

# Holy Family Catholic Primary School

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	210
Proportion (%) of pupil premium eligible pupils	20%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024 - 2027
Date this statement was published	30/10/2024
Date on which it will be reviewed	30/10/2025
Statement authorised by	Mrs E Allonby
Pupil premium lead	Mrs E Allonby
Governor / Trustee lead	Mr I Hunter

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£65,120
Recovery premium funding allocation this academic year	0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£65,120

## Part A: Pupil premium strategy plan

### Statement of intent

At Holy Family Catholic Primary School, we aim to ensure that all pupils have equality of opportunity and that barriers to learning are either reduced or removed. We aim to be a fully inclusive school where each child can reach their full potential.

Our staff and Governors are committed to providing a high quality learning environment where all our children are challenged academically, enriched by the curriculum and supported in developing their strengths and interests. We recognise that a number of children within our school population, not all of whom are eligible for pupil premium, require additional support and intervention to allow them to fully access the curriculum.

The ultimate objectives for our pupils who are in receipt of Pupil Premium are:

**To ensure the outcomes for pupils in receipt of pupil premium are at least in line with those of peers in school across the curriculum.**

Within the group of children in receipt of Pupil Premium 25% have identified special educational needs, with 7 pupils with an EHCP. We believe that all our pupils benefit most from high quality teaching delivered through a broad, knowledge rich curriculum, with a focus on language acquisition. Staff are ambitious for all our children and our pupil premium children are supported further by 1:1 targeted intervention and small group teaching. This is monitored and adaptations made to best meet the changing needs of the children.

**To support the social emotional and wellbeing needs of all pupils in receipt of Pupil Premium are met to ensure access to the curriculum.**

- At Holy Family, we know and understand that successful learning and achieving a fulfilling life depends on developing the whole child, which essentially will support academic progress and attainment. Every member of the staff team understands the importance of relationships; children loving themselves and each other, and therefore every child's wellbeing is of paramount importance. We take the time to get to know the children in our care and support them and their families in addressing any issues in their Social, Emotional and Mental Health. This has been a growing area of need and even more so since school closures and lockdown.

**To ensure that the attendance of pupils in receipt of Pupil Premium is at least in line with those of peers in school**

We know that children learn best when they attend school regularly. Currently, the attendance of a small number of our Pupil Premium children is lower than those children who are not in receipt of Pupil Premium. In our strategy, we focus on ensuring that we continue to support these children and their families to address barriers to attending school regularly. This includes support from our school learning mentor and, where appropriate, pupil welfare services.

## Challenges

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

Challenge number	Detail of challenge
1	Poor Vocabulary acquisition compounded by lack of regular shared reading at home. The availability of quality texts in the home results in pupils having limited vocabulary rich experiences, and therefore language, beyond their home life and immediate community.
2	Pupils and their families have social & emotional difficulties, including medical and mental health issues.
3	Some low attainment and slow progress rates made by pupil premium/disadvantaged children. Certain children have gaps and misconceptions and find it difficult to retain/recall prior knowledge.
4	Low attendance and persistent absenteeism of some PP/disadvantaged children.

## 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
<ul style="list-style-type: none"> <li>Develop pupils' speaking and listening skills and wider understanding of language - activities which extend pupils' spoken and receptive vocabulary across classes</li> <li>Prioritise the development of communication and language Improving Literacy in KS2. Activities that extend pupils' expressive and receptive vocabulary;</li> <li>Collaborative learning activities where pupils can share their thought processes. Pupils articulating their ideas verbally before they start writing.</li> <li>Library , books regularly updated</li> <li>EYFS provision to include child lead responses to develop language skills</li> <li>SMT to engage parents in development of language skills.</li> </ul>	<ul style="list-style-type: none"> <li>Improvements in the provision for speaking &amp; listening and reading for PP pupils.</li> <li>Key vocabulary understood before guided reading sessions.</li> <li>Teacher and TA intervention for reading to be consistent across the whole school.</li> <li>Consistent implementation of excellent practice and high expectations across the school for reading.</li> <li>Increased % of PP pupils working at ARE or above across the school in reading.</li> </ul> <p>Access to pre-teaching of reading skills and daily exposure to quality texts.</p>

<ul style="list-style-type: none"> <li>• Disadvantaged pupils maintain at least the standard of attainment they achieved at the end of the previous year</li> <li>• To ensure any children with learning gaps receive targeted high-quality intervention monitored by HT/DHT.</li> </ul>	<ul style="list-style-type: none"> <li>• Data will show that 95 – 100% of disadvantaged children have made expected progress from the previous summer.</li> <li>• End of summer data will also show that at least 10 – 20% of disadvantaged children will have made accelerated progress.</li> <li>• Pupils in Y1 to Y3 have access to Numicon maths resources to support and encourage home learning.</li> <li>• Disadvantaged children are supplied with a school laptop to take home to help with homework</li> </ul> <p>Analysis of interventions will show that interventions have had a positive impact on the disadvantaged children’s learning and has helped in accelerating their progress.</p>
<p>Pupils and families with identified social, emotional or health needs are well supported by school staff so that the needs are removed or at least reduced.</p>	<p>SENCo/Deputy Headteacher and Head teacher identify and support families and children and work to alleviate barriers to learning. The Learning Mentor supports individual and small groups of pupils who have been identified.</p>
<p>Pupils have a breadth of experiences that enable them to contextualize their learning. School will deliver an engaging, broad and varied curriculum.</p>	<ul style="list-style-type: none"> <li>• Holy Family Curriculum will provide pupils with exciting, varied and book-based learning. Pupil questionnaires will show that children enjoy school and are enthused to learn more. We will have instilled a love of learning in all children.</li> <li>• Teachers and support staff will plan a wide range of visits/events/experiences to inspire/enhance learning and make it memorable.</li> <li>• Children will be exposed to a wide range of social, cultural, enrichment and sporting experiences within (and outside) the school day.</li> </ul>

