



# Pupil Premium Strategy Statement:

## Holy Family Halewood Catholic Primary School



1. Summary information									
<b>School</b>	Holy Family Catholic Primary School								
<b>Academic Year</b>	2017/18	<b>Total PP budget</b>			£101,420	<b>Date of most recent PP Review</b>			October 2017
<b>Total number of pupils</b>	331 305 FTE	<b>Number of pupils eligible for PP</b>			72 (8 LAC)	<b>Date for next internal review of this strategy</b>			Feb 2018
	<b>Nurs</b>	<b>Rec</b>	<b>Yr 1</b>	<b>Yr 2</b>	<b>Yr 3</b>	<b>Yr 4</b>	<b>Yr 5</b>	<b>Yr 6</b>	<b>Total</b>
N.O.R	43	40	49	41	40	38	41	39	331 305 FTE
Disadvantaged	0	7	6	13	14	14	7	11	72
% Disadvantaged in year	0%	17%	12%	31%	35%	36%	17%	28%	22%

2. Current attainment (EYFS) 2016/2017				
	<b>Pupil Results 16/17</b>	<b>Pupils eligible for PP (6 children)</b>	<b>Pupils not eligible for PP (44 children)</b>	<b>Pupils not eligible for Pupil Premium (National Average)</b>
% achieving Good Level of Development	70%	100%	TBC	TBC

3. Current attainment (Yr 1 Phonics) 2016/2017				
	<b>Pupil Results 16/17</b>	<b>Pupils eligible for PP (12 children)</b>	<b>Pupils not eligible for PP (27 children)</b>	<b>Pupils not eligible for Pupil Premium (National Average)</b>
% achieving in Phonics	83%	67%	89%	84%

4. Current attainment (KS1) 2015/2016				
	<b>Pupil Results 16/17</b>	<b>Pupils eligible for PP (14 children)</b>	<b>Pupils not eligible for PP (26 children)</b>	<b>Pupils not eligible for Pupil Premium (National Average)</b>
% achieving expected Standard RWM	58%	TBC	TBC	TBC

% achieving expected Standard in reading	75%	71%	77%	79%
% achieving expected Standard in writing	68%	71%	66%	72%
% achieving expected Standard in maths	73%	64%	77%	79%

#### 5. Current attainment (KS2) 2015/2016

(40 children)	Pupil Results 16/17	Pupils eligible for PP (12 children)	Pupils not eligible for PP (23 children)	Pupils not eligible for PP (national average)
% achieving in reading, writing and maths	77%	67%	83%	67%
% achieving National Standard in reading	83%	75%	87%	77%
% achieving National Standard in writing	77%	67%	83%	81%
% achieving National Standard in maths	89%	83%	91%	80%
% achieving National Standard in GPS	89%	83%	91%	82%
% making progress in reading	+1.97	+1.72	+2.10	+ 0.33
% making progress in writing	-0.6	-1.53	-0.13	+ 0.17
% making progress in maths	+1.1	-0.66	+2.03	+ 0.28

#### 6. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers	
<b>A</b>	Communication, Language & Literacy skills in Early Years are lower for pupils eligible for PP than other pupils. This has the potential to slow reading and writing progress in subsequent years. (in-house data)
<b>B</b>	Ensure that the proportion of all disadvantaged pupils across the school are working at the expected standard in the core subjects.
<b>C.</b>	Ensure Pupil premium lower and middle ability prior attaining children achieve the expected standard in writing.
<b>D.</b>	A number of PP children are also members of other vulnerable groups. I.e. SB, SEN, (Inclusion report)
<b>E.</b>	A number of PP children have social, emotional and behavioural issues. (Inclusion report)
<b>F.</b>	High ability pupils who are eligible for PP are making less progress in their overall attainment than other high ability pupils who are not eligible for PP especially in maths.
External barriers (issues which also require action outside school, such as low attendance rates)	
<b>G.</b>	Well being, attendance and punctuality of a proportion of PP pupils
<b>H.</b>	Parental/Pupil engagement and resilience particularly with English and maths homework and support at home.

