

Pupil Premium Strategy Statement 2021-22

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.

<u>Data</u>	
School name	Holy Family Catholic Primary School Cronton
Number of pupils on roll	215
Proportion (%) of pupil premium eligible pupils	8.8% = 19 children
Academic year/years that our current pupil premium strategy plan covers	1 year
Date this statement was published	December 2022
Date on which it will be reviewed	July 2022
<u>Statement authorised by</u>	
Pupil premium lead	Mrs Stephanie Quigley
Governor / Trustee lead	Mr Jim Wilson

<u>Funding overview</u>	<u>Amount</u>
Pupil premium funding allocation this academic year	£17,485
Recovery premium funding allocation this academic year	£1,200
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	£18,685

Part A: Pupil Premium Strategy Plan

At Holy Family Catholic Primary School, our Pupil Premium strategy is focussed on improving outcomes for our most disadvantaged pupils through a three-tiered approach: quality first teaching for all pupils; targeted interventions and wider strategies which consider the whole child and their barriers to learning.

We believe that parents play a crucial role in the success of pupils, so it is our aim to actively engage and support parents and families. Further to this, we feel that excellent attendance is key for all of our pupils, so we aim to continue to work relentlessly to combat barriers to good attendance, thus improving the attendance of our disadvantaged pupils.

Our pupil premium strategy is shared and agreed with all staff, meaning each member of our team understands their roles and responsibilities when supporting our pupil premium children. Our disadvantaged pupils are prioritised in everything we do at Holy Family and their barriers to learning and individual needs are considered in all professional discussions and decision making.

At Holy Family, we want all pupils to thrive by accessing our challenging and academic curriculum, experiencing all that life has to offer; our Pupil Premium strategy has been designed with this key aim in mind.

Challenges

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

	Details of challenge
1	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 Pupil Premium on an individual basis.
2	A number of our children who are eligible for Pupil Premium are also part of other vulnerable school groups, e.g. SEND.
3	Development of vocabulary is a whole school focus, which we believe will also support our Pupil Premium children. Vocabulary is a whole school Curriculum focus. Within Early Years, they are also focusing on the development of early literacy skills through the introduction of a new Phonics scheme from January 2022. There is often a difference between the spoken and written vocabulary of Pupil Premium children in comparison to children who are not Pupil Premium.
4	Some Pupil Premium pupils in KS2 have difficulties with Social and Emotional aspects of their learning, which can impact upon their attitude to learning.
5	A group of Pupil Premium children have learning difficulties and are receiving SEND Support, with the aim of making progress and improving their overall attainment.
6	Maths support is needed to ensure that key gaps are covered and knowledge is embedded, which will show good progress for all children.

Intended outcomes

This explains the outcomes we are aiming for by the end of our current strategy plan.

<u>Intended outcomes</u>	<u>Success criteria</u>
To diminish the difference in writing, reading and maths skills and attainment between non-Pupil Premium pupils nationally on average and Pupil Premium pupils in Years 2-6.	Percentage of children eligible for Pupil Premium who meet expected standards in writing is in line with national non-Pupil Premium percentages.
For Pupil Premium pupils in Y6 to perform in line with other non-Pupil Premium pupils at the expected and higher standards.	Percentage of children eligible for Pupil Premium achieve at expected standards and higher standards that are in line with other non-Pupil Premium children when considering teacher assessments at the end of KS2.

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 (budgeted cost) - £18,685

<u>Intended outcomes</u>	<u>Success criteria</u>
Each class teacher has clearly identified Pupil Premium children and can deliver Quality First teaching based on individual needs.	<p>Termly Pupil Progress meetings with each class teacher will identify each disadvantaged pupil in each cohort.</p> <p>Attainment and progress for the previous year for each child is identified any gaps and also for each previous term.</p> <p>Intervention is implemented and positive impact is shown through Pupil Progress meetings.</p> <p>Key targets for both individual children and the cohort are monitored as being on track or to be achieved by the end of the academic year.</p>
Improved reading, writing and maths skills across the Pupil Premium cohort.	<p>Termly Pupil Progress meetings with each class teacher will identify necessary intervention needed, which will diminish the difference in attainment and progress.</p> <p>Children have access to high quality maths teaching using the Maths Mastery approach in all classes, which will raise the attainment and progress of children.</p> <p>Continued CPD for Writing (Jane Considine) will raise the profile of writing across the school and encourage children to write with greater independence.</p> <p>Daily use of Accelerated Reader across KS2 will promote reading for enjoyment and allow staff to address areas of concern in comprehension skills.</p> <p>SPAG lessons / Spellings lessons to be given high priority each day, helping to narrow the children's misconceptions.</p> <p>NFER assessments will allow staff to have access to accurate termly formative assessment, resulting in staff identifying gaps in knowledge and teaching to those areas of need.</p> <p>Class interventions, whether 1-1 or small groups, can work on identified gaps and will allow children to have greater targeted support, helping to address their own areas of concern.</p> <p>Specialist teaching provision from a SPLD teacher allows for children to work in 1-1 or small groups, helping to raise both spelling and reading ages.</p>
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.	<p>School will purchase a resource called Rainbows, which will help children to deal with loss, bereavement, social and emotional needs, and deliver these sessions for a target group. 6 staff to be trained in term 2a, which will allow the group to commence from term 2b.</p> <p>Learning Mentor to have a set timetable for targeted intervention groups with children from Y1-Y6, focusing on improving their feelings of loss and anxiety, which would be a barrier to their learning.</p> <p>Deputy Headteacher to use assembly time to talk to all children in the school about how important is to discuss our feelings, respect all people and be responsible. This will help to recap over the school values and allow the children to reflect on their attitude to learning.</p>
All children have 100% access to all curriculum opportunities.	<p>Through a creative, balanced and knowledgeable curriculum, all children at Holy Family will have the opportunity to learn in a calm and supportive environment.</p> <p>Resources will be tailored to support children of all needs.</p> <p>Children will be taught high level vocabulary and encouraged to use this within their work.</p>

	External providers / school trips will be used to bring the curriculum to life and provide real-life experiences for children.
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Activity in this academic year

This details how we intend to spend our Pupil Premium funding this academic year to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budget £6386

<u>Activity</u>	<u>Evidence that supports this approach</u>	<u>Challenge numbers addressed</u>
Purchase of new DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils, the phonics scheme is called Little Wandle. Training for all EYFS and KS1 staff to support the introduction of the scheme and development across both Key Stages. Teacher release time will be funded for EYFS / Phonics lead to ensure the CPD is well planned and delivered effectively.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils. www.littlewandlelettersandsounds.org.uk	3, 5
Purchase of NFER standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or first quality teaching. Tests use high level vocabulary and this is a key focus throughout the school from Nursery – Year 6.	3
Enhancement of our current Maths curriculum, which follows the mastery approach for teaching.	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.	6

School will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD, which includes the teaching for Mastery training.	The EEF guidance is based on a range of the best available evidence. www.ncetm.org.uk/classroom-resources/cp-curriculum-prioritisation-in-primary-maths	
Purchase of new Rainbows scheme to help children with social and emotional needs, encouraging them to increase their positive attitude to learning.	Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils' education. All schools should teach PSHE, drawing on good practice, and this expectation is outlined in the introduction to the proposed new national curriculum. PSHE can encompass many areas of study. www.gov.uk/government/publications/personal-social-health-and-economic-education-pshe/personal-social-health-and-economic-pshe-education	4, 5

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

Budget £10,254

<u>Activity</u>	<u>Evidence that supports this approach</u>	<u>Challenge numbers addressed</u>
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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	3, 4
Additional support from a SPLD teacher and L3 TA, with a focus on both Maths and English. School buy in to Knowsley SLA for SEND	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 and in small groups. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	2, 3, 5 and 6

