

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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	Holy Family Catholic Primary School
Number of pupils in school	189 (+15 part time)
Proportion (%) of pupil premium eligible pupils	28%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Chris Bratt Headteacher
Pupil premium lead	Jo Brennan SENDCo
Governor / Trustee lead	Catherine Grand

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£63,215
Recovery premium funding allocation this academic year	£6960
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	£70,175

Part A: Pupil premium strategy plan

Statement of intent

All members of staff and the governing body accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within a caring and nurturing environment: our Pupil Premium strategy is rooted in the gospel values and five promises of our school.

Our aim is to ensure that our pupils are not disadvantaged as a result of their socio-economic context. Our ultimate objectives are to:

- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally.
- Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum.
- Support disadvantaged pupils to make good progress and achieve high attainment across all subjects.
- Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- Access a wide range of opportunities to develop their knowledge and understanding of the world

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work and 1:1 tuition
- Target funding to ensure that all pupils have access to trips, residential, first hand learning experiences
- Provide appropriate nurture support to support pupils in their emotional and social development.

This is not an exhaustive list and strategies will change and develop based on the needs of individuals.

Key Principals:

We will ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data. Class teachers will identify through the children's pupil premium plans specific intervention and support for individual pupils which will be reviewed at least termly. Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults.

Challenges

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

Challenge number	Detail of challenge
1	Observations and assessments show under developed communication and language skills, and gaps in vocabulary development, which in turn impacts on children's ability to verbalise concise explanations, comprehend and read fluently.
2	Assessments and national data show that the disadvantaged pupils have been impacted disproportionately by the partial school closures leading to greater gaps in maths, reading, writing and phonics.
3	From the last set of external data available, non-disadvantaged pupils significantly outperformed disadvantaged pupils in Reading, writing and maths.
4	Our observations and discussions with children and families have identified social and emotional well-being issues for our children and families particularly based around behaviour, self-esteem and anxiety.
5	Attendance data shows there is a greater number of disadvantaged children who are 'persistently absent' compared to their peers. PP attendance data is between 1-3% lower than for non-disadvantaged pupils.

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
Improved oral language skills and vocabulary development.	Observations show a significant improvement in the children's use of subject specific vocabulary in both written and spoken responses. Reading outcomes (both end of key stage and in year data) show an improvement in fluency and therefore comprehension of age-related texts.
Improved attainment in reading, writing and maths for disadvantaged pupils.	KS2 reading, writing and maths outcomes in 2024/25 show more than 65% of disadvantaged pupils meet the expected standard.
To achieve improved well-being for disadvantaged pupils.	Teacher observations, pupil and parent questionnaires and discussions demonstrate a reduction in behaviour, self-esteem and anxiety issues.
To achieve and sustain improved attendance for all	Sustained high attendance from 2024/25 demonstrated by:

pupils, particularly disadvantages pupils.	<ul style="list-style-type: none">• Attendance for disadvantaged pupils above 96%, and the gap to non-disadvantaged less than 1%• Persistent absenteeism for disadvantaged pupils is below 10% and the gap to non-disadvantaged less than 1%.
--	--

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: £32,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality CPD across all curriculum subjects – and the journey of reading throughout the school.	EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD.	1, 2, 3
Purchase of a DfE 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 (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	1, 2, 3
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 CPD (including 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: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	3

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

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
----------	--------------------------------------	-------------------------------

Provide a blend of tuition and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	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 EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1, 2, 3
Purchase of a programme to improve vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.	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: https://educationendowmentfoundation.org.uk/projects-andevaluation/projects/nuffield-early-language-intervention	1, 2, 3
Additional 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 Toolkit Strand Education Endowment Foundation EEF	2

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

Budgeted cost: £23,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff and an attendance	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	5

officer to improve attendance.		
Provide pastoral support through ELSA to work with vulnerable pupils and to support their well-being.	https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/social-and-emotional-learning	4
Whole staff training on behaviour management to improve behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	4
Subsidising educational visits and residential trips for all disadvantaged pupils.	Educational visits provide hands on experiences to support children's learning. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/730628/London_Effect_Qual_Research_-_Research_Report_FINAL_v2.pdf	4, 5
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.	1, 2, 3, 4, 5

Total budgeted cost: £70,500

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.

Meeting expected standard at KS2 (internal data)

	All Pupils	Disadvantaged
Reading	67%	38%
Writing	59%	25%
Maths	63%	38%

Meeting expected standard at KS1 (internal data)

	All Pupils	Disadvantaged
Reading	68%	33%
Writing	52%	33%
Maths	72%	33%

There were 8 children identified as disadvantaged in Y6 (31% of cohort) and 6 disadvantaged in Y2 (24% of cohort).

These internal assessments show lower attainment for our disadvantaged children than in previous years in the core subjects. Despite pupils being on track previously, the outcomes we aimed to achieve in 2020/21 were not realised. Our assessment for this is primarily owing to the impact of Covid19 and the disruption caused. The impact was most detrimental to our disadvantaged pupils, who were unable to benefit from the

interventions that were planned. This was mitigated by our online teaching, providing a full curriculum throughout the day of live lessons and supported by Oak Academy.

Attendance of disadvantaged pupils was lower than in previous years (again owing to the impact of Covid19) but the gap between disadvantaged and non-disadvantaged was narrowed in both attendance and persistent absenteeism. However, the gap needs to be narrowed further and continues to be a focus on this current plan.

Wellbeing and behaviour of disadvantaged children was significantly impacted with school closures, and ELSA was introduced to address this. This plan continues to build on its success and to become further embedded in school.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Vocabulary development	Bedrock
Parent engagement	Learning with Parents
Multiplication practice	TT Rockstars