<b>I.</b>	Physical and material disadvantage, including in some instances poor housing and severe poverty. (Deprivation indicator ASP)	
<b>J</b>	Limited social and cultural experiences with children who are not exposed to rich variety of life.	
<b>7. Desired outcomes</b>		
	Desired outcomes and how they will be measured	Success criteria
<b>A.</b>	Improve oral language skills for pupils eligible for PP in EYFS. At the end of EYFS the gap will diminish between PP and national non PP attaining a GLD	Pupils eligible for PP make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations. Pupil eligible for PP in EYFS will make accelerated progress so that the number of pupils achieving a GLD will be in line with other pupils in school and nationally.
<b>B.</b>	At the end of each key stage, the gap will continue to diminish between PP and national non PP attaining in the core subjects	Prior emerging and expected children (KS1) and expected (KS1 – KS2) will meet age related expectations in Reading, writing and maths to bring the school in line with the national rate for other prior emerging and expected attainers, who meet national expectations by making accelerated progress.
<b>C.</b>	PP children especially those middle prior attainment groups to make expected progress in writing compared national non PP	Prior middle attaining groups to be monitored and targeted throughout the year in order to diminish the difference in writing attainment and progress.
<b>D.</b>	Across key stages, ensure that PP children who are also in other vulnerable groups are tracked and given the best opportunity to improve and make expected progress.	All staff are aware of the needs of all pupils in their classroom and will carefully monitor their progress in their class and look for opportunities to engage and move children's learning on through first class teaching, feedback and intervention where needed.
<b>E.</b>	PP children who have significant social, emotional and behavioural issues are fully supported in school.	Learning Mentor to be fully involved in supporting the children to enable them to be in class and ready to learn. Learning Mentor support is so invaluable to these groups of children and any issues or concerns will be supported immediately through intervention. Intervention and support programmes demonstrate that children are more equipped to manage their feelings and relationships.
<b>F.</b>	High ability pupils who are eligible for PP are making less progress in their overall attainment than other high ability pupils who are not eligible for	Pupils eligible for PP to achieve greater depth across Key Stage One in Reading and Writing and all areas at the end of Key Stage Two, where the percentage of PP pupils is comparable or higher than others. Progress for PP pupils within all areas currently is comparable or above others nationally.
<b>G.</b>	To ensure that attendance and punctuality of PP children is carefully monitored and children are regularly in school and on time.	Attendance of disadvantaged pupils to be over 95%. To ensure that disadvantaged attendance is in line with national other pupils.

<b>H.</b>	Aspirations to be raised of parents of PP children in particular are fully involved in school life and attend Family Learning classes throughout the year.	Attendance of parents at parents' meetings throughout the year and good attendance at Family Learning events where pupils and parents work together in a range of workshops. Parents are eager to help/encourage their child to complete any weekly homework and support their reading at home.
<b>I.</b>	For children with PP to have the same opportunities as non-pupil premium children so that physical and material disadvantage doesn't get in the way of a pupil making progress in school.	Ipads and IT equipment available with internet access to support PP children who may not have access to these at home. Children can choose reading books to take home and read for pleasure from our fully stocked and well resourced classrooms and library. Support with the cost of school uniform and lower cost/funded places of trips and PGL residential.
<b>J.</b>	For children to be provided with a variety of experiences in school who do not have the same opportunities or experiences at home. This will help raise self esteem and life experiences for these children.	Children to have experiences of trips, visitors and events in and out of school such as Aspire Day, Junior Chefs' Academy, MacMillan Coffee Morning, CLC visits for Computing, National Poetry Day, Black History Week, Pop Project, Family Learning events, Anti-Bullying Week, Road Safety sessions, Christmas performances, Healthy Eating workshops, Safer Internet Week, Fair Trade Fortnight, Health and Dental, Theatre workshops, Study of different faiths, NSPCC, Philharmonic choir, World Book Day, Perfect Poetry Day, World Athletics games, Google expeditions, Slow down for Bobby campaigns, Swimming, Sports Day and Themed weeks throughout the academic year.