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

Budget £2045

<u>Activity</u>	<u>Evidence that supports this approach</u>	<u>Challenge numbers addressed</u>
Whole school training on school core values with the aim of developing our school ethos and values. Safer Handling training (all staff) ELSA training	Both targeted interventions and universal approaches can have positive overall effects. Support will be delivered by Deputy Head teacher to all school teaching staff, support staff and lunchtime supervisors. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	1, 4
Supporting PP children with trips and school residential.	School will provide opportunities for children to attend class trips, experience theatre productions / plays in school and also attend outdoor adventure experiences, in the aid of promoting positive mental health and overall wellbeing. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	1, 4
School to buy into the Knowsley SLA for attendance services.	As a school we believe that school attendance is crucial and we aim to promote full attendance in school. Where a family may need support, school staff will aim to encourage parents to bring their child to school regularly. If further support is needed, then school will buy into the Knowsley SLA, which will provide additional Local Authority support to promote attendance at school, which has a direct relationship with raising attainment.	1, 2, 4

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.

<u>Aim</u>	<u>Outcome and impact</u>																				
Improved reading, writing and maths skills across the Pupil Premium cohort.	Pupil Premium data for last year shows the following results for 7 children in KS1.																				
	<table><tr><td></td><td>Working below expected</td><td>Working towards expected</td><td>Working at expected</td><td>Working at greater depth</td></tr><tr><td>Reading</td><td>0</td><td>3</td><td>4</td><td>0</td></tr><tr><td>Writing</td><td>0</td><td>4</td><td>2</td><td>1</td></tr><tr><td>Maths</td><td>0</td><td>2</td><td>5</td><td>0</td></tr></table>		Working below expected	Working towards expected	Working at expected	Working at greater depth	Reading	0	3	4	0	Writing	0	4	2	1	Maths	0	2	5	0
		Working below expected	Working towards expected	Working at expected	Working at greater depth																
	Reading	0	3	4	0																
	Writing	0	4	2	1																
	Maths	0	2	5	0																
	Pupil Premium data for last year shows the following results for 10 children in KS2.																				
	<table><tr><td></td><td>Working below expected</td><td>Working towards expected</td><td>Working at expected</td><td>Working at greater depth</td></tr><tr><td>Reading</td><td>3</td><td>2</td><td>3</td><td>2</td></tr><tr><td>Writing</td><td>3</td><td>3</td><td>2</td><td>2</td></tr><tr><td>Maths</td><td>2</td><td>5</td><td>1</td><td>2</td></tr></table>		Working below expected	Working towards expected	Working at expected	Working at greater depth	Reading	3	2	3	2	Writing	3	3	2	2	Maths	2	5	1	2
		Working below expected	Working towards expected	Working at expected	Working at greater depth																
	Reading	3	2	3	2																
Writing	3	3	2	2																	
Maths	2	5	1	2																	
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.	Learning Mentor time was limited in school due to the COVID-19 Pandemic, resulting in some children missing time with the Learning Mentor because of self-isolation, class bubble closures and families choosing to keep children at home due to vulnerable family members. Children in both Y5 and Y6 were given a higher priority with the Learning Mentor to help with the transition into high school and also to boost their self-esteem ready for a full academic year for 2021-22. All staff were available to support both children and families with remote learning and children with Pupil Premium were encouraged to continue to come into school during school lockdown, so that they would have consistency within their education. During the January 2021 school lockdown, 12 children accessed remote learning and 5 children came into school for continuity. 1 child was given access to a school laptop for his remote learning, as he preferred to stay at home for 3 weeks and then he began to attend school for the final 5 weeks of lockdown. Overall, the attitude to learning across all year groups was affected due to the second national lockdown, resulting in all teachers spending time to raise self-esteem amongst the children in their care and promote a healthy mindset. Feel Good Friday was used at the end of each month to promote a positive attitude to learning, which was received well by all children.																				