



# 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>	2019/2020	<b>Total PP budget</b>			£103,000 (£105,865)	<b>Date of most recent PP Review</b>			Sept 2019
<b>Total number of pupils R-Y6</b>	294	<b>Number of pupils eligible for PP</b>			87PP+ 12EYPP (12 EYPP, 76 FSM, 5E6 and 6 LAC)	<b>Date for next internal review of this strategy</b>			Jan 2020
<b>Total number of pupils N-Y6</b>	346 FTE 320								
	<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 R – Yr6</b>
N.O.R	52	45	42	39	49	40	41	38	294
Disadvantaged	12	13	12	13	7	13	14	15	87
% Disadvantaged in year	23%	29%	29%	33%	14%	33%	34%	39%	30%

### Proposed spend of Pupil Premium – 2019-2020

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 2019-2020

<b>2. Current attainment (EYFS) 2018/2019</b>				
	<b>Pupil Results 18/19 (44 children)</b>	<b>Pupils eligible for PP (11 children)</b>	<b>Pupils not eligible for PP (33 children)</b>	<b>Pupils not eligible for Pupil Premium (National Average)</b>
% achieving Good Level of Development	73%	55%	79%	-
<b>3. Current attainment (Yr 1 Phonics) 2018/2019</b>				
<b>(40 children)</b>	<b>Pupil Results 18/19</b>	<b>Pupils eligible for PP (11 children)</b>	<b>Pupils not eligible for PP (29 children)</b>	<b>(National Average)</b>
% achieving in Phonics	83%	100%	76%	85%
<b>4. Current attainment (KS1) 2018/2019</b>				
<b>(49 children)</b>	<b>Pupil Results 18/19</b>	<b>Pupils eligible for PP (7 children)</b>	<b>Pupils not eligible for PP (42 children)</b>	<b>Pupils not eligible for Pupil Premium (National Average)</b>
% achieving expected Standard RWM	71%	86%	69%	65%
% achieving expected Standard in reading	76%	86%	72%	75%
% achieving expected Standard in writing	76%	86%	72%	69%
% achieving expected Standard in maths	80%	86%	76%	76%
<b>5. Current attainment (KS2) 2018/2019</b>				
<b>(40 children)</b>	<b>Pupil Results 18/19</b>	<b>Pupils eligible for PP (7 children)</b>	<b>Pupils not eligible for PP (33 children)</b>	<b>Pupils not eligible for PP (national average)</b>
% achieving in reading, writing and maths	80%	86%	79%	65%
% achieving National Standard in reading	93%	86%	94%	73%

% achieving National Standard in writing	80%	86%	79%	78%
% achieving National Standard in maths	98%	86%	100%	79%
% achieving National Standard in GPS	88%	86%	88%	78%
% making progress in reading				
% making progress in writing				
% making progress in maths				

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

In-school barriers	
<b>A.</b>	On entry to school education, poor Communication, Language & Literacy skills in Early Years has the potential to slow reading and writing progress in subsequent years.
<b>B.</b>	There are a number of PP pupils across the school who are working below the expected standard in the core subjects. (See Appendix A)
<b>C.</b>	A number of PP children are also members of other vulnerable groups. i.e. SB, SEND, (Inclusion report)
<b>D.</b>	An increased number of PP children have social, emotional and behavioural issues. (Inclusion report)
<b>E.</b>	Limited exposure to high quality vocabulary that impacts negatively upon all subjects
External barriers (issues which also require action outside school, such as low attendance rates)	
<b>F.</b>	Attendance and punctuality of a proportion of PP pupils.
<b>G.</b>	Parental/Pupil engagement and resilience particularly with homework and support at home.
<b>H.</b>	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		2019/2020			
How will Pupil Premium be spent in 2019/2020?					
Desired Outcome	Chosen action/approach	What is the evidence and rationale for this choice?	Success Criteria	Staff Lead	Monitoring and Evaluation
A. To enhance and improve communication, language and literacy skills for pupils eligible for PP in EYFS.  There will be a higher	Continue to use Read, Write Inc in EYFS daily. Read, Write Inc lead to track children's progress half termly.  TA's to receive any updated CPD in	On Entry Baseline data shows children are below their peers in Reading and Writing  The EEF Toolkit identifies 1-to-1 support as effective strategies if	CLL skills for PP children will continue to improve  Reading and Writing scores for PP children will show an improvement.	KQ, AR, AB (SLT) EYFS staff	Assessment to be carried out regularly. Pupil data will be tracked. Lesson observations with written and verbal feedback for staff.

