



Holy Family Catholic Primary School

'Serving the Community'



Pupil Premium Strategy Statement – 2020-2021

1. Summary information										
School	Holy Family Catholic Primary School									
Academic Year	2020/2021	Total PP budget			£103,000 (£121, 670)	Date of most recent PP Review			Oct 2020	
Total number of pupils R-Y6	348	Number of pupils eligible for PP			83PP+ 7EYPP (7 EYPP, 72FSM, 6E6 and 5 LAC)			Date for next internal review of this strategy		Jan 2020
Total number of pupils N-Y6	346 FTE 322									
	Nurs	Rec	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	Total R – Yr6	
N.O.R	42	42	45	41	39	49	40	40	296	
Disadvantaged	7	8	13	13	14	8	13	14	83	
% Disadvantaged in year	17%	19%	29%	32%	36%	16%	33%	35%	28%	

Proposed spend of Pupil Premium – 2020-2021

The Pupil Premium provides funding for:

- £1,345 per pupil for each Ever 6 FSM FTE pupil aged 4 and over in year groups reception to year 6, except where the pupil is allocated the LAC or post-LAC premium
- £2,345 per pupil for each post-LAC in year groups reception to year 11
- £310 for each pupil aged 4 and over in year groups reception to year 11 who is either Ever 6 service child FTE or in receipt of pensions under the Armed Forces Compensation Scheme (AFCS) and the War Pensions Scheme (WPS)
- (£302 - Early Years Pupil Premium)

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

NB. No data for 2019/2020 due to Covid Pandemic

2. Current attainment (EYFS) 2018/2019				
	Pupil Results 18/19 (44 children)	Pupils eligible for PP (11 children)	Pupils not eligible for PP (33 children)	Pupils not eligible for Pupil Premium (National Average)
% achieving Good Level of Development	73%	55%	79%	-
3. Current attainment (Yr 1 Phonics) 2018/2019				
(40 children)	Pupil Results 18/19	Pupils eligible for PP (11 children)	Pupils not eligible for PP (29 children)	(National Average)
% achieving in Phonics	83%	100%	76%	85%
4. Current attainment (KS1) 2018/2019				
(49 children)	Pupil Results 18/19	Pupils eligible for PP (7 children)	Pupils not eligible for PP (42 children)	Pupils not eligible for Pupil Premium (National Average)
% 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%
5. Current attainment (KS2) 2018/2019				
(40 children)	Pupil Results 18/19	Pupils eligible for PP (7 children)	Pupils not eligible for PP (33 children)	Pupils not eligible for PP (national average)
% 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

In-school barriers

A	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	There are a number of PP pupils across the school who 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, SEND,
D.	An increased number of PP children have social, emotional and behavioural issues

External barriers *(issues which also require action outside school, such as low attendance rates)*

E.	Attendance and punctuality of a proportion of PP pupils.
F.	Parental/Pupil engagement and resilience particularly with homework and support at home

Teaching Priorities for Current Academic Year

- High-quality teaching
- Effective diagnostic assessment
- Supporting remote learning

Targeted Academic Support for Current Academic Year

- Structure intervention
- Effective deployment of Teaching Assistants

Wider strategies for Current Academic Year

- Supporting pupil's social, emotional and behavioural needs
- Communicating and supporting parents
- Supporting parents to ensure attendance and punctuality are the best it can be

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		2020/2021			
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
TEACHING					
<p>High Quality Teaching A.</p> <p>To enhance and improve communication, language and literacy skills for pupils eligible for PP in EYFS.</p> <p>There will be a higher percentage of children working at age related expectations in Reading and Writing this academic year and in subsequent years.</p>	<p>Continue to use Read, Write Inc in EYFS daily. Read, Write Inc Lead to track children's progress half termly.</p> <p>Careful selection of language to be taught (common exception words found in many different contexts)</p> <p>Explicit strategies for extending vocabulary as well as a language rich environment both indoors and outdoors</p> <p>Activities to extend pupil's expressive and receptive vocabulary relating to current topics, with opportunities to</p>	<p>On Entry Baseline data shows children are below their peers in C & L</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>If poor oral language and communication skills are left unchallenged, this and a narrower vocabulary remain a barrier for many throughout the primary years.</p>	<p>C&L skills for PP children will continue to improve</p> <p>Reading and Writing scores for PP children will show an improvement.</p>	<p>KQ, AR, AB (SLT) PM (EYFS lead)</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> <p>Use of 2Simple.</p> <p>Data to be analysed termly at pupil progress meetings and pupil premium progress meetings.</p> <p>Data to inform planning and</p>

