

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

1. Summary Information					
School	Holy Family RC Primary School				
Academic Year	2017/18	Total PP Budget	£35,780	Date of most recent PP Review	22.4.17
Total number of Pupils	208	Number of pupils eligible for PP	21	Date for next internal review of this strategy	January 2018

2. Current attainment		
	Pupils eligible for PP at Holy family school (7 pupils)	Pupils not eligible for PP (national average)
% achieving national standard or above in reading, writing and maths	43%	60%
Average progress score in reading	-0.19	+0.12
Average progress score in writing	+4.51	+1.51
Average progress score in maths	-1.07	-0.05

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers	
A	Within-school disadvantaged attainment gap in reading, and maths at end of KS2
B	Disadvantaged pupils are not making expected progress in writing and maths by end of KS2.
C	Specific learning need of groups not identified

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 for other children by the end of KS2 in reading, writing and maths.	Children on track to achieve targets at each data collection point Identified pupils make accelerated progress Interventions used effectively to close gaps rapidly

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	Improved attendance rates for disadvantaged children identified from 2016/2017 figures.	Increase attendance rate for identified children through increased parental engagement/contact
D.	Effective deployment of TAs to meet disadvantaged pupil needs	Interventions have pre/post testing Interventions are evaluated for impact Interventions match pupil needs

5. Planned expenditure					
Academic Year		2017/18			
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/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?
Disadvantaged pupils' attainment and progress to be at least in line with national averages for other pupils by the end of KS2 in reading, writing and maths.	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.	drive to ensure PP children make at least expected progress and reach potential	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 2017
Close disadvantaged attainment gap by the end of Year 1	Deployment of EYFS teacher to close gaps		Monitored by SLT	EYFS teacher/Yr1 teacher	December 2017
Improved attendance rates for Pupil	Structured conversations with parents		Monitored by SLT	Class teachers	December 2017

Premium children identified from 2016 - 2017 figures.	First day absence calls Intervention by MAT officer				
Effective deployment of TAs to meet disadvantaged pupil needs	Interventions based on research Support in responding to teacher feedback	Evidence from the Education Endowment Fund research	Pupil progress meetings Data analysis Pupil interviews Pre/post intervention testing	Pupil Premium Champion	December 2017
Total budgeted cost Autumn term					£10,000

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?
Improvement in comprehension skills leading to increased attainment and continuing to improve progress for disadvantaged pupils in relation to national other pupils	Focus upon interrogating the text Whole class reading strategies Improve vocabulary acquisition and application (Sound Training/No Nonsense spelling programme)	Whole class/reciprocal reading approach enables children to have access to more daily teacher time	Regular testing and analysis of data Gap closed re attainment and progress for identified pupils in reading in Key Stage 2	Pupil Premium Champion MAT SI	December 2017
Improve attainment and progress in maths for disadvantaged pupils	Improve mental fluency including multiplication skills. Use bar model to improve problem solving Testing and data analysis using previous years SATs test papers walk/talk children through questions		Monitored by Maths lead Support from MAT SI	Class teacher SLT JR	December 2017

	Reciprocal problem solving Fortnightly progress meetings				
Improve outcomes for disadvantaged pupils achieving at least expected in RWM	monitor pupils not on track in all /two/one subject area apply intervention to ensure pupils achieve the combined score			SLT	December 2017
Cost of supply teachers and training - autumn Term					£ 1,000

6. Review of academic year 2016/2017

Absence rates for:

disadvantaged pupils in 2016/2017 increased from the previous year whilst absence rates for non-disadvantaged pupils improved:

Dis 2016 3.7% – Dis 2017 4.5% (increased by 0.8%)

Non Dis 2016 3.5% - Non Dis 2017 2.6% (reduced by 0.9%)

Absence rates for:

disadvantage pupils who have been absent for 10% or more sessions has also increased from the previous year whilst improving for the non-disadvantaged group:

Dis. missing 10% or more 2016 – 10.5% - 2017 13% (increased by 2.5%)

Non dis missing 10% or more – 2016 - 6.9% - 2017 5.7% (reduced by 1.2%)

This has prompted a renewed focus upon improving attendance for disadvantaged pupils and closing the gap between non disadvantaged pupils.

Disadvantaged pupils – percentage achieving at least the expected standard in RWM combined compared to previous year		
	2016	2017
Disadvantaged pupils	67%	43%
other pupils	68%	65%
gap	-1%	-22%

	Progress for disadvantaged pupils compared to previous year in Reading, writing and maths					
	reading 2016	reading 2017	writing 2016	writing 2017	maths 2016	maths 2017
Disadvantaged pupils	-1.39	-0.19	-4.55	+4.51	-6.34	-1.07
other pupils	-1.67	+0.12	-1.55	+1.51	-0.43	-0.05
gap	+0.28	-0.31	-3.00	+3.00	-5.91	-1.02

Improving percentages for disadvantaged pupils who achieve the combined score in RWM is a school priority

Improving progress for disadvantaged pupils in reading and maths is a school priority