percentage of children working at age related expectations in Reading and Writing this academic year and in subsequent years.	<p>speech and language from HK (Speech and Language Lead) 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 teacher or experienced learning assistant.</p> <p>Quality first teaching delivered by all EYFS staff to all pupils with a focus on reading, writing and maths.</p> <p>There will be a teacher and TA in each class in Reception.</p>	<p>carried out regularly over a set period of time and links with normal teaching.</p> <p>Pupils entering Nursery and Reception are working below national averages. EEF toolkit</p> <p>EYFS interventions give on average 5 months additional pupil progress.</p>			<p>Learning walks. Performance Management. Consultation with Family Cluster schools. 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.</p>
<b>Total budgeted cost:</b>					<b>£23292</b>
<b>Desired Outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>Success Criteria</b>	<b>Staff Lead</b>	<b>Monitoring and Evaluation</b>
<p>B.</p> <p>More PP children will make at least expected progress if not more KS1 and KS2 in Reading, Writing and Maths.</p> <p>More PP children will working at age related and above age related expectations in Reading, Writing and Maths</p>	<p>Identification of children who are not working at age related expectations</p> <p>UKS2 will be structured differently this year to accommodate certain cohorts resulting in an additional teacher.</p> <p>Tracking of scaled scores each term to identify progress/attainment</p> <p>Targeted support/teaching strategies from teachers/teaching assistants in all lessons.</p> <p>Dinner ladies will provide 1:1 reading opportunities for PP children in KS1 and LKS2.</p> <p>Provide in-house TA training to support the delivery of English and</p>	<p>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.</p> <p>We use our TAs as effectively as possible, using skilled TAs to support the progress of our disadvantaged pupils to increase attainment.</p> <p>Evidence suggests that teaching assistants (TAs) can have a positive impact on academic achievement.</p>	<p>Those children who are not SEND children will meet age related expectations in reading, writing and maths to bring the school in line with the national averages.</p> <p>All PP children will make progress</p>	<p>KQ, AR, AB (SLT) ED (SEND CO)</p>	<p>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.</p>

	<p>Maths.</p> <p>Continue the subscription of Reading Plus for years 3-6 to use both at home and in school.</p> <p>Guided Reading remains a focus for all year groups</p>				
<b>Total budgeted cost:</b>					£51860
<b>Desired Outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>Success Criteria</b>	<b>Staff Lead</b>	<b>Monitoring and Evaluation</b>
C. Across key stages, PP children who are also in other vulnerable groups are tracked and given the best opportunity to improve and make expected progress.	<p>Communications with SENDCO and LM on a regular basis to ensure the needs of all PP SEND and other vulnerable groups are being met</p> <p>After review of termly data and IEPs alongside SENDCO and LM, interventions and strategies will be put in place</p> <p>Small group and when required 1:1 provision SPLD Zoe Atkins 1 day each week</p> <p>Educational Psychologist will be accessed when required.</p> <p>Interventions and alternative curriculums and tailored resources.</p>	<p>Children who are SEND are currently attaining lower than children with non-SEND.</p> <p>Bespoke interventions and personalised plans with specialist support teaching aid children to make progress.</p>	All staff are more 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.	All teaching staff ED (SEND CO) DR (LM)	<p>Termly Planning and Review meetings with SENDCO, Chair of Govs, HT Ed Psychologist, Spld teacher to review pupil progress</p> <p>Pupil progress meetings and termly meetings with SENDCO</p> <p>Personal provision plans and provision map for SEND and PP children</p>
<b>Total budgeted cost:</b>					£13361
<b>Desired Outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>Success Criteria</b>	<b>Staff Lead</b>	<b>Monitoring and Evaluation</b>
D. PP children who have social, emotional and behavioural issues are well supported in order to overcome barriers to learning.	<p>Identification of PP children with specific social, emotional and behaviour issues. Alongside SENDCO and LM, liaise with PP parents.</p> <p>Children are supported by LM through group and 1:1 support in ways that meet their needs.</p>	<p>Learning Mentor has an excellent relationship with pupils and parents to overcome barriers to learning EEF – parental involvement +3 months</p> <p>Learning Mentor support is so invaluable to these groups of</p>	<p>Learning Mentor/SENCO to be fully involved in supporting the children to enable them to be in class and ready to learn.</p> <p>Intervention and support programmes (Relax Kids,</p>	DR (LM) ED (SEND CO) SLT Class teachers	<p>Regular meetings of PP pupils/parents with Learning Mentor/SENCO /class teachers to discuss needs to overcome barriers to learning.</p> <p>Pupil progress meetings with SLT</p>

	<p>IEPs are tailored with small achievable targets to give children the best chance to succeed.</p> <p>Teachers and TAs are made aware of specific needs and advised on possible strategies to help the children access the curriculum in class</p> <p>DR (LM) is available at lunchtimes for PP children to speak to etc if they choose.</p> <p>Feelings charts are used for those children who benefit from this strategy.</p> <p>A Positive Behaviour Policy which is fit for purpose and supports our vulnerable children will be trialled this year.</p> <p>Access to behavioural specialists who give advice and support when needed.</p> <p>Introduction of CPOMS to ensure consistency and tracking across all areas.</p> <p>Employ PE specialist to run lunchtime clubs to target PP children who would benefit from these sessions</p> <p>Target PP children to attend clubs after school</p>	<p>children and any issues or concerns will be supported immediately through intervention.</p>	<p>Circle of Friends etc) demonstrate that children are more equipped to manage their feelings and relationships.</p> <p>More PP children will be engaged in clubs both during and after school.</p>		
<b>Total budgeted cost:</b>					£6714
Desired Outcome	Chosen action/approach	What is the evidence and rationale for this choice?	Success Criteria	Staff Lead	Monitoring and Evaluation