	<p>practise using new vocabulary including nursery rhymes to focus on intonation and patterns of language</p> <p>Language teaching develops breadth (vocabulary size) and depth (understanding and use in context)</p> <p>Explicit modelling of vocabulary and feeding back/repeating correct vocabulary back to children – my turn your turn.</p> <p>A range of listening activities to encourage children to hear environmental sounds around them</p> <p>Role play areas to mirror children's interests.</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>this will be closely monitored by EYFS Lead Presentation of data to Governors so that data can be analysed.</p>
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Impact and Ways Forward

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Desired Outcome	Chosen action/approach	What is the evidence and rationale for this choice?	Success Criteria	Staff Lead	Monitoring
<p>High Quality Teaching</p> <p>B. More PP children will make at least expected progress if not more at the end of 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>Explicit teaching will be a focus.</p> <p>A range of teacher-led approaches will be used to focus on teacher demonstration followed by guided practice and independent practice.</p> <p>Scaffolding to be used as a teaching tool – this could be visual, verbal or written.</p> <p>Children will be allocated to smaller groups based on the individual needs that they currently share with other pupils - groups can be formed for an</p>	<p>EEF – research shows that effective support for pupils in mathematics and reading has been through explicit instruction.</p> <p>EEF (Education Endowment Foundation) suggests that allocating pupils to temporary groups can also allow teachers to set up opportunities for collaborative learning.</p> <p>There are a times a need for more explicit instruction to independently carry out a skill,</p>	<p>All PP children will make progress as individual needs and gaps in learning will be addressed.</p> <p>Teachers to provide enough support so that pupils can successfully complete tasks they could not do independently.</p>	<p>KQ, AR, AB (SLT)</p>	<p>Learning walks. Lesson observations of quality targeted support. Pupil Premium action plans will highlight targets and be used as a working document to detail any needs Pupil progress meetings and pupil premium progress meetings will identify targeted children and review their progress.</p>

	explicit purpose and disbanded when that purpose is met. The use of quality resources to enhance high quality teaching – White Rose Maths/The Literacy Tree/Reading Plus	remember a fact, or understand a concept.			
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Impact and Ways Forward

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Desired Outcome	Chosen action/approach	What is the evidence and rationale for this choice?	Success Criteria	Staff Lead	Monitoring
<p>A. B. Effective diagnostic assessment</p> <p>Effective assessment leading to less gaps in children’s knowledge and ability to know more and remember more</p>	<p>Daily 1:1 feedback and support to ensure children feel confident and are aware of their own areas for development</p> <p>Analysis of weekly tests e.g. Arithmetic, spelling to inform next steps and support those children who need further input and support</p> <p>Analysis of termly assessments to address misconceptions and areas which need further development</p> <p>Use of daily Maths revisits (activities that enable children to practise and repeat previously learnt skills/objectives) to ensure that PP children have retained the knowledge taught</p> <p>Use of revisit activities in foundation subjects to remind children of previous learning and identify information/skills which has not ‘stuck’</p>	<p>EEF – Effective assessment is integral to supporting great teaching.</p> <p>EEF - Assessment has shown that it can support teachers to recognise the importance of each small piece of information which contributes to a bigger picture of the child.</p> <p>Research has highlighted that ‘Assessment was identified as the top priority...to support disadvantaged students when schools reopen for all pupils’</p>	<p>Teachers will be able to differentiate between learning that has been forgotten sue to extended absence from the classroom and material that hasn’t been learnt properly.</p>	<p>SLT Class teachers</p>	<p>Learning walks Lesson observations Book looks Discussions with class teachers Analysis of assessments – weekly/termly</p>