<b>8. Planned expenditure</b>	
<b>Academic year</b>	<b>2017/18</b>
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.	
<b>Area of Spend</b>	<b>Total Allocation</b>
Small focus groups for key curriculum areas where children receive immediate feedback from designated staff to move their learning forward with the aim to diminish the difference.	£50,104
Additional small intervention support from designated staff to provide bespoke intervention in developing handwriting, reading, writing, and maths. (Guided Reading, RWI, Toe by Toe reading programme, booster support).	
Additional 1:1 support from Teaching Assistants to provide bespoke intervention in developing speech and language (Oral language interventions) and phonics for children who are not making expected progress.	
Vertically grouped classes to support more able learners and allow smaller classes. This allows for smaller group tuition where need arises.	£29,720

Small intervention classes for Booster Groups from UPS3 teacher across upper Key Stage 2 to support progress in English and Maths.	
Reading comprehension strategies in place across the school to support small group and focused guided reading sessions	
Learning Mentor support for behaviour, social and emotional needs. A range of strategies installed by the Learning Mentor to support behaviour and emotional needs.	£5,568
Welfare staff reading support for targeted children.	£1,800
Attendance monitoring and incentive initiative.	£1,000
Curriculum enhancements, e.g. Accelerated Reading scheme /Mathletics (IT-based resources). Pop Project etc.	£8,580
Parental Learning - Bought in professional creative agents to provide enhanced curriculum opportunity – for example, Family Learning for Maths and English, Instrumental tuition. (20%) Junior Chefs Healthy Scheme, School trips and visitors	
Bought in professional experts – e.g. Learning Support Teacher, Educational Psychologist (50%).	£10,134
Attendance of curriculum enrichment – for example, subsidised after school clubs, support for Educational and School Residential visits, transport to events.	£998
Breakfast Club contribution for SATs week.	£80
<b>Total Cost</b>	<b>£107,984</b>

**i. Quality of teaching for all**

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
(A) Improve communication and language skills for pupils eligible for PP in EYFS	Read, write Inc to be used in Nursery and Reception daily. TA's to be trained in speech and language and implement support in both Nursery and Reception. Small group and when required 1-1 provision through Read, Write Inc	Some of the pupils need targeted support to catch up. The EEF Toolkit identifies 1-to-1 support as effective strategies if carried out regularly over a set period of time and links with normal teaching. Pupils entering Nursery and Reception are working below national averages. EEF toolkit <ul style="list-style-type: none"> <li>o EYFS interventions have on average 5 months additional pupil</li> </ul>	Phonics programme selected using evidence of effectiveness. Systematically organised timetable to ensure staff can deliver the lessons effectively. Half termly assessment to be carried out into effectiveness Track pupil data. Lesson observations with written and verbal feedback for staff. Learning walks.	KQ AR (SLT) JW (EYFS Lead) EYFS staff	December 2017 April 2018 June 2018

	at appropriate stage with a qualified teacher or experienced learning assistant.	progress	Performance Management. Consultation with Family Cluster schools.		
(A) Improved % of PP children achieving a good level of development at the end of EYFS. This will be measured using internal progress and attainment trackers to monitor the level of children attaining a good level of development (GLD) in EYFS.	Quality first teaching delivered by all EYFS staff to all pupils with a focus on reading, writing and maths.	In 2016 Holy Family GLD for all children was 66%, however PP children achieved 45% compared to non PP which was 74%.	Teaching Assistants in EYFS. Headline data is provided to inform SLT of the progress in the Early Years. This is to be underpinned by detailed data analysis evidence through evaluative observations in the children's learning journeys. Data to be analysed termly at pupil progress meetings. Data to inform planning and this will be closely monitored by EYFS Lead and SLT during planning scrutiny of work.. Presentation of data to Governors so that data can be analysed.	GH, KQ AR (SLT) JW (EYFS Lead) EYFS staff	December 2017 April 2018 June 2018
(B) Increased progress for all PP pupils in KS1 and KS2 in Reading, Writing and Maths.  Increase the use of appropriate resources to raise attainment for high attaining PP pupils through effective use and deployment of TAs.	Targeted support from Teaching Assistants in all English and Maths lessons.	EEF (Education Endowment Foundation) making the best use of Teaching Assistants suggests that when TAs are well trained and used in structured settings with high- quality support, they can make a noticeable impact on pupil learning.  We use our TAs as effectively as possible, using skilled TAs within the progress of our disadvantaged pupils to increase attainment. Evidence suggests that teaching assistants (TAs) can have a positive impact on academic achievement, where TAs support individual pupils or small groups, which on average show positive benefits.	Learning walks, lesson observations of quality targeted support, delivery and the transferral of skills back to classroom learning. SENDCO and Class Teachers to work together to devise provision map for PP pupils. This will then inform detailed timetable of interventions. Additional Teaching Assistants across the school. Pupil progress meetings will identify target children and review their progress.	KQ, AR (SLT) ED (SENDCO)	December 2017 April 2018 June 2018

