

HOLY FAMILY CATHOLIC PRIMARY SCHOOL CRONTON

Pupil Premium Strategy Statement

1. Summary Information					
School	Holy Family Catholic Primary School	Total PP Budget		Date of most recent PP Review	
Academic Year	2020-2021	Number of Pupils Eligible for PP	9	Date for next internal review of this strategy	September 2021
Total Number of Pupils	207				

Current Attainment (EYFS) 2018/19	2. Attainment - 2019 (Assessments in 2020 were cancelled due to COVID)		
	Pupils Eligible for PP (School – 1 child)	Pupils not eligible for PP (School 29 children)	Pupils not eligible for PP (National Average)
% who achieved a Good Level of Development	0%	83%	-

Current Attainment Yr 1 Phonics 2018/19	Attainment - 2019 (Assessments in 2020 were cancelled due to COVID)		
	Pupils Eligible for PP (School – 6 children)	Pupils not eligible for PP (School 25 children)	Pupils not eligible for PP (National Average)
% who met standard for Phonics Screening	80%	96%	85%

Current Attainment KS1 2018/19	Attainment - 2019 (Assessments in 2020 were cancelled due to COVID)		
	Pupils Eligible for PP (School – 0 children)	Pupils not eligible for PP (School 25 children)	Pupils not eligible for PP (National Average)
% who achieved Expected Standard in Reading, Writing & Maths	-	71%	65%
% achieving expected Standard in reading	-	79%	75%
% achieving expected Standard in writing	-	75%	69%
% achieving expected Standard in maths	-	75%	76%

Current Attainment KS2 2018/19	Attainment - 2019 (Assessments in 2020 were cancelled due to COVID)		
	Pupils Eligible for PP (School – 6 children)	Pupils not eligible for PP (School 28 children)	Pupils not eligible for PP (National Average)
% who achieved Expected Standard in Reading, Writing & Maths	83.3%	82%	71%
Reading Progress Score	-1.2	+0.2	+0.9
Writing Progress Score	+1.4	-0.1	+0.8
Maths Progress Score	+2.0	-0.4	+1.1

3. Barriers to Future Learning (For Pupils eligible for PP including High Ability)	
In-School Barriers (Issues to be addressed in school, such as poor oral language skills)	
A.	The small numbers of children eligible for pupil premium often makes it difficult to identify any real trends in attainment / progress. We therefore consider the needs of our children eligible for PP on an individual basis.
B.	A number of our PP children are also members of other vulnerable groups, particularly SEND.
C.	Development of vocabulary is a whole school focus which we believe will also support our PP children as Communication & Language Development is a key area requiring support as identified by our Early Years team.
External Barriers (Issues which require action outside of school – such as low attendance.)	
E.	Some PP pupils in KS2 have difficulties with Social and Emotional aspects of their learning. This can affect their attitude to learning.
F.	Some PP pupils have learning difficulties and are receiving SEN Support. Their learning difficulties can affect the progress they make and their overall attainment
G.	Some families may be experiencing funding difficulties – making access to curriculum opportunities limited.

4. Outcomes		
	Desired outcomes and how they will be measured.	Success Criteria
A.	To diminish the difference in writing skills and attainment between Non PP pupils nationally on average and PP pupils in Years 2 -6	Percentage of children eligible for PP who meet expected standards in writing is in line with national non-pupil premium percentages.
B.	To diminish the difference in reading skills and attainment between Non PP pupils nationally on average and PP pupils in Years 2 -6	Percentage of children eligible for PP who meet expected standards in reading is in line with national non-pupil premium percentages.
C.	To diminish the difference in maths skills and attainment between Non PP pupils nationally on average and PP pupils in Years 2 -6	Percentage of children eligible for PP who meet expected standards in maths is in line with national non-pupil premium percentages.
D.	For PP Pupils in Y6 to perform in line with other non PP pupils at the expected and higher standards.	Percentage of children eligible for PP achieve at expected standards and higher standards that are in line with other non PP children when considering teacher assessments at the end of KS2.

E.	To support funding to access all curriculum opportunities.		Children from identified families will access the same curriculum opportunities as non PP pupils.			
KEY TARGETS	The numbers of PP eligible children across the school in 2020-21 are small (9 children) and therefore have been identified as a cohort for the purposes of monitoring attainment and progress.					
	The school has identified the following Key Targets for this cohort:					
	1. For PP pupils across the school to maintain the positive difference between PP pupils and other non PP pupils nationally on average in writing and maths, and to diminish the difference at the expected and higher standards in reading, by the end of 2020/21:					
		Non PP Pupils National Average Expected	Non PP Pupils National Average Higher	School PP Pupils Average Expected on entry Y1-6 2019	Current Difference	
	READING	71%	29%	69%	-2%	
	WRITING	81%	21%	75%	+19%	
	MATHS	80%	27%	75%	+20%	
	2. For PP pupils in Y6 to perform in line with other non PP pupils nationally on average, at the expected and higher standards in reading, writing and maths, by the end of 2020/21.					
Results and comparatives with national for 2019 can be seen below.						
	Non PP Pupils National Average Expected	School PP Pupils Average (2019) Expected	Current Difference	Non PP Pupils National Average Higher	School PP Pupils Average (KS2 2019) Higher	Current Difference
READING	77%	83%	+6%	29%	33%	+4%
WRITING	81%	100%	+19%	21%	33%	+12%
MATHS	80%	83%	+3%	27%	50%	+23%

