live with family members rather than their biological parents. - Some children arrive in school each morning already anxious and stressed. <p><u>Strategies</u></p> <ul style="list-style-type: none"> - We take advice from 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. (Clubs due to start again Spring 2021)
- 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. This has become a greater concern over the coronavirus lockdown.

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. (Spring term 2021)
- Each year group holds yearly ‘meet the teacher’ to give information about teaching and to help parents support their children at home more effectively.
- Parent forum – Autumn 2020 virtual
- Individual meetings with hard to reach parents.

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:

- Division of the EYFS unit and employment of staff sufficient to support increased interaction with children. This will support the development of key skills including communication and language.
- Provide high quality training for all EYFS staff eg: 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.

	<ul style="list-style-type: none"> - 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 dailyTalk4Writing is an explicit strategy used to develop and extend children’s vocabulary (FS and KS1) - Speech and language interventions.
F.	<p>Relationships: 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>
G.	<p>Attendance and readiness to learn Whole school attendance was difficult to assess due to national lockdown however there continues to be concerns around absence for pupils who are disadvantaged.</p> <p>Strategies:</p> <ul style="list-style-type: none"> - Employment of attendance officer to build relationships with parents and overcome barriers specific to them. - Continue to encourage access to ‘Wake and Shake’ to support punctuality and readiness to learn. (Spring 2021) Currently all pupils able to access school from 8am. - Continue to celebrate good attendance in school and raise awareness of its importance through assemblies, rewards and newsletters.

	Desired outcomes and how they will be measured
1.	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.
2.	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.
3.	All children at Holy Family have the opportunity to participate in a varied, rich curriculum including Outdoor Education and P4C lessons – shown in timetables.
4.	Whole school attendance continues to improve and children have an appropriate start to the school day.(96%)
5.	School meets the social and emotional needs of the pupils, they show resilience and attend school regularly. They are confident and this can be seen in lesson observations.

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

Pupil Premium – Intended Spending Compared to Actual 2020/21

Est Total Grant: £65,560

Pupil Premium - £63,215

LAC - £2,345

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 vulnerable and disadvantaged pupils	Care assistants / hour x £9.18 (25 hr contract x 3) G4 TA x 2 / hour £11.64 x 1000 G2 TA x 2 / hour £10.34 x 500 £26,851 £11,640 £5,170	To improve EYFS / KS1 and KS2 behaviour, engagement and attainment.	£	
Individual and Group sessions with an outdoor education specialist	£7,215 £185 / Day	To provide additional nurturing support for vulnerable groups	£	
Attendance Officer	£ 4,680	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	£3,000	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	£1000	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'	£1000	To ensure pupils feel part of the team and are appropriately dressed for school & weather	£	
Proportion for training for staff in behaviour and anxiety, Mastery approaches, how children learn, sequencing in the curriculum.	£2592	To ensure staff are able to meet the needs of all pupils in their class.	£	
Additional support for pupils needing catch up (in addition to catch up funding) QTS proportion 2 ½ days HT support	£1000	To ensure children have catch up reading support after lockdown – in addition to catch up funding.	£	