



Pupil Premium Strategy Statement:

Holy Family Halewood Catholic Primary School



1. Summary information									
School	Holy Family Catholic Primary School								
Academic Year	2018/19	Total PP budget			£103,100	Date of most recent PP Review			Nov 2018
Total number of pupils R-Y6	291	Number of pupils eligible for PP			77 + 3 (3 N) (64 FSM) (4 E6) (7 LAC)	Date for next internal review of this strategy			July 2019
Total number of pupils N-Y6	342 FTE 316								
	Nurs	Rec	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	Total R – Yr6
N.O.R	51	44	40	49	40	40	38	40	291
Disadvantaged	3	12	11	7	12	14	14	7	77
% Disadvantaged in year	6%	27%	28%	14%	30%	35%	37%	18%	26%

Proposed spend of Pupil Premium – 2018-2019

The Pupil Premium provides funding for:

- Pupils in year groups reception to year 6 recorded as Ever 6 free school meals (£1320 per child)
- Looked-after children (LAC) defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority (£2300 per child)
- Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order (£2300 per child)
- Pupils in year groups reception to year 11 recorded as Ever 6 service child or in receipt of a child pension from the Ministry of Defence (£300 per child)

Schools are held accountable for the spending of these monies, performance tables will capture the achievement of disadvantaged students covered by the Pupil Premium.

Holy Family Catholic Primary School is committed to providing effective resources and ensuring support is in place for our disadvantaged students to improve their academic outcomes.

This document details the proposed spend of the Pupil Premium 2018-2019.

2. Current attainment (EYFS) 2017/2018				
	Pupil Results 17/18	Pupils eligible for PP (6 children)	Pupils not eligible for PP (44 children)	Pupils not eligible for Pupil Premium (National Average)
% achieving Good Level of Development	73%	-	-	71%
3. Current attainment (Yr 1 Phonics) 2017/2018				
(49 children)	Pupil Results 17/18	Pupils eligible for PP (6 children)	Pupils not eligible for PP (43 children)	Pupils not eligible for Pupil Premium (National Average)
% achieving in Phonics	80%	100%	77%	83%
4. Current attainment (KS1) 2017/2018				
(41 children)	Pupil Results 17/18	Pupils eligible for PP (13 children)	Pupils not eligible for PP (28 children)	Pupils not eligible for Pupil Premium (National Average)
% achieving expected Standard RWM	66%	46%	75%	65%
% achieving expected Standard in reading	78%	77%	78%	76%
% achieving expected Standard in writing	70%	46%	83%	70%
% achieving expected Standard in maths	79%	69%	82%	76%
5. Current attainment (KS2) 2017/2018				
(39 children)	Pupil Results 17/18	Pupils eligible for PP (11 children)	Pupils not eligible for PP (28 children)	Pupils not eligible for PP (national average)
% achieving in reading, writing and maths	79%	73%	-	64%
% achieving National Standard in reading	95%	100%	93%	75%
% achieving National Standard in writing	79%	73%	82%	78%
% achieving National Standard in maths	90%	82%	93%	76%

% achieving National Standard in GPS	-	-	-	78%
% making progress in reading	+3.55	+4.31	-	+ 0.31
% making progress in writing	-1.17	-1.47	-	+ 0.24
% making progress in maths	+0.96	0.48	-	+ 0.31

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

In-school barriers	
A	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.
B	A proportion of all disadvantaged pupils across the school are working below the expected standard in the core subjects.
C.	A number of PP children are also members of other vulnerable groups. i.e. SB, SEN, (Inclusion report)
D.	A number of PP children have social, emotional and behavioural issues. (Inclusion report)
E.	Limited exposure to high quality vocabulary that impacts negatively upon English progression throughout the school
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
F.	Well being, attendance and punctuality of a proportion of PP pupils. FSM Persistent absence is 12.7% compared to National average 17.2%.
G.	Parental/Pupil engagement and resilience particularly with English and Maths homework and support at home.
H.	Physical and material disadvantage, including in some instances poor housing and severe poverty. (Deprivation indicator ASP)

Key Objective One: to improve the outcomes of disadvantaged pupils, including those who are eligible for pupil premium, in line with age-related expectations.

