

Pupil premium strategy statement: Holy Family R.C. Primary School

1. Summary Information					
School	Holy Family RC Primary School				
Academic Year	2016/17	Total PP Budget	£33,720	Date of most recent PP Review	22.4.16
Total number of Pupils	208	Number of pupils eligible for PP	25	Date for next internal review of this strategy	January 2017

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
% achieving national standard or above in reading, writing and maths	67%	74%
Average progress score in reading	-1.4	-1.0
Average progress score in writing	-4.5	-1.5
Average progress score in maths	-6.3	-0.4

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers	
A	Within-school disadvantaged attainment gap widening in reading, writing and maths at end of EYFS (% at expected standard+).
B	Disadvantaged pupils are not making expected progress in writing and maths by end of KS2. Much effort given to all children making national attainment not specifically 'closing gaps'
C	Unclear evidence of impact of chosen strategies, with children in Holy Family school.
D	Specific learning need of groups identified
D	Personal and emotional support for some pupils impede ability to be resilient and/or manage change
E	Absence rates (10% or more sessions) for FSM Ever 6 is above 2015 national. Over time this could impede progress.

4. Outcomes

	Desired outcomes and how they will be measured	Success Criteria
A	Disadvantaged pupils' attainment and progress to be at least in line with national averages by the end of KS2 in reading, writing and maths. Ensure gaps closed between progress and attainment of children eligible for PP and other children while attainment overall is maintained/rises.	Average progress scores at least in line with national averages (including more able disadvantaged) Attainment at least in line with national average (including more able) Measured against DFE attainment descriptors (Year 6) Accelerate the progress of children eligible for PP, tracking progress of groups against cohort and national; using data to evidence impact
B	Close disadvantaged attainment gap by the end of Year 1	Pupils secure at least 1B and ready for next year group curriculum (RWM) Phonics screening check passed Moderated by Carmel Education Trust.
C	Self-esteem raised for identified pupils	Lesson observations and pupil interviews show positive response to learning and school life
D	Improved attendance rates for Pupil Premium children identified from 2015-2016 figures.	Increase attendance rate for identified children by 8% through increased parental engagement/contact
E.	Improve effectiveness of strategies deployed and extend choice of strategies	Interventions have pre/post testing Interventions are evaluated for impact Interventions match pupil needs Interventions targeted at children that have a proven track record of impact in Holy Family School or elsewhere
F	Effective deployment of TAs to meet PP pupil needs Expertise training for teaching staff to deliver effective interventions based on research by EEF that impact on learning of PP children	Timetabled deployment; Tracked (accelerated) progress & adjust delivery; Accountability performance management
G	Coaching through lesson study approach using 'Achievement for All' programme in order to develop teacher effectiveness of support for PP children	Lesson delivery ensures effective teaching of all pupils with specific needs of PP children met and progress made Staff have skills to coach their colleagues and raise their standard of teaching and learning

5. Planned expenditure	
Academic Year	2016/17
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	
i.	Universal Provision

Desired Outcome	Chosen action / approach	What is the evidence and rationale for this choice	How will you ensure it is implemented well?	Staff lead	When will you review implement action?
Disadvantaged pupils' attainment and progress to be at least in line with national averages by the end of KS2 in reading, writing and maths. Ensure gaps closed between progress and attainment of children eligible for PP and other children while attainment overall is maintained/rises.	Leadership to share clear vision; tracking, data analysis and sharing evidence in whole school approach; identify candidates for specific interventions; and, hold practitioners to account through performance management.	Moral purpose must underpin relentless drive to ensure PP children make at least expected progress	Reduction in gaps between groups and cohort while attainment of cohort maintained/rises. Effective impact on individuals and groups evidenced in tracking.	SLT Pupil Premium Champion	December 2016
F. Coaching through lesson study approach using 'Achievement for All' programme in order to develop teacher effectiveness of support for PP children	'Achievement for All' programme coaching & lesson study	Evaluation of the UK's National Strategies' Leading Teachers Programme showed that those schools using Lesson Study approach out-performed a comparison group in both English and Mathematics.	AfA Coach Monitoring at end of 3 week cycle SLT monitor work of coaching triad for impact of PP children	AfA Champion- HT	December 2016
E. Effective deployment of TAs to meet PP pupil needs Expertise training for teaching staff to deliver effective	Interventions based on principles outlined by EEF delivered by 'expert' Deploy TAs according to designated expertise	Seven principles of effective use of TA (principle 5). Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four	Pre/post testing Tracking records Half termly day analysis to identify children	Pupil Premium Champion	December 2016