<p>All disadvantaged pupils will meet/succeed national expectations for attendance/persistent absence.</p>	<ul style="list-style-type: none"> <li>Disadvantaged pupils will match or exceed national attendance averages for non-disadvantaged pupils (96+%).</li> <li>Monitoring of attendance by SMT brings about an increase in PP pupils' attendance and a decrease in persistent absence.</li> <li>Close work with the PWO to ensure attendance remains good.</li> </ul>
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## Activity in the 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: £ 21,635

Activity	Evidence that supports this approach	number(s) addressed Challenge
<ul style="list-style-type: none"> <li>Additional teaching time</li> </ul>	<p>Teachers CPD, coaching and mentoring as required. Need to pinpoint gaps from assessments. Need to plan specifically for individuals and groups.</p>	
<ul style="list-style-type: none"> <li>Y5 Teacher (Maths Lead) to work with infant classes for Maths Mastery.</li> <li>Y5 teachers (Maths Lead) to work with junior classes for 'working with number'.</li> <li>Practical Numeracy resources for home learning</li> </ul>	<p>Provision of interventions and challenge teaching for children identified as needing to catch-up – see <a href="http://www.gov.uk/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully">www.gov.uk/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</a>.</p>	3
<ul style="list-style-type: none"> <li>An experienced Senco released up to 2 days per week from class to support.</li> </ul>	<p>Pupil Premium with SEN are identified and receive support</p>	All areas
<ul style="list-style-type: none"> <li>Communicate speech and language</li> </ul>	<p>Writing is also supported through staff using colourful semantics training.</p>	
<ul style="list-style-type: none"> <li>Additional Educational Psychology time bought in to support PP where appropriate</li> </ul>		All areas

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

Budgeted cost: £ 21,280

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide targeted, structured interventions to children across whole school using recovery premium and Pupil premium funding. Interventions to be monitored and evaluated by DHT and HT. Interventions to be carried out by teachers within school. Teachers to provide one-to-one/group after school tuition to targeted pupils.	Provision of QFT, mastery curriculum and effective challenge for children identified as needing to catch-up – see <a href="http://www.gov.uk/publications/the-pupil-premium-howschoolsare-spending-the-funding-successfully">www.gov.uk/publications/the-pupil-premium-howschoolsare-spending-the-funding-successfully</a> .	1 & 3
Dyslexia resources		
Additional Early Years support for early language development	As above	1

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

Budgeted cost: £ 22 205

Activity	Evidence that supports this approach	Challenge number(s) addressed
School Learning Mentor works to reduce or remove barriers to learning. As well as working alongside the PWO to improve attendance, she also liaises with families to develop good learning habits at home. She supports families in challenging circumstances ensuring that households are safe, warm and there is enough food. She ensures good communication between school and home and signposts families to specialist services as required.	<a href="https://sandbox.educationendowmentfoundation.org.uk/educationevidence/teaching-learningtoolkit/social-and-emotional-learning">https://sandbox.educationendowmentfoundation.org.uk/educationevidence/teaching-learningtoolkit/social-and-emotional-learning</a> 2 6	2&4

<p>Identified pupils to be given the opportunity to participate in enrichment activities- Choir, Sports clubs, one to one music tuition, Y5 and Y6 residentials, Young Seasideers.</p>	<p>Provision of a range of initiatives to extend children's experiences see <a href="http://www.gov.uk/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully">www. Gov.uk/publications/the-pupil-premium-how-schools-are-spending-the funding-successfully</a>. Education</p>	<p>All areas</p>
<p>Access to breakfast club for disadvantaged children whose parents may struggle. Funding for disadvantaged children to be able to take part in learning an instrument in small groups</p>		
<p>Additional time to care for pupils who have not been collected at the end of the school day</p>		<p>5</p>

**Total budgeted cost: £ 65,120**

## 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 2021 to 2022 academic year.

Internal data and assessments suggest that the performance of some disadvantaged pupils was lower than their peers who are not in receipt of PP and when compared with performance in previous years. They have however made predicted progress in light of school closures and gaps in learning as a result.

It is clear that there is a 'fall-out' post covid and as such we are seeing increasingly more complex needs within our cohorts. As evidenced in schools across the country, the periods of school closure were most detrimental to our disadvantaged pupils as they had limited and inconsistent benefit from some of our pupil premium funded improvements. Needs for further support with stamina and engagement have been identified in our more disadvantaged children.

Continued work on speech and language remains a priority. Staffing the support with skilled and trained professionals is necessary to facilitate this. The school has planned year of face to face experiences for pupils to ensure their full potential can be reached with quality support. Phonics is well above national average illustrating the success of the interventions and quality first teaching, despite the barriers COVID created.

The emphasis on wellbeing and the school's commitment to developing a robust Relationships (HRSE) programme, including a safeguarding programme has helped provide opportunities to develop skills to support future wellbeing and resilience.

Support for pupil premium children with school educational trips and extended visits (SIF). Very well received by parents, this support offer has meant a number of pupils have been able to attend. Continue this line of support.

### 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
Times Table Rockstars	TTRS

Spelling (dyslexia) Interventions	Messy Learning
Edshed	Oxford Owl
Seesaw	Tapestry
Time for phonics	My Maths