Impact and Ways Forward

Desired Outcome	Chosen action/approach	What is the evidence and rationale for this choice?	Success Criteria	Staff Lead	Monitoring
<p>B.C. D. F Support remote learning</p> <p>Any interruptions due to Covid-19 in the academic year will be limited.</p> <p>A well-implemented remote learning strategy will be in place and valuable for all pupils</p>	<p>Audit of technology available at home</p> <p>Purchase of additional iPads to ensure those children who do not have any devices at home can be provided with a 'borrowed iPad' from school</p> <p>Use of Seesaw to ensure effective quality teaching, feedback and interactions</p> <p>Purchase of a subscription to Reading Plus, Reading Eggs and Timetable Rockstars to support pupils with remote learning</p> <p>Ensuring the elements of effective teaching are present e.g. clear explanations, scaffolding and feedback</p>	<p>EEF – schools need to support the learning of pupils if schools/bubbles are closed due to Covid-19</p> <p>EEF - A lack of appropriate technology and home support may still prove a challenge for many disadvantaged pupils</p>	<p>In the event of a bubble/school closure, children will receive high quality remote learning</p> <p>All children will be able to access learning remotely</p>	<p>SLT Class teachers</p>	<p>All children are accessing learning remotely Children/parents are communicating with teachers daily/weekly</p>

Impact and Ways Forward

Targeted Academic Support					
Desired Outcome	Chosen action/approach	What is the evidence and rationale for this choice?	Success Criteria	Staff Lead	Monitoring
<p>A. B. C High quality one to one and small group tuition</p>	<p>Carefully targeted interventions through identification and assessment of need e.g. Phonics,</p>	<p>EEF – Good assessment will reveal that some pupils have lost learning, misunderstood</p>	<p>High quality teaching will be supported by targeted one to one or small group</p>	<p>SLT Class teachers</p>	<p>Assessment to be carried out regularly. Pupil data will be tracked.</p>

<p>Lost learning and misunderstood content will be addressed so pupils make quick gains</p>	<p>Arithmetic</p> <p>Sessions will be brief and occur regularly and will be maintained over a sustained period of time</p> <p>Interventions will be delivered by experienced members of staff in that particular field/area</p> <p>The interventions will have clear objectives with supporting resources where necessary</p> <p>Assessments will be used to identify appropriate pupils and to guide areas of focus</p> <p>Connections will be made between the out of class learning in the interventions and classroom teaching</p> <p>Each class will have a teaching assistant each morning full time</p> <p>Teaching assistants will be redeployed of an afternoon where applicable to support and lead interventions</p>	<p>content, or made gains in their knowledge, during the extended period of Covid-19 partial school closure. This may require targeted one to one or small group tuition to address gaps.</p> <p>EEF – evidence indicated that small group and one to one interventions can be a powerful tool for supporting pupils</p> <p>EEF – Overriding principles from the evidence is that teaching assistants (TAs) should be deployed in a way that supplements, not replaces, the teacher</p>	<p>support</p> <p>Lost learning, gaps and misunderstood content will be addressed in order for children to make progress</p>	<p>rs</p>	<p>Learning walks Performance Management. Data to be analysed termly at pupil progress meetings and pupil premium progress meetings. Data to inform planning</p>
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Impact and Ways Forward

Desired Outcome	Chosen action/approach	What is the evidence and rationale for this choice?	Success Criteria	Staff Lead	Monitoring
<p>C Planning for pupils with Special Educational Needs and Disabilities Across key stages, PP</p>	<p>Effective 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>Children who are SEND are currently attaining lower than children with non-SEND.</p> <p>Bespoke interventions and personalised plans with</p>	<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</p>	<p>All teaching staff ED (SEND</p>	<p>Termly Planning and Review meetings with SENDCO, Chair of Govs, HT Ed Psychologist, Spld teacher to review pupil progress</p>

children who are also in other vulnerable groups e.g. SEND, are tracked and given the best opportunity to improve and make expected progress.	<p>Class profiles are clear so all staff know those PP children who are also in other vulnerable groups</p> <p>IEPs and PP Action plans to work alongside each other</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 fortnight – ZA to provide CPD for class teachers regarding specific children and needs</p> <p>Educational Psychologist will be accessed when required.</p>	specialist support teaching aid children to make progress.	engage and move children's learning on through first class teaching, feedback and intervention where needed.	CO) DR (LM)	<p>Pupil progress meetings and termly meetings with SENDCo</p> <p>Personal provision plans and provision map for SEND and PP children</p>
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Impact and Ways Forward

