

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	April 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%	61%
Average progress score in reading	-0.19	0.33
Average progress score in writing	+4.51	0.12
Average progress score in maths	-1.07	0.24

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers	
A	Within-school disadvantaged attainment gap particularly in maths at end of KS2
B	Not all disadvantaged pupils are making expected progress particularly reading and maths by end of KS2.
C	Specific learning need of groups not identified soon enough i.e. in EYFS and by the end of Year 1
D	Persistent absenteeism for disadvantage pupils is higher than the school average overall

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 non-disadvantaged children by the end of KS2 in reading and maths and to continue to be above average in writing	Children on track to achieve targets at each data collection point Identified pupils make accelerated progress Interventions used effectively to close gaps rapidly

	<i>(Inspection Data Summary Report indicates that overall and for disadvantaged pupils progress has improved over the last three years)</i>	
B	Identify and close disadvantage learning gaps in EYFS Close disadvantaged attainment gap in Key Stage 1	disadvantaged pupils achieve GLD at the end of EYFS Pupils secure at least 1B/1b+ and ready for next year group curriculum (RWM) Phonics screening check passed Disadvantaged pupils in Year 2 to make the same progress as non-disadvantaged pupils 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 certificates for: <ul style="list-style-type: none"> • 100% attendance • improved attendance
D.	Effective deployment of TAs to meet disadvantaged pupil needs	Interventions have pre/post testing Interventions are evaluated for impact Interventions match pupil needs Pupils make appropriate progress in order to close attainment gaps children have support in pre and post teaching sessions children supported to improve fluency in maths children supported in the use of manipulatives in maths

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. Introduce the coaching element of AFA to improve pace in lessons	Drive to ensure PP children make at least expected progress and reach potential The programme focuses on a target cohort of underachieving pupils, but aims to improve outcomes for all pupils.	Reduction in gaps between groups and cohort while attainment of cohort maintained/rises will be monitored by SLT Effective impact on individuals and groups evidenced in tracking by SLT and MAT SI	SLT Pupil Premium Champion	July 2018
Identify and close disadvantage learning gaps in EYFS Close disadvantaged attainment gap in Key Stage 1	Support for EYFS teacher to ensure accurate assessment and early identification of potential gaps. Pupil Progress meetings to include specific targets for disadvantaged pupils	Monitoring systems more focused to ensure all groups of pupils make progress across all subjects	Monitored by SLT	EYFS teacher/Yr1 teacher	July 2018

<p>Improved attendance rates for Pupil Premium children identified from 2016 - 2017 figures.</p> <p>Ensure there are no financial barriers to pupils accessing enrichment activities and/or resources</p>	<ul style="list-style-type: none"> • Structured conversations with parents • First day absence calls • Intervention by MAT officer • Pupils to have access to the breakfast club each morning • Identified pupils to be encouraged to take part in after school activities • Residential Visit 	<p>Participation in enrichment and sporting activities participation has positive effects on pupil outcomes (Sutton Trust)</p> <p>Access to an enriched provision, which includes problem solving, supports children in the development of character education such as building resilience</p>	<p>Monitored by SLT</p> <p>Monthly absence data analysis reports from MAT data officer</p>	<p>Class teachers</p>	<p>July 2018</p>
<p>Improve outcomes for disadvantaged pupils achieving at least expected in RWM</p>	<p>monitor pupils not on track in all /two/one subject area apply intervention to ensure pupils achieve the combined score</p>	<p>Pupil progress meetings enable pupils vulnerable in one or more subjects to be identified and targeted for specific intervention</p>	<p>Monitored at each data analysis point</p>	<p>SLT</p>	<p>July 2018</p>
<p>Improvement in comprehension skills leading to increased attainment and continuing to improve progress for disadvantaged pupils in relation to national other pupils</p>	<p>Focus upon interrogating the text Whole class reading strategies Improve vocabulary acquisition and application (Sound Training/No Nonsense spelling programme)</p> <p>January 2018</p> <ul style="list-style-type: none"> • The Read Write Inc. Scheme is having a positive impact upon spelling • Teachers marking focused on correcting the spellings which relate to each year groups 	<p>Whole class/guided reading approach enables children to have access to more daily teacher time</p>	<p>Regular testing and analysis of data Gap closed re attainment and progress for identified pupils in reading in Key Stage 2</p>	<p>Pupil Premium Champion MAT SI</p>	<p>July 2018</p>

Achievement for All - £5000 Breakfast Club Subsidy- £4680 After School Activities/Clubs Subsidy - £1000 Educational Visits Subsidy - £700 Residential Visit Subsidy - £1000 Additional Curriculum Support - £2944 School Uniform Subsidy - £300	Total: £15624
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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?
Effective deployment of TAs to meet disadvantaged pupil needs	Interventions based on research Support in responding to teacher feedback January 2018 <ul style="list-style-type: none"> • Through effective deployment TAs routinely ensure that pupils have responded to teacher feedback in 	Evidence from the Education Endowment Fund research Response to feedback is cited by the EEF as low cost/high impact intervention Evidence from School's own pre and post intervention data shows good impact on pupils reading/spelling	Pupil progress meetings Data analysis Pupil interviews Pre/post intervention testing	Pupil Premium Champion	July 2018

	<p>order to consolidate their learning</p> <ul style="list-style-type: none"> • Sound Training this term for identified disadvantaged pupils 	skills and understanding of vocabulary			
Improve attainment and progress in maths for disadvantaged pupils	<p>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 Reciprocal problem solving Fortnightly progress meetings</p>	Use of TAs to support response to teacher feedback and carry out post teaching learning should ensure identified pupils do not fall behind	Monitored by Maths lead Support from MAT SI	Class teacher SLT JR	July 2018
Emotional support	Promote pupil wellbeing	Specialist counselling support	Monitor pupil behaviour and wellbeing	Trained TA/counsellor	July 2018
<p>TA Support - £8495 Additional Teacher Support - £9122 Counselling Support - £2539</p>				Total:	£20156

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
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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