interventions based on research by EEF that impact on learning of PP children		additional months' progress (effect size 0.2–0.3).			
Improve effectiveness of strategies deployed and extend choice of strategies	Pupil needs assessed accurately and interventions fully match pupil needs	EEF principle 6 effective use of TAs Effectiveness in other Trust schools	Interventions have pre/post testing Interventions are evaluated for impact Interventions match pupil needs Interventions targeted at children that have a proven track record of impact in Holy Family School or elsewhere	Pupil Premium Champion	December 2016
Total budgeted cost					£5,000 AfA £

ii. Targeted Provision					
Desired Outcome	Chosen action / approach	What is the evidence and rationale for this choice	How will you ensure it is implemented well?	Staff lead	When will you review implement action?
Close disadvantaged attainment gap by the end of Year 1	Targeted support and interventions by TAs with strategic and flexible view of teacher-TA team.	EEF principle 2 effective use of TAs	Pupils secure at least 1B and ready for next year group curriculum (RWM) Phonics screening check passed Moderated by Carmel Education Trust.	Pupil Premium Champion EYFS Lead	December 2016
Total budgeted cost					£

iii. Specialist Provision					
Desired Outcome	Chosen action / approach	What is the evidence and rationale for this choice	How will you ensure it is implemented well?	Staff lead	When will you review implement action?

Self-esteem raised for identified pupils	PSE support from specialist TA	EEF principle 3 effective use of TAs	Evaluation and exit interviews Pupil observations in classroom learning situations	Pupil Premium Champion	November 2016
Improved attendance rates for Pupil Premium children identified from 2015-2016 figures.	Early meeting with parents Return contact as standard follow up Attendance Award AfA structured conversation approach	Impact of poor attendance on pupil progress	Monitor attendance on weekly basis Summative attendance figures	HT	January 2017
Total budgeted cost					£

6. Review of expenditure				
Previous academic year		2016-2016		
<i>i. Universal Provision</i>				
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
To review provision and impact of actions following recommendations in Ofsted report (Jan 2016)	External Review of Pupil Premium (including non-contact time for DHT)	Revised tracking grids to compare PP with non-PP children. Vulnerability ranking system to assess wider provision needs. Action Plan from NLE.	Moral purpose for provision of PP children EEF principles must be consider going forward Training for teaching staff in delivering interventions	£668

To track provision made for each pupil and measure impact	Cost provision map software	Pupil provision recorded into system to support Pupil Premium Champion. Mapping software not fully embedded as a tool for monitoring	Evaluate tools that match monitoring needs of school	£531
To track progress in books, interview children and pupil trail.	DHT monitoring progress of disadvantaged pupils	DHT skills developing (early stage) in assessing progress and level of challenge for disadv. children.	Develop role through training and moral purpose.	£404
To improve attainment and secure at least expected progress in Maths and Writing	Employment of additional teacher for Year 6 (supply basis) to deliver in-class support- am and pm lessons	Average progress scores below national in W and M	Teaching team must be deployed strategically and evaluated according to daily need Skills of TAs	£12,000
To narrow gaps in attainment between disadv and non-disadv pupils	In-class dedicated support from Teaching Assistant for maths and writing After-school Booster session support from class teacher (Y2, Y5, Y6) Easter Club support in writing and maths from Y6 teacher Resources: Purple Mash Revision materials Breakfast club- SATs week	EYFS- 3 x PP children did not secure GLD KS2 progress scores below national KS1 PP children (attainment) performed above non-PP children in R and M, below in W. All disadv accessed resources in line with peers	Easter Club not effective due to low attendance TA training Effective interventions evaluated Revision materials accessed by all	£15,041 £1,368 £341 £500
To provide equal opportunities to access enrichment activities	Educational visits/after school clubs (enrichment)	All disadv accessed educational visits and (at choice) after school clubs	Continue to provide for wider needs	£900
ii. Targeted provision				
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

To accelerate progress in phonics	Phonics intervention delivered by EYFS teachers- 0.5hr per day	Phonic score check increase over intervention period and better engagement with parent to support. PP child left school before screening check	Pre/Post testing to become standard practice	£460
To improve provision for PP children in Y2 and Y6	English consultant support to Year 2 and Year 6 teachers/classes (lesson delivery, assessment, pupil targets)	Year 6 approach to writing changed Year 2 approached changed in terms of effective planning tailored to ARE. Year 6- average writing progress scores below national Year 2-	Quality of questioning and in-class support	£525
To enable good progress in phonics and writing for target pupils	Intervention from Teaching Assistant for phonics and writing- 20mins per day. (small group)	Phonics phase 3 secured for all 3 pupils Writing did not meet expected ELG standard	Consider early years interventions and evaluate strategic deployment of TA	£183

iii. Specialist Provision

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
Self esteem and emotional needs met	PSE support from TA (external and in-house)	Parent and pupil feedback positive, however continued intervention needed in KS2.	Continue support and evaluate approaches to check impact	£2015

7. Additional detail

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