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WIDER STRATEGIES

Desired Outcome	Chosen action/approach	What is the evidence and rationale for this choice?	Success Criteria	Staff Lead	Monitoring
<p>D Supporting pupil's social, emotional and behavioural needs</p> <p>PP children who have social, emotional and behavioural issues are well supported in order to overcome barriers to learning.</p>	<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>IEPs are tailored with small achievable targets to give children the best chance to succeed.</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 children and any issues or concerns will be supported immediately through intervention.</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, Circle of Friends etc) demonstrate that children are more equipped to manage their feelings and relationships.</p>	<p>DR (LM) ED (SEND CO) SLT Class teachers</p>	<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>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 to lead a nurture group for Y6 children at lunchtimes</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 continued this year.</p> <p>Access to behavioural specialists who give advice and support when needed.</p> <p>Employ PE specialist to provide support at lunchtime to target PP children who would benefit</p>	<p>EEF – There may be new barriers to success in school, such as adaptations to school routines which may affect the behaviour of some pupils. Equally, many pupils will thrive as regular school routines are re-established.</p>			
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Impact and Ways Forward

Desired Outcome	Chosen action/approach	What is the evidence and rationale for this choice?	Success Criteria	Staff Lead	Monitoring
<p>F</p> <p>Communicating with and supporting parents</p> <p>Given the potential of continued challenges related to Covid-19, communications with parents will need to</p>	<p>Clear messages will be sent out through Parent App/Email to provide any important information – this will only be when needed so as not to provide parents with unnecessary information</p> <p>Weekly newsletter to continue</p>	<p>EEF – Close engagement during school closure is crucial to ensure that pupils are supported to learn and thrive, and that parents are able to provide this support without the expectation that they fulfil the role of the teacher</p>	<p>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.</p>	<p>SLT LM Class teachers</p>	<p>Monitor Parents Evenings phone calls.</p> <p>Parental communication forms monitored daily by SLT</p> <p>KQ to monitor parents who are not reading important</p>

<p>remain high and partnerships sustained</p>	<p>Staff to update class gallery and twitter to provide parents with information about and celebrate what the children have been learning about in school</p> <p>SLT to be present at the start and end of the school day</p> <p>Parents encouraged to email/phone school with any concerns as staff are unable to speak to parents at home time</p> <p>New communication form has been devised so any parental concerns are addressed accordingly and following the correct channels</p> <p>Parent's Evenings/meetings to be via phone calls</p> <p>Class Teachers/Learning Mentor will be accessible to advise parents on how best to support their child based on their individual needs.</p> <p>Families will be supported through identification of needs in order to help them support their children more effectively.</p>	<p>Some PP pupil parents/carers are unsure of how best to support their children in their learning and behaviour</p> <p>EEF – parental involvement +3 months</p> <p>EEF – More communication is not always effective when supporting parents. E.g. evidence suggests text messaging</p>	<p>Parents are eager to help/encourage their child to complete any weekly homework and support their reading at home.</p>		<p>information sent out on parent app</p>
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Impact and Ways Forward

Desired Outcome	Chosen action/approach	What is the evidence and rationale for this choice?	Success Criteria	Staff Lead	Monitoring
E There is a continued rise	Office staff to follow up quickly on absences. First day response	PP children identified as persistently late and poor	Attendance of disadvantaged pupils to be	KQ DR	Half termly data.

<p>in attendance and punctuality rates for PP children.</p>	<p>provision.</p> <p>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 termly</p> <p>DR to liaise with families who are concerned/worried about sending their children into school given the current Covid-19 circumstances.</p>	<p>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>in line with non-disadvantaged children</p> <p>Families feel confident and supported sending their children into school during Covid-19</p>	<p>(LM) JW/SC (Office)</p>	<p>Headteacher report to Governors on attendance termly.</p>
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Impact and Ways Forward