Academic year		2018/2019			
How will Pupil Premium be spent in 2018/2019?					
Desired Outcome	Chosen action/approach	What is the evidence and rationale for this choice?	Success Criteria	Staff Lead	Monitoring and Evaluation
<p>A.</p> <p>To improve oral language skills for pupils eligible for PP in EYFS.</p> <p>At the end of EYFS, the gap will diminish between PP and of non-PP of the number of children attaining a GLD.</p>	<p>Read, write Inc to be used in Nursery and Reception daily.</p> <p>TA's to be trained in speech and language and implement support in both Nursery and Reception.</p> <p>Small group and when required 1-1 provision through Read, Write Inc at appropriate stage with a qualified</p>	<p>Some of the pupils need targeted support to catch up.</p> <p>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.</p> <p>Pupils entering Nursery and</p>	<p>CLL scores for PP children will show a marked improvement.</p> <p>Pupils eligible for PP make significant progress by the end of the year so that they attain a GLD and therefore, the gap is narrowed</p>	<p>KQ, AR, AB (SLT) JW (EYFS lead) EYFS staff</p>	<p>Assessment to be carried out regularly.</p> <p>Pupil data will be tracked.</p> <p>Lesson observations with written and verbal feedback for staff.</p> <p>Learning walks.</p> <p>Performance Management.</p> <p>Consultation with Family Cluster schools.</p>

GLD for PP children will be in line with national averages	teacher or experienced learning assistant. Quality first teaching delivered by all EYFS staff to all pupils with a focus on reading, writing and maths. Additional TA support provided	Reception are working below national averages. EEF toolkit o EYFS interventions give on average 5 months additional pupil progress.	Pupils eligible for PP in EYFS will make significant progress so that the number of pupils achieving a GLD will be in line with other pupils in school and nationally		Use of 2Simple. Data to be analysed termly at pupil progress meetings and pupil premium progress meetings. Data to inform planning and this will be closely monitored by EYFS Lead Presentation of data to Governors so that data can be analysed.
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Total budgeted cost: £11947

Desired Outcome	Chosen action/approach	What is the evidence and rationale for this choice?	Success Criteria	Staff Lead	Monitoring and Evaluation
B. There will be an increase in progress for all PP pupils in KS1 and KS2 in Reading, Writing and Maths. An increased 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. Dinner ladies will provide 1:1 reading opportunities for PP children. Provide TA training to support the delivery of English and Maths. Purchase of Reading Plus for years 3-6 to use both at home and in school. Whole school approach to guided reading through use of VIPERS Target PP Y6 children to be librarians	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 to support the progress of our disadvantaged pupils to increase attainment. Evidence suggests that teaching assistants (TAs) can have a positive impact on academic achievement.	Prior emerging children will meet age related expectations in reading, writing and maths to bring the school in line with the national averages. School data for GDS will be inline or above the national averages.	KQ, AR, AB (SLT) ED (SEND CO)	Learning walks. Lesson observations of quality targeted support. SENDCO and Class Teachers to work together to devise provision map for PP pupils - this will then inform detailed timetable of interventions. Pupil progress meetings and pupil premium progress meetings will identify targeted children and review their progress.

Total budgeted cost: £53017

Desired Outcome	Chosen action/approach	What is the evidence and rationale for this choice?	Success Criteria	Staff Lead	Monitoring and Evaluation
C. Across key stages, PP children who are also in other vulnerable groups are tracked and given the best opportunity to improve	Small group and when required 1:1 provision SPLD Zoe Atkins 1 day each week Educational Psychologist will be accessed when required.	Children who are SEND are currently attaining lower than children with non-SEND. Bespoke interventions and personalised plans with	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	All teaching staff ED (SEND	Termly Planning and Review meetings with SENDCO, Chair of Gobs, HT Ed Psychologist, Spld teacher to review pupil progress

and make expected progress.	Interventions and alternative curriculums and tailored resources.	specialist support teaching aid children to make progress.	and move children's learning on through first class teaching, feedback and intervention where needed. For the gaps between SEND and Non-SEND children to begin to decrease and close.	CO)	Pupil progress meetings and termly meetings with SENDCo Personal provision plans and provision map for SEND and PP children
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Total budgeted cost: £3400

Desired Outcome	Chosen action/approach	What is the evidence and rationale for this choice?	Success Criteria	Staff Lead	Monitoring and Evaluation
D. PP children who have social, emotional and behavioural issues are well supported in order to overcome barriers to learning.	Learning Mentor to liaise with PP pupils and their parents Lunch time clubs provided by external agencies. 1:1 class support with LM Behaviour cards with a positive approach Small group interventions and alternative curriculums and tailored resources - TA Review Behaviour Policy to ensure it is fit for purpose and supports our vulnerable children.	Learning Mentor has an excellent relationship with pupils and parents to overcome barriers to learning EEF – parental involvement +3 months Learning Mentor support is so invaluable to these groups of children and any issues or concerns will be supported immediately through intervention.	Learning Mentor to be fully involved in supporting the children to enable them to be in class and ready to learn. Intervention and support programmes demonstrate that children are more equipped to manage their feelings and relationships.	DR (LM) SLT	Regular meetings of PP pupils and parents/carers with Learning Mentor to discuss needs to overcome barriers to learning. Pupil progress meetings with SLT