5. Planned Expenditure						
Desired Outcome	Chosen Approach	Evidence and Rationale	Monitoring and ensuring effective Implementation	Staff Lead	Cost	Review
Each class teacher has clearly identified PP children and can deliver Quality First teaching based on individual needs.	Termly Pupil Progress meetings with each class teacher: To identify each disadvantaged pupil in each cohort. To review attainment and progress for the previous year for each child and identify any gaps and also for each previous term.	A quality First teaching approach can be based upon a detailed understanding of each individual child's starting point. This will inform planning and teaching approaches and any needed support or intervention.	Planned intervention is implemented and impact is monitored through Pupil Progress meetings. Key targets for both individual children and the cohort are monitored as being on track to be achieved and achieved by the end of the academic year.	ST All teaching Staff	none	
Improved reading, writing and maths skills across the Pupil Premium cohort.	Through termly Pupil Progress meetings: Identify necessary intervention to diminish the difference in attainment and progress. Continued development and implementation of the Maths Mastery approach in all classes. Continued CPD for guided reading and increased use of Accelerated Reader across KS2 to promote reading for enjoyment. Track and Monitor progress of PP children individually and as a	Interventions such as: Project X Plus 1/Power of 2 1-1 tuition Y6 Booster SEN Support Precision teaching have been used successfully previously to both provide targeted support to those identified children and prevent differences from widening and increase attainment.	Planned intervention is implemented and impact is monitored through Pupil Progress meetings and the school tracking system. Book Scrutiny Learning Walks Lesson Observations Effective systems of assessment. Internal Moderation Reading Ages will improve. Children not reading regularly at home can be identified. Key targets for both individual children and the cohort are monitored as being on track to be achieved	TA Specialist teacher (SEN - Southern Support) TA Support across school SENCo to report to SLT and Governors.	£3,000 Contribution from PP. TA hours £4,000	

	group. Funding for New Curriculum assessments and tests resources to enable accurate assessment.	(Accelerated Reading Individual Tracking) Maths Mastery approach is helping children develop a deeper understanding of the mathematical concepts and preventing barriers to learning.	and achieved by the end of the academic year.			
Improved reading, writing and maths skills across the Pupil Premium cohort.	TA Small Group and 1-1 withdrawal across the school. Additional TA hours in Y6. (3 x PM)	Teachers plan specifically targeted interventions for delivery by TA. Communication between TA and teachers and the evaluations of activities will provide a continual basis for the individual children's next steps. Intervention can be immediate and relevant to the day's learning and enable the children to move forward with the class in following lessons.	Planned intervention is implemented and impact is monitored through Pupil Progress Meetings and School Tracking System. Intervention evaluations filled in by staff delivering will inform future planning. Key targets are on track throughout the year and achieved.	AW DE	£2,390 £2,540	
Improved reading, writing and maths skills across the Pupil Premium cohort.	2 x AM sessions Jan – May for Y6 Pupils.	Delivery of targeted revision and intervention sessions delivered by a qualified teacher will have impact. Assessment and monitoring of these will be used by the class teacher to inform planning and identify any further needs. Learning can be accelerated by 4	Planned intervention is implemented and impact is monitored through Pupil Progress Meetings and School Tracking System. Key targets are on track throughout the year and achieved.	AG	£3,000	

		months on average. Sutton Trust EEF).				
Improved reading, writing and maths skills in Y6.	1-1 tuition for identified Y6 children Ongoing. Course of 10 hours per child – possible 8 courses	Evidence indicates that one to one tuition can be effective, on average accelerating learning by 5 additional months. (Sutton Trust EEF) Short regular sessions over a set period of time appear to be most effective.	Planned intervention is implemented and impact is monitored through Pupil Progress Meetings and School Tracking System. Key targets are on track throughout the year and achieved.	Teaching staff	£2,500	
Children who may be experiencing social and emotional difficulties or difficulties in school are identified and offered support and strategies to improve self-esteem or attitudes to school and learning.	Attendance rates are monitored regularly Identified children to work with Learning Mentor.	Interventions based around pupil's social and emotional health have an identifiable and significant impact on attendance rates, attitudes to learning, social relationships in school and attainment itself.	Those children with identified barriers to learning are supported and the difference diminished in attainment and progress between PP pupils and non-PP pupils.	DF	£3,000	
All children have 100% access to all curriculum opportunities.	Identify families in difficulty to support funding to access curriculum opportunities. Club/trip attendance to be monitored. Each class to undertake at least one school trip a year. Residential Trips: Y5 – Robinwood Y6 – Robin Wood After school clubs offered to all year groups over the year. Homework Club to be offered to children. Identified children to be encouraged to attend. Homework Club is to be	Newcastle University, NatCen Social Research, and ASK Research, funded by the Nuffield Foundation, published April 2016, found evidence that indicates that children benefit from extended school time both in terms of attainment and progress and behaviour and relationships with peers.	100% access to all curriculum opportunities. Club registers monitored. Year groups monitored for opportunities and individual access. Children's University registers. Identified children to be invited to 'Homework Club' and encouraged to attend.	SLT	£1000	

	provided by teachers who can offer additional support.					
Children not on track to attain target are to be identified and a staff member will be a named mentor for the child.	Regular meetings with mentor (at least half termly starting after October half term) to discuss progress towards targets. If needed, meetings will be more regular to support children to attain their targets.	Mentor time is on a one-to-one basis and gives dedicated time to support identified children. Targets are reviewed regularly – at least half termly. Targets are shared with parents. Children develop a 'can do' attitude as they meet their targets.	Mentor meetings to be minuted and target sheets to be monitored carefully by SLT during Pupil Progress Meetings. Meetings may also take place with individual Mentors if any concerns.	DF	£2400	
Total Expenditure					£23,830	