



Pupil Premium Strategy Statement:

Holy Family Halewood Catholic Primary School



Review of expenditure – To be completed September 2017				
Academic Year			2016/2017	
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated Impact Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
(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 at appropriate stage with a qualified teacher or experienced learning assistant.	Pupils were targeted with 1-to-1 support that was carried out regularly over a set period of time and linked with day to day teaching. Teacher taught to the gaps and ensured personalised learning was in place for each child.	Same approach adopted for this year.	
(B) 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%. In 2017 100% of children achieved a GLD,	Early intervention was crucial. Ensure that quality first teaching remains with EYFS this academic year. Make sure Prime areas are targeted in Nursery before moving on to the specific.	

(C) Increased progress for all PP pupils in KS1 and KS2 in Reading, Writing and Maths.	Targeted support from Teaching Assistants in all English and Maths lessons.	In Key Stage 1 the gap between PP and Non PP has diminished, Reading – PP 71% Non PP 77% Writing – PP 71% Non PP 65% Maths – PP 64% Non PP 77% In Key Stage 2 writing has the biggest gap. Reading – PP 75% Non PP 87% Writing – PP 67% Non PP 83% Maths – PP 83% Non PP 91% Progress scores for KS2 Reading +1.72, Writing -1.53 and Maths -0.66.	Reduce the gap further by ensuring high quality teaching in all focused groups and also implement intervention groups to further support PP children. In KS1 target HA PP pupil in all subjects. In KS2 further diminish the difference in writing.	
(A & C) Improved phonic and language skills at KS1	RWI development programme and Phonics play	In phonics, the number of pupils achieving the expected standard was 83%. Of the 40 pupils, 12 were PP of which 4 are SEND compared to 28 Non PP. Out of the 12 PP pupils, 8 achieved. PP – 67% Non PP 89%	Ensure that all vulnerable groups including PP boys and girls achieve phonics through further targeted support and intervention.	
(C) Reading attainment sustained and/or increased for all children at the end of each Key Stage.	Guided read sessions every day using CLIMB resources. Additional 1:1 reading with PP children. Children to be exposed to quality texts.	In Key Stage 1 Reading – PP 71% Non PP 77%. In Key Stage 2 - Reading – PP 75% Non PP 87% These strategies were very effective this year as impact was significant across KS2.	Ensure that guided reading and/or story telling in our younger classes is embedded.	
(C & D) Maths attainment increased for all children at the end of KS1 and across KS2 cohorts.	Warm up Maths activities and progress in Arithmetic to be a key focus for improvement and progress. Additional support for Year 2 and Year 6 children to reach targets.	In Key Stage 1 - Maths – PP 64% Non PP 77% In Key Stage 2 - PP 83% Non PP 91%. Real emphasis on warm ups and revisits have had a significant impact.	Ensure that teachers teach to the gaps through effective AFL and link warm ups to main body of lesson.	
Total budgeted cost				£51, 904
Targeted support				
Desired outcome	Chosen action / approach	Estimated Impact Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

(C) Meet needs of PP pupils through targeted support Y6	Additional teacher in Yr5/6, four mornings each week.	DHT supported groups of children in Year 5 and 6 throughout the year in order to provide quality first teaching and small grouped focused teaching.	Move SENDCO into this role for next year as small targeted groups had the most impact this year with children receiving instant feedback and significant progress made within lessons could be seen.	
(C) Meet needs of PP pupils through targeted support in Y2	Additional teacher in Yr1/2, three mornings each week	UPS 2 PT teacher deployed in Year1/2 in order to provide quality first teaching and small grouped focused teaching. This enabled the Year 1 children to access their curriculum instead of being taught in mixed year groups.	Consider Year 2 sole class to target the HA pupils in order to support them in making further progress at the end of this key stage.	
(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	Improvement in spelling strategies to support the children. Children's confidence throughout the year was noticeable and raw scores via teacher assessment showcased good learning and progress.	Continue with this as SEN children feel supported in their work. Introduce pre teach and intervention groups.	
Total budgeted cost				£29, 720
Other approaches				
Desired outcome	Chosen action / approach	Estimated Impact Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
(F) Continued rise in attendance and punctuality rates	Learning Mentor working with attendance officer through SLA attendance. Awards purchased for 100% attendance and punctuality Learning Mentor and office staff to follow up quickly on absences. First day response provision.	Lots of strategies put in place to target and reward good attendance. Pupil Premium children are constantly monitored in particular and supported with Learning Mentor.	Continue with persistent absenteeism drive and closely monitor PP children across the school.	

	Headteacher to produce spreadsheet to track attendance of PP children termly and evaluate the trends over time.			
(F, H, I) Giving PP children learning experiences beyond the classroom	Subsidise trips/visits and Y6 residential	Children across all key stages had access to a wide range of visitors into school that helped support the development of writing within the classroom. Yr 6 attended PGL residential.	We have found that children love curriculum enhancements and will endeavour to continue to get them on trips outside the classroom this year.	
(E, G) Provide support for PP pupils and their parents/carers	Learning Mentor to liaise with PP pupils and their parents	Learning Mentor heavily involved in the social and emotional well being of families. This continues to be a barrier to learning for some of our families and will continue to do so next year.	Continue with this valuable support from the Learning Mentor. LM to focus on social and emotional well being in each classroom.	
(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	Lots of Family learning activities have taken place with a particular target on PP families.	Continue and monitor the impact of this provision from parents on what they would like going forward to help their child at home.	
(H, I) Web based learning for PP pupils	Accelerated Reader Mathletics Phonics Play	Children were provided with a range of web based learning. PP children were targeted to attend Computing club with particular focus on Mathletics learning.	Explore opportunity to develop reading for understanding through the Reading Plus pilot as well.	
(H, I) PP children have the opportunity to experience a three day residential widening their experience, encouraging independence in readiness for transition to high school	Subsidise a residential trip to PGL for PP children in 6	All Yr 6 pupils attended the PGL residential. This is the highlight of the school year for these children where they gain lots of life experiences and interactions.	We will continue to offer this residential to all Yr 6 pupils this year.	
Total budgeted cost				£26, 360