<p>(A &amp; C) Improved phonic and language skills at KS1</p>	<p>RWI development programme and Phonics play</p>	<p>Many different evidence sources, e.g. EEF Toolkit suggest Phonics approaches have consistently found to be effective in supporting younger readers to master the basics of reading and that expertise is a key component of successful teaching of early reading.</p>	<p>Phonics programme selected using evidence of effectiveness. RWI Leader to organise groupings and track. Pupils organised into ability groups that are fluid according to success or need for teaching at a different stage. Staff ongoing training needs to be met through in-house and external agencies. School time-tabling to be organised to ensure effective delivery. After school phonics club. Assessment outcomes and ways forward are reported to Headteacher as well as the Curriculum and Standards Committee of the Governing Body.</p>	<p>RWI Lead (PM) KS1 staff (LJ, Hmc, AON, ED)</p>	<p>December 2017 April 2018 June 2018</p>
<p>(C) Writing progress and attainment sustained and/or increased for all children at the end of each Key Stage.</p>	<p>Children to be given lots of opportunities to write across the curriculum and have effective feedback through quality first teaching and small grouped teaching. .</p>	<p>The gap in percentage of PP children attaining expected standard in writing at the end of 2016-2017 the biggest at the end of KS2 in writing.</p>	<p>Learning walks, lesson observations of quality of targeted support delivery and the transferral of skills back to classroom learning. Weekly booster sessions for Year Year 2 and Year 6. TA's to support other classes in writing in small Focus Groups each week. Modelled writing to be shared with the children. . Pupil progress meetings will identify target children and review their progress. Quality first teaching for all pupils. Literacy support with Zoe Atkins for children who may have dyslexia.</p>	<p>All staff AB (Eng lead) SLT</p>	<p>December 2017 April 2018 June 2018</p>

<p>(C &amp; D) Maths attainment increased for all children at the end of KS1 and across KS2 cohorts.</p> <p>We are targeting all PP pupils with additional maths resources and Mathletics is a computer based programme that can support learners in the classroom and at home with their maths skills and knowledge and their application. Improved outcomes for Maths for Key Stage One PP pupils.</p>	<p>Warm up Maths activities and progress in Arithmetic to be a key focus for improvement and progress.</p> <p>Additional support for Year 2 and Year 6 children to reach targets.</p> <p>Online maths activities engage a range of different learners with a range of attainment.</p>	<p>The percentage of PP children attaining expected standard in Maths at the end of year groups Rising Stars test papers. Question level analysis identified that reasoning was a barrier to attainment.</p> <p>We will aim to teach a range of techniques that enable pupils to comprehend the meaning of maths, such as understanding calculation, reasoning and problem solving, summarising or identifying key points, using graphic or semantic charts and diagrams, developing questioning strategies, and monitoring their own work and identifying difficulties themselves (see also Meta-cognition and self-regulation).</p>	<p>Quality first teaching for all pupils. To deliver Maths intervention sessions across KS2 focusing on improving arithmetic and fluency in maths within warm ups. Maths lead to complete joint maths observations with SLT in Autumn term to evaluate practice and teaching throughout the school CPD opportunities for maths. Maths booster sessions for Year 6 after school club. Through pupil progress and scores from mock SATs week – progress and attainment in maths will be closely monitored</p>	<p>All Staff AR (Maths and Assessment) KQ.</p>	<p>December 2017 April 2018 June 2018</p>
<b>Total budgeted cost</b>					£51, 904
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
(C) Meet needs of PP pupils through targeted support Y6	Additional teacher in Yr5/6, four mornings each week.	<p>Provide additional support for pupils in English and Maths in Y6, to enable pupils to be Secondary ready. Smaller teaching groups provide greater opportunities for teacher/TA to provide feedback to individual pupils EEF toolkit</p> <ul style="list-style-type: none"> <li>○ reduce class sizes +3months</li> <li>○ feedback +8 month</li> </ul>	Track pupil progress half termly Discussion with Y6 teachers/TAs	KQ, AR, AB, ES	December 2017 April 2018 June 2018

(C) Meet needs of PP pupils through targeted support in Y2	Mpove to one class for Year 2, 1/2 class and then 1W class.	Provide additional support for pupils in English and Maths in Y2, to enable pupils to be ready for KS2. Smaller teaching groups provide greater opportunities for teacher/TA to provide feedback to individual pupils EEF toolkit <ul style="list-style-type: none"> <li>○ reduce class sizes +3months</li> <li>○ feedback +8 months</li> </ul>	Track pupil progress half termly Discussion with Y2 teachers/TAs	LJ, JW, AON, ED and TA's	December 2017 April 2018 June 2018
(D) Enhance provision for PP pupils with SEN	Small group and when required 1:1 provision SPLD Zoe Atkins 1 day each week  Educational Psychologist	Children who are SEND are currently attaining lower than children with non-SEND.  Bespoke interventions and personalised plans with specialist support teaching	Termly Planning and Review meetings with SENDCO, Chair of Govs, HT Ed Psychologist, Spld teacher to review pupil progress For the gaps between SEND and Non-SEND children to begin to decrease and close. Pupil progress meetings and termly meetings with SENDCO Personal provision plans and provision map for SEND and PP children	All teaching staff ED (SEDNCO)	December 2017 April 2018 June 2018
<b>Total budgeted cost</b>					£29, 720
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
(F) Continued rise in attendance and punctuality rates	Learning Mentor working with attendance officer through SLA attendance. Awards purchased for 100% attendance and	PP children identified as persistently late and poor attendance. Link with Attendance/Punctuality and achievement is well documented.. We can't improve attainment for children if they aren't actually attending school.	Half termly data. Learning Mentor report to Governors on attendance termly	KQ DR (Learning Mentor) JW/SC (Office)	December 2017 April 2018 June 2018

	<p>punctuality Learning Mentor and office staff to follow up quickly on absences. First day response provision. Invite LA attendance officers to speak to Reception parents Induction meetings. Headteacher to produce spreadsheet to track attendance of PP children termly and evaluate the trends over time.</p>	<p>NfER briefing for school leaders identifies addressing attendance as a key step.</p> <p>Learning lost through non-attendance cannot be regained/caught-up so easily the younger the child.</p>			
(F, H, I) Giving PP children learning experiences beyond the classroom	Subsidise trips/visits and Y6 residential	Giving PP pupils experiences beyond their usual environment will broaden their opportunities to develop interests and aspirations	Monitor PP pupils' attendance on school trips/visits	KQ	December 2017 April 2018 June 2018
(E, G) Provide support for PP pupils and their parents/carers	Learning Mentor to liaise with PP pupils and their parents	Learning Mentor has an excellent relationship with pupils and parents to overcome barriers to learning EEF – parental involvement +3 months	Regular meetings of PP pupils and parents/carers with Learning Mentor to discuss needs to overcome barriers to learning	DR (LM)	December 2017 April 2018 June 2018
(G) Provide learning opportunities for parents/carers, to enable them to support their children more effectively	Parent Mentor to facilitate courses to provide support to parents to aid them in helping their children with learning in school	Some PP pupil parents/carers are unsure of how best to support their children in their learning and behaviour EEF – parental involvement +3 months	Monitor PP attendance of PP pupil parents on courses.	KQ	December 2017 April 2018 June 2018
(H, I) PP children have the opportunity to experience a three day residential widening their experience, encouraging independence in	Subsidise a residential trip to PGL for PP children in 6	Previous pupils and parents have voiced the value of children experiencing a different culture and a trip away from home before they begin high school.	Experiences provide by PGL gives the children these opportunities. SLT and Yr 6 staff have attended in previous years. Risk assessments and insurance completed.	KQ/AR	Annually

readiness for transition to high school					
(I, J) Pupils in Year 5 and Year 6 learn to play a musical instrument.	Flute and Recorder lessons from specialist teacher for all of Year 5 and Year 6 children.	Music lessons develop concentration and listening skills in children. It can also develop a love and appreciation of music which will be further encouraged in Year 6 and Secondary School.	Class teachers will assess how many tunes children are able to play on termly basis and outcomes will be reported in subject leader report for music.	HK	December 2017 April 2018 June 2018
<b>Total budgeted cost</b>					£26, 360