



Item 13

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

1. Summary Information					
School	Holy Family Primary School				
Academic Year	2018/19	Total PP Budget	£37,560	Date of most recent PP Review	June 2018
Total number of Pupils	207	Number of pupils eligible for PP	29 +(3 awaiting conf)	Date for next internal review of this strategy	January 2019

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
% achieving Exp or above in reading, writing and maths	50%	67%
Average progress score in Reading	+2.41	+0.33
Average progress score in Writing	+5.03	+0.18
Average progress score in Maths	+1.93	+0.28

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers (issues to be addressed in school, such as poor oral language skills)	
A	Oral language skills in Reception are lower for pupils eligible for PP than for other pupils. This slows reading progress in subsequent years.
B	2018 saw gaps opening between PP pupils and Non PP pupils at both the expected and the higher standard in reading, the expected and higher standard in GPS, writing attainment and the higher standard in terms of average score in Maths
C	High attaining PP pupils at KS1 were below national at the higher standard at KS2
D	Attendance of pupils eligible for PP is 95.9% (below the target for all children of 96%) 1.5% less than non PP pupils. This reduces their school hours and causes them to fall behind on average.
E	Overcoming barriers to learning associated with lower emotional well-being and self-esteem including barriers involving attendance, punctuality and absence.

4. Progress made towards Outcomes from last year~ '17-'18		
		Actual outcome
A	Disadvantaged pupils' attainment and progress to be at least in line with national averages for non- disadvantaged pupils by the end of KS2 in Reading and Maths and to continue to be above average in writing	Of the two pupils in receipt of PP who sat KS2 SATs one did attain national expectations in Reading and Maths and one attained national expectations in Maths but not in Reading. Both attained national expectations in writing but neither attained the higher standard. Both pupils had been 2b in reading and maths at KS1.
B	Identify and close disadvantage learning gaps in EYFS Close disadvantaged attainment gap in Key Stage 1	<ul style="list-style-type: none"> • 100% of pupils in receipt of PP achieved GLD at the end of EYFS • 100% of PP pupils passed the phonics screening check • 50% of PP pupils attained the expected standard in reading (96% non PP) <p>50% of PP pupils attained the expected standard in writing (86% non PP) 50% of PP pupils attained the expected standard in maths (96% non PP)</p> <p>Of the two pupils in receipt of the PP grant one made slow progress and one made typical progress from EYFS starting points.</p>
C	Improved attendance rates for disadvantaged children identified from 2016/2017 figures	Fully met 95.9% attendance compared to 97.6% for non PP pupils (1.5 gap) However there are no persistent absentees in receipt of PP compared to 5.7% of pupils who do not receive this grant.
D	Effective deployment of TA's to meet disadvantaged pupil needs Interventions have pre/post testing, evaluated for impact, match pupil needs. Pupils make appropriate progress in order to close attainment gaps, are supported to improve fluency in maths, are supported in their use of manipulatives.	Partially met~ pre post testing has been agreed and interventions evaluated for impact Attainment gaps opening in R and GPS at EXP and HS

Outcomes for this year~ '18-'19		
A	Oral language skills in Reception are lower for pupils eligible for PP than for other pupils. This slows reading progress in subsequent years.	Pupils eligible for PP in Reception class make as good or better progress as non PP pupils by the end of Reception
B	2018 saw gaps opening between PP pupils and Non PP pupils at both the expected and the higher standard in reading, the expected and higher standard in GPS, writing attainment and the higher standard in terms of average score in Maths	Target specific reading interventions for PP pupils. Ensure consistent progress of PP pupils examined through pupil progress meetings. Identify and target those PP pupils who have the ability to reach the higher standard and support those pupils to ensure they remain on track.
C	High attaining PP pupils at KS1 were below national at the higher standard at KS2	Develop a whole school approach to assessment and moderation within staff as well as externally. Ensure accuracy of EYFS and KS1 assessments.
D	Attendance of pupils eligible for PP is 95.9% (below the target for all children of 96%) 1.5% less than non PP pupils. This reduces their school hours and causes them to fall behind on average.	Adopt whole Trust wide absence policy which fines for unauthorised absence. Make this explicit to parents. Impress at parents evenings etc the importance of continuous attendance. Praise parents on newsletter for being highest attendance in the trust.
E	Overcoming barriers to learning associated with lower emotional well-being and self-esteem including barriers involving attendance, punctuality and absence.	Vulnerable pupils and families supported by TA and school emotional well-being worker so that learning can take place.

5. Planned expenditure					
Academic Year		2018/19			
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?

Improved oral language skills in Reception	Staff training on Speech and Language interventions. Model Standard English always. Staff focus on continually extending the vocabulary of children. Focus course on vocabulary	Much work from EEF and other sources that the more words children have at 5 the better they do academically in SAT's and ultimately at GCSE.	TA training as well as input at staff meeting. Monitored by HT	EYFS lead	January 2019
Improved progress for high attaining pupils	CPD on providing stretch for high attaining pupils Support from SI and maths Hub to increase Maths attainment	Drive to ensure PP children make at least expected progress and reach their full potential.	Monitored by HT and SI Peer observation	Head	January 2019
Improve outcomes for disadvantaged pupils achieving at least expected standard in RWM	Monitor pupils on track in all three subject areas. Apply specific targeted interventions for pupils with specific areas to work on Continue use of Read write Inc spelling	EEF Literacy and numeracy guidance reports showing that timely targeted interventions are "Extensive" in their success in raising attainment	HT in pupil progress meetings Monitored at each data point by subject and Key Stage leads	Key Stage 2 lead HT	November 2018 And again at Feb'19
Ensure there are no financial barriers to pupils accessing enrichment activities and/ or resources.	Identify and encourage pupils who fall into this category and make it explicit to parents that school will support this access to enrichment Encouraged to take part in after school clubs and residential visit Purchase bike and helmet	Sutton Trust research that accessing enrichment activities has a positive impact on pupil outcomes Teaches resilience, builds confidence and also promotes full enjoyment of school. To ensure all have equal access to bikability training	HT monitors absence reports weekly so that timely conversations can be had with parents causing concern	SBM HT	January 2019

Further improve attendance for PP children from last years 95.9% to be above target of 96%	Continue with first day absence calls PP Pupils have free access to the breakfast club every morning	Pupils need to be in school and attending to ensure they have been taught the full curriculum and therefore have the best possible chance of attaining	Increased attendance figure for PP pupils to be above 96%	HT SBM	Monthly
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TA Support £16,495 Curric support £2944 Res visit subsidy £1,000 Ed Visits subsidy £700 breakfast club subsidy £4680	Total budgeted cost	£28,868
Musical tuition support £249 Counselling service/ Emotional well being (ML) £2,600 Bike and helmet £200		

ii. 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?
C. Overcoming barriers to learning associated with lower emotional well-being and self-esteem including barriers involving attendance, punctuality and absence.	Part time emotional well-being worker (M. Little 0.1) employed to provide support for vulnerable pupils especially those struggling with mental health, social well-being, child protection, family difficulties and low self-esteem	Children's mental health has to be in a positive place before effective learning can take place.	Thorough briefing school well-being worker (M. Little) about existing issues. Class teachers, head teacher, SENCO, Mrs Little etc. will collaborate to ensure standard school processes work smoothly together and vulnerable children's needs are addressed and barriers to learning are smