

Pupil Premium Strategy Statement 2018-19

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| 1.Summary Information | | | | | |
| **School** | Holy Family Catholic Primary School | **Total PP**  **Budget** | **£16,702** | **Date of most recent PP**  **Review** |  |
| **Academic Year** | 2018-2019 | **Number of Pupils Eligible for PP** | **9** | **Date for next internal review of this strategy** | **September 2019** |
| **Total Number of Pupils** | 209 |

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|  | 2. Current Attainment - Unvalidated | | | |
|  | | **Pupils Eligible for PP ( School – 2 children)** | **Pupils not eligible for PP (School 28 children)** | **Pupils not eligible for PP (National Average)** |
| **% who achieved Expected Standard in Reading,**  **Writing & Maths** | | 0% | 82% | 77% |
| **Reading Progress Score** | | -13.4 | -3.5 | +0.33 |
| **Writing Progress Score** | | -4.9 | 0.0 | +0.17 |
| **Maths Progress Score** | | -9.6 | -1.6 | +0.28 |

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| 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.** | Writing skills and attainment are below expected for 0 out of 9 PP pupils in Years 1-6 |
| **B.** | Mathematics skills and attainment are below expected for 0 out of 9 PP pupils in Years 1-6 |
| **C.** | Reading skills and attainment are below expected for 0 out of 9 PP pupils in Years 1-6. |
| **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. |

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| 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 | Children eligible for PP meet expected FFT 20 targets for writing which puts them in the top 20% nationally for attainment and progress. |
| **B.** | To diminish the difference in reading skills and attainment between Non PP pupils nationally on average and PP  pupils in Years 2 -6 | Children eligible for PP meet expected FFT 20 targets for reading which puts them in the top 20% nationally for attainment and progress. |
| **C.** | To diminish the difference in maths skills and attainment between Non PP pupils nationally on average and PP  pupils in Years 2 -6 | Children eligible for PP meet expected FFT 20 targets for maths which puts them in the top 20% nationally for attainment and progress. |
| **D.** | For PP Pupils in Y6 to perform in line with other non PP pupils at the expected and higher standards. | Children eligible for PP meet expected FFT 20 targets for maths which puts them in the top 20% nationally for attainment and progress. |

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| **E.** | To improve Social and Emotional well-being in targeted groups throughout the school. | | | | | Improvement of pupil’s behaviour and motivation as monitored through behaviour analysis report i.e.  no sanctions required by PP pupils for behaviour, or through Boxhall Profile.  To develop a mentoring programme with groups of identified children. Children develop a more positive attitude towards themselves and their own learning. | | | | | |
| **F.** | 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 2018-19 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 diminish the difference between PP pupils and other non PP pupils nationally on average, at the expected and higher standards, by the end of 2018/19: | | | | | | | | | | |
|  | Non PP Pupils National Average Expected | | Non PP Pupils National Average Higher | | | | School PP Pupils Average  Expected on entry Y1-6 2017 | | Current Difference | |
| READING | 77% | | 29% | | | | 100% | | +23% | |
| WRITING | 81% | | 21% | | | | 100% | | +19% | |
| MATHS | 80% | | 27% | | | | 100% | | +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 2017/18.  Results and comparatives with national for 2017 can be seen below. | | | | | | | | | | |
|  | Non PP Pupils National Average Expected | School PP Pupils  Average (2018) Expected | | Current Difference | | Non PP Pupils National Average Higher | | School PP Pupils Average (KS2 2017)  Higher | | Current Difference |
| READING | 77% | 100% | | +23% | | 29% | | 60% | | +31% |
| WRITING | 81% | 100% | | +19% | | 21% | | 40% | | +19% |
| MATHS | 80% | 100% | | +20% | | 27% | | 60% | | +33% |

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| 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  Julie Harrington (SEN  Support)  TA Support across school  SENCo to report to SLT and Governors. | £2,500  Contribution from PP.  TA hours £3,000 |  |

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|  | 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. | SQ & AG | £2,000  £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 |  |

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|  |  | 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 | £2,000 |  |
| 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. | Use PASS survey / Boxhall Profile to identify barriers to 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 provided by teachers who can offer additional support. | 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. | ME | £760 |  |
| 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. | JCH | £1800 |  |