

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	205
Proportion (%) of pupil premium eligible pupils	18%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2023-2026
Date this statement was published	3/10/23
Date on which it will be reviewed	2026
Statement authorised by	Holy Family LGB
Pupil premium lead	Mr M Shield
Governor / Trustee lead	Mr A Graham

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£58,805
Recovery premium funding allocation this academic year	£5,510
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	£58,805

Part A: Pupil premium strategy plan

Statement of intent

Children at Holy Family RC Primary School (disadvantaged and not) will be in receipt of high-quality learning which is carefully planned and sequenced and delivered with thoughtful pedagogy based upon strong educational research and knowledge of how children learn.

Through quality first teaching and increased opportunities for reinforcement of learning both within school and in partnership with home, children will make strong progress in reading, writing and maths as well as the wider curriculum.

We acknowledge the direct link between our Pupil Premium children and those children with SEND needs. Teachers work very closely with SEND support and ensure a holistic approach to meeting their needs. We want to enhance oral language skills, address SEMH concerns, increase basic literacy and numeracy skills, offer increased reading opportunities via reading books matched to phonics and reading for pleasure, and ensure children have access to targeted high-quality adult support through targeted intervention programmes.

We expect all pupils (disadvantaged or not) to engage in all aspects of school life equally. We will provide pastoral support for both pupils, parents, and will work with families to support school attendance so that all children are able to engage with the full learning experience at Holy Family.

We will also facilitate a wide range of enrichment experiences both in and out of school, which will positively impact on their academic achievement and well-being.

Challenges

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

Challenge number	Detail of challenge
1	The school has to maintain a flexible and creative approach to the effective deployment of a small number of support staff to meet specific needs of children and whole school
2	Provide enrichment experiences for learning they would not usually experience including local trips, visit to the theatre, residential trips and partner working with parents.
3	Struggle for some disadvantaged pupils to focus on learning and progress because of social and emotional needs

4	30% of the children with PP status in school also have SEN status.
5	Attendance for PP children is 93.63% which is below the school target of 96% for all 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
The school has to maintain a flexible and creative approach to the effective deployment of a small number of support staff to meet specific needs of children and whole school	School to adopt a flexible approach to the pupils needs. Additional support to target PP pupils in order to ensure they make progress in line with their peers. Termly reviews of the PP progress held and further support deployed as required.
Ensure enrichment experiences for learning are facilitated including local trips, visit to the theatre, residential trips and workshops with parents.	Use PP funding to ensure that the children are able to access and partake in enrichment experiences that would otherwise be inaccessible.
Struggle for some disadvantaged pupils to focus on learning and progress because of social and emotional needs	Support for families put in place to ensure the children's social and emotional needs are facilitated. Support will be a priority this year as the school community recovers post-pandemic.
All PP children are supported to maximise their academic potential.	PP children SEN status have specific support for their needs. High quality teaching and support ensure the PP children make academic progress.
Increased attendance rates for pupils eligible for PP	Overall PP attendance improves from 93.63% to 96% in line with 'other' pupils.

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: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>No staff permanently 'assigned' to a class, although most assigned to supporting a specific child/ children in their EHCP needs.</p> <p>All TA's have a timetable of specific interventions/ therapies.</p> <p>Further teaching staff to do First Aid training to ensure TA support isn't used for trips because of the knock-on effect to school systems</p>	<p>Sutton Trust / EEF research on effective deployment of teaching assistants</p> <p>'pre/post' learning EEF research guidance</p> <p>EEF SEND guidance document (March 2020)</p>	1

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

Budgeted cost: £14,402.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Baseline assessments done on children's language skills and academic	Research from EEF and other sources that the more words children have at 5 the better they do	1 and 4