<p>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.</p>	<p>More emphasis will be placed upon children using the vocabulary section on Reading Plus.</p> <p>Purchase Pie Corbett's Reading Spine books to expose children to high quality vocabulary and encourage a love of reading</p> <p>Ensure high quality texts are used in lessons and vocabulary clarified regularly. Vipers will be restructured in KS2 so this takes place over 2 weeks. Therefore, more time can be spent analysing language and vocabulary.</p> <p>Ensure comprehension lessons have a clear focus on the 12 skills needed to comprehend– PP children will have pre-teaching opportunities by a TA when applicable</p> <p>Purchase a new Reading Scheme for LKS2 which is current and up to date to meet the demands of the new curriculum</p> <p>Enhance the KS1 reading scheme with new releases</p>	<p>Children who are PP have limited life experience and limited vocabulary and base line data supports this.</p>	<p>Data will show that children are benefiting from using the vocabulary section on Reading Plus</p> <p>Children will have a love of reading</p> <p>Children will be more articulate in both oracy and writing.</p>	<p>AB Class teache rs, TAs</p>	<p>Half termly data analysed</p> <p>PP meetings with class teachers to discuss progress</p>
<b>Total budgeted cost:</b>					£3966
<b>Desired Outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>Success Criteria</b>	<b>Staff Lead</b>	<b>Monitoring and Evaluation</b>
<p>F. There is a continued rise in attendance and punctuality rates for PP children.</p>	<p>Attendance display in the school hall to remain in order to further 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>PP children identified as persistently late and poor attendees.</p> <p>Link with Attendance/Punctuality and achievement is well documented.</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>

	Awards for attendance and punctuality termly  Office staff to follow up quickly on absences. First day response provision.	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.  Learning lost through non-attendance cannot be regained/caught-up.			
<b>Total budgeted cost:</b>					£2040
<b>Desired Outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>Success Criteria</b>	<b>Staff Lead</b>	<b>Monitoring and Evaluation</b>
G. To support pupil premium parents to become fully involved in school life – including supporting children at home with homework.  More families will attend courses led by Family Learning – in particularly academic courses.	Purchase SATs revision books for PP children in Y6 with answers provided so that parents are able to support their child with their preparations for SATs.  Parent Mentor (VP) to facilitate courses to provide support to parents to aid them in helping their children with learning in school  Class Teachers/Learning Mentor will be accessible to advise parents on how best to support their child based on their individual needs.  Families will be supported through identification of needs in order to help them support their children more effectively.	Some PP pupil parents/carers are unsure of how best to support their children in their learning and behaviour EEF – parental involvement +3 months	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.	SLT LM Class teachers	Monitor attendance at Parents Evenings.  Monitor PP attendance of PP pupil parents on courses.
<b>Total budgeted cost:</b>					£2540
<b>Desired Outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>Success Criteria</b>	<b>Staff Lead</b>	<b>Monitoring and Evaluation</b>
H. Those children who do not have the same	Subsidise trips/visits for PP children.	Giving PP pupils experiences beyond their usual environment will broaden their opportunities	Raised self esteem and life experiences for these children.	KQ/AR /AB	Monitor PP pupils' attendance on school trips/visits



<p>opportunities or experiences at home will be provided with a variety of experiences in school.</p> <p>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.</p>	<p>Subsidise a residential trip to PGL for PP children in Year 6 so they have the opportunity to experience a three day residential, widening their experience, encouraging independence in readiness for transition to secondary school</p> <p>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</p> <p>Instrument lessons from specialist teacher for all of Year 5 and Year 6 children.</p> <p>PP children targeted for extra-curricular clubs.</p> <p>Provide children with time at lunchtime to access the internet – this will enable all PP children to access Reading Plus if they do not have the means at home</p>	<p>to develop interests and aspirations</p> <p>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.</p> <p>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.</p>	<p>laptops and IT equipment available with internet access to support PP children who may not have access to these at home.</p> <p>All PP children are able to attend the Y6 residential.</p> <p>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 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.</p>	<p>All staff</p>	<p>Monitor PP children's attendance at extra-curricular clubs</p> <p>Parental feedback forms regarding homework and support</p> <p>All PP children completing homework tasks set</p> <p>Music reports from specialised teacher</p>
<b>Total budgeted cost:</b>					£2092