Total budgeted cost: £23,238

Desired Outcome	Chosen action/approach	What is the evidence and rationale for this choice?	Success Criteria	Staff Lead	Monitoring and Evaluation
E. All children, including those working at greater depth, who are eligible for PP are exposed to high quality vocabulary that impacts upon English progression throughout the school.	Encourage children to use the vocabulary section on Reading Plus. Purchase vocabulary books to expose children to high quality vocabulary across all subjects	Children who are PP have limited life experience and limited vocabulary and base line data supports this.	Children will be exposed and have knowledge of high quality vocabulary which will in turn enable them to access texts for their age range.	AB Class teachers	Half termly data analysed PP meetings with class teachers to discuss progress

	<p>Ensure high quality texts are used in lessons and vocabulary clarified regularly</p> <p>Purchase a new Reading scheme which is current and up to date to meet the demands of the new curriculum</p> <p>Purchase new dictionaries and thesauruses which will allow children access to unfamiliar vocabulary</p>				
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Total budgeted cost: £1735

Desired Outcome	Chosen action/approach	What is the evidence and rationale for this choice?	Success Criteria	Staff Lead	Monitoring and Evaluation
<p>F. There is a continued rise in attendance and punctuality rates for PP children.</p>	<p>Attendance display in the school school to promote good attendance. Rewards for class with the best attendance each term eg. Pizza party</p> <p>Attendance promoted on newsletters each week</p> <p>Awards for attendance and punctuality</p> <p>Office staff to follow up quickly on absences. First day response provision.</p> <p>Spreadsheet to track attendance of PP children termly and evaluate the trends over time.</p>	<p>PP children identified as persistently late and poor attendees.</p> <p>Link with Attendance/Punctuality and achievement is well documented.</p> <p>We can't improve attainment for children if they aren't actually attending school. NfER briefing for school leaders identifies addressing attendance as a key step.</p> <p>Learning lost through non-attendance cannot be regained/caught-up.</p>	<p>Attendance of disadvantaged pupils to be over 95%.</p> <p>To ensure that disadvantaged attendance is in line with national other pupils.</p>	<p>KQ DR (LM) JW/SC (Office)</p>	<p>Half termly data.</p> <p>Headteacher report to Governors on attendance termly.</p>

Total budgeted cost: £881.00

Desired Outcome	Chosen action/approach	What is the evidence and rationale for this choice?	Success Criteria	Staff Lead	Monitoring and Evaluation
<p>G. To support pupil premium parents to become fully</p>	<p>Parent Mentor (VP) to facilitate courses to provide support to</p>	<p>Some PP pupil parents/carers are unsure of how best to</p>	<p>Attendance of parents at parents' meetings throughout the year and</p>	<p>SLT LM ED</p>	<p>Monitor PP attendance of PP pupil parents on courses.</p>

involved in school life by attending Family Learning classes throughout the year. Families will be supported through identification of needs in order to help them support their children more effectively.	parents to aid them in helping their children with learning in school New Reading Scheme gives parents questions and tips/advice on how to support children's reading at home. Learning mentor will be accessible to advise parents on how best to support their child based on their individual needs.	support their children in their learning and behaviour EEF – parental involvement +3 months	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.		
Total budgeted cost:					£2350
Desired Outcome	Chosen action/approach	What is the evidence and rationale for this choice?	Success Criteria	Staff Lead	Monitoring and Evaluation
H. Those children who do not have the same opportunities or experiences at home will be provided with a variety of experiences in school. 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.	Subsidise trips/visits for PP children. Subsidise a residential trip to PGL for PP children in 6 so they have the opportunity to experience a three day residential, widening their experience, encouraging independence in readiness for transition to secondary school Where possible, enhancements to be used to support learning and life experiences e.g. visitors, Junior Chef, Science Dome to give children learning experiences beyond the classroom Instrument lessons from specialist teacher for all of Year 5 and Year 6 children. PP children targeted for extra-curricular clubs. Provide children with time at lunchtime to access the internet – this will enable all PP children to	Giving PP pupils experiences beyond their usual environment will broaden their opportunities to develop interests and aspirations Previous pupils and parents have voiced the value of children experiencing a different culture and a trip away from home before they begin secondary school. 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.	Raised self esteem and life experiences for these children. I pads and IT equipment available with internet access to support PP children who may not have access to these at home. Support with the cost of trips and PGL residential. 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	KQ/AR /AB All staff	Monitor PP pupils' attendance on school trips/visits Parental feedback forms All PP children completing homework tasks set Music reports from specialised teacher

	access Reading Plus if they do not have the means at home		Fortnight, Health and Dental, Theatre trips, Study of different faiths, NSPCC, Philharmonic choir, World Book Day, Poetry Day, Google expeditions, Slow down for Bobby campaigns, Swimming, Sports Day and Themed weeks throughout the academic year.		
Total budgeted cost:					£6532