<p>understanding on entry.</p> <p>Assessments will inform teaching and any required intervention.</p> <p>Interventions planned for pupils across EYFS, KS1 and KS2 to support PP children working in line with peers.</p> <p>Progress meetings with teachers regarding the PP children to ensure their provision is appropriate to their needs and they are making progress.</p> <p>Interventions planned across KS1 to support any language barriers e.g. Lego Therapy, Time to Talk, Nelly program and First Thing Music.</p>	<p>academically in SAT's and ultimately at GCSE.</p> <p>Work done on Tier 2 vocab correlation with academic success</p> <p>EEF Literacy in KS1 revision</p> <p>Continuous improvement agenda EEF Nuffield Early Language intervention project</p> <p>Equity and Quality in Education - <i>SUPPORTING DISADVANTAGED STUDENTS AND SCHOOLS</i></p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £14,402.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embed whole Trust wide absence policy which fines for unauthorised absence. Made this explicit to parents.</p>	<p>Attendance was also a key focus for the schools White Paper, Opportunity for all, published in March (DfE, 2022b) and which included a pledge for a national data system "to drive up attendance and</p>	<p>5</p>

<p>Reiterate at parents' evenings and meet and greet sessions etc. the importance of continuous attendance. Praise parents/class on newsletter and Class Dojo for being highest attendance in school</p>	<p>make it easier for agencies to protect vulnerable children”.</p>	
<p>Staff to work for positive mental health through PSHCE, staff CPD and in specific emotional well-being individual sessions when required.</p> <p>TA who is Mental Health First Aider to provide support for vulnerable pupils especially those struggling with mental health, social well-being, child protection, family difficulties and low self-esteem.</p>	<p>Mental Health and Wellbeing Provision in schools (research report) Rebecca Brown October 2018</p> <p>Extensive research showing that Children’s mental health has to be in a positive place before effective learning can take place.</p>	<p>3</p>
<p>Educational visits planned in advance.</p> <p>Termly monitoring of wider curriculum provision across year groups.</p> <p>Lesson observations and learning environment reviews show learning is linked back to the classroom e.g. vocabulary.</p> <p>Evidence in book scrutiny of children drawing on broader</p>	<p>Learning is contextualised in concrete experiences and language rich environments.</p> <p>Ofsted research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils.</p>	<p>2</p>

experiences and related language.		
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Total budgeted cost: £58,805

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 2022 to 2023 academic year.

Academic Impact - 22/23

EYFS – 75% of PP children (3 out of 4) achieved a good level of development. This was above the previous year national figure of 49% (academic year 21/22).

Phonics – End of Year 1: 60% of PP (3 out of 5) children achieved the phonics pass mark

End of Year 2: 100% of PP (6 out of 6) children were working at the expected level for phonics.

KS1 – 83% of PP pupils (5 out of 6) achieved expected standard or above in RWM. Of those 83%, 17% (1 out of 6) achieved the higher standard for RWM.

KS2 – 50% of PP pupils (3 out of 6) achieved the expected standard or above in RWM. Of those 50%, 17% (1 out of 6) achieved the higher standard. These figures are both above the national figures for the academic year 21/22.

There is a range of extra-curricular clubs at lunchtime as well as after school. These places are fully funded for pupil premium students. The school provides many enrichment opportunities free of charge for pupil premium children or heavily subsidised opportunities. No child misses out! Music tuition has also been provided free of charge to those who want it.

A strong professional dialogue will be kept open between class teachers and SLT.

Regular termly and half termly pupil progress meetings which discuss the progress and next steps of individual children are held with Senior leaders and class teachers. This also forms part of individual performance management. Data shows that with targeted intention or quality first teaching, PP children have made strong progress and attained broadly in line. Children with SEND and PP have been slightly less successful but have still made progress.

Pupils access a wide range of interventions to meet their SEND needs

SEND interventions and SEND practices have improved greatly during 2022-23. Interventions and EHCPs are regularly scrutinised, and strategies adapted to meet the

needs of the children on a regular basis. this has supported outcomes for children who have SEND and are PP

Attendance of PP children improved to 93.63% (from 90% in the previous academic year) but is still below the target of 96%. School/Trust systems will be continued to be utilised to maximise attendance and support pupils and families that are struggling with this.