

**Pupil Premium Strategy Statement 2023-24**

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.

<b>Data</b>	
School name	Holy Family Catholic Primary School Cronton
Number of pupils on roll	209
Proportion (%) of pupil premium eligible pupils	8.6% = 18 children
Academic year/years that our current pupil premium strategy plan covers	1 year
Date this statement was published	November 2023
Date on which it will be reviewed	July 2024
<b>Statement authorised by</b>	
Pupil premium lead	Mrs Stephanie Quigley
Governor / Trustee lead	Mr Jim Wilson

<b>Funding overview</b>	<b>Amount</b>
Pupil premium funding allocation this academic year	£33,780
Recovery premium funding allocation this academic year	£3,045
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	£36,825

**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 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.

	<b>Details of challenge</b>
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	Several of our children who are eligible for Pupil Premium are also part of other vulnerable school groups, e.g., SEND.
3	Pupil Premium pupils in KS2 have increasing difficulties with Social and Emotional aspects of their learning, which can impact upon their attitude to learning.
4	Low attendance and persistent absenteeism of some PP/disadvantaged children.
5	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.

<b><u>Intended outcomes</u></b>	<b><u>Success criteria</u></b>
To diminish the difference in writing, reading and maths skills and attainment between non-Pupil Premium pupils nationally and Pupil Premium pupils in Years 2-6.	Percentage of children eligible for Pupil Premium who meet expected standards in national assessments 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.
All disadvantaged pupils will meet national expectations for attendance/persistent absence.	Disadvantaged pupils will match or exceed national attendance averages for non-disadvantaged pupils (96+%). Monitoring of attendance by Knowsley Attendance team and involvement of Knowsley Attendance Officer where necessary, brings about an increase in PP pupils' attendance and a decrease in persistent absence.

## **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) - £36,825**

<b>Intended outcomes</b>	<b>Success criteria</b>
<p>Each class teacher has clearly identified Pupil Premium children and can deliver Quality First teaching based on individual needs.</p>	<p>Termly Pupil Progress meetings with each class teacher will identify each disadvantaged pupil in each cohort. Attainment and progress for the previous year for each child is identified and any gaps also for each previous term. Intervention is implemented and positive impact is shown through Pupil Progress meetings. 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>
<p>Improved reading, writing and maths attainment across the Pupil Premium cohort.</p>	<p>Termly Pupil Progress meetings with each class teacher will identify necessary intervention needed, which will diminish the difference in attainment and progress. 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. Further monitoring of The Write Stuff (Jane Considine) will raise the profile of writing across the school and encourage children to write with greater independence. Daily use of Accelerated Reader across KS2 will promote reading for enjoyment and allow staff to address areas of concern in comprehension skills. SPAG lessons / Spellings lessons to be given high priority each day, helping to narrow the children's misconceptions, which is following the scheme from Jane Considine. 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. 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>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>	<p>Further development of Zones of Regulation within school so that children can continue to be taught the range of different emotions, what they mean and the strategies we can use to deal with emotions, following the Zones of Regulation. All staff will use these strategies when working with children from Nursery to Year 6. Children can have support for dealing with loss, bereavement, and social and emotional needs. 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. 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. A Nurture base will be created to help children who need additional support for their own social and emotional needs, which will be planned by teachers and delivered in a small group. Children will have access to their own year group curriculum and nurture activities, such as cookery, gardening, and Forest School. School to implement Trauma Informed practice approach across school for all children.</p>
<p>All children have 100% access to all curriculum opportunities.</p>	<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. Resources will be tailored to support children of all needs. Children will be taught high level vocabulary and encouraged to use this</p>

	within their work. 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)

**Budgeted cost: £**

Activity	Evidence that supports this approach	Challenge numbers addressed
Trauma informed practice CPD.	By following a trauma informed practice, staff will be able to support children who suffer with trauma or mental health problems and whose troubled behaviour acts as a barrier to learning. <a href="https://www.traumainformedschools.co.uk/home/whatis-a-trauma-informed-school">https://www.traumainformedschools.co.uk/home/whatis-a-trauma-informed-school</a>	3, 4
Further development of our current Maths curriculum, which follows the mastery approach for teaching. 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 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. The EEF guidance is based on a range of the best available evidence. <a href="http://www.ncetm.org.uk/classroom-resources/cp-curriculum-prioritisation-in-primary-maths">www.ncetm.org.uk/classroom-resources/cp-curriculum-prioritisation-in-primary-maths</a>	5
Purchase of Educational Psychologist support from Knowsley Council.	EP will complete observations of children and meet with parents and staff to offer support. EP reports will also be used in the writing of EHCPs for children who require them. <a href="https://www.knowsleyinfo.co.uk/content/educationalpsychology-service-about-us">https://www.knowsleyinfo.co.uk/content/educationalpsychology-service-about-us</a>	1, 2 and 3

**Targeted academic support (for example, tutoring, one-to-one support structured interventions)****Budgeted cost: £**

Activity	Evidence that supports this approach	Challenge numbers addressed
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. <a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/phonics</a>	3 and 4

**Wider strategies (for example, related to behaviour, attendance, wellbeing)****Budgeted cost: £**

Activity	Evidence that supports this approach	Challenge numbers addressed
To buy into Knowsley Council's SLA for Attendance support.	Deputy Headteacher and Learning Mentor to monitor the attendance of all children, especially those who are PP or vulnerable and offer Early Help support if school attendance falls below 90%. Staff will meet with parents and then refer to Knowsley Attendance support for further help in addressing attendance issues. <a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment?utm_source=/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=attenda">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment?utm_source=/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=attenda</a>	2 and 3
Continuation of promotion of pupil wellbeing and behaviour.	Staff to offer additional support to children with Pupil Premium, through extra interventions during the school day. All teaching staff to support behaviour during lunchtime and to continue to monitor good practice to lunchtime supervisors.	3
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 attend outdoor adventure experiences, in the aid of promoting positive mental health and overall wellbeing. <a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/social-and-emotional-learning</a>	1 and 4
Forest School trained TA to lead sessions for EYFS and Year 1 children on a weekly basis.	Forest school sessions for children to benefit from learning outdoors to help them regulate their behaviour and emotions.	3

**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.

<b><u>Aim</u></b>	<b><u>Outcome and impact</u></b> (Data summarised to ensure anonymity due to small numbers)		
Improved reading, writing and maths attainment across the Pupil Premium cohort.	<b>Pupil Premium data for last year shows the following results for children in Reception.</b>		
		<b>At age related expectations</b>	<b>Below age related expectations</b>
	<b>Communication and Language Development</b>	100%	0%
	<b>Personal, Social and Emotional Development</b>	100%	0%
	<b>Physical Development</b>	100%	0%
	<b>Literacy</b>	100%	0%
	<b>Maths</b>	100%	0%
	<b>EYFS – Good level of development</b>		
	At the end of Foundation Stage (end of Reception year) children are judged to be at a 'Good Level of Development' (GLD) if they attain at the expected level or above in PSED, Communication for Language, Physical Development, Literacy (Reading and Writing) and Maths.		
	In 2023, GLD was 66% and the pupils entitled to Pupil Premium in Reception achieved GLD.		
<b>Phonics Screening Check</b>			
82% of Y1 pupils passed the phonics screening check and 89% of Y2 pupils passed. All children in KS1 have made progress through phonics programme, moving at an appropriate pace through programme, including PP children.			
Due to low numbers of children, results of Y2 resits are available in school.			
	<b>Pass of 32 or more</b>	<b>Not achieved 32</b>	
<b>Year 1 (Pupil Premium)</b>	100% pass rate for children with PPG	0 children	

*(To ensure anonymity due to very low numbers, the classes have not been broken down into separate year groups. A more detailed analysis is available in school.)*

**Pupil Premium data for last year shows the following results for children in KS1.**

	<b>Working below ARE</b>	<b>Working towards ARE</b>	<b>Working at ARE</b>	<b>Working above ARE</b>
Reading	25%	0	75%	0
Writing	25%	25%	50%	0
Maths	25%	0	75%	0

**Pupil Premium data for 2022-23 shows the following results for children in KS2 (Years 3,4 and 5. No pupils in Y6 were PPG)**

	<b>Working below ARE</b>	<b>Working towards ARE</b>	<b>Working at ARE</b>	<b>Working above ARE</b>
Reading	17%	33%	50%	0
Writing	25%	42%	33%	0
Maths	17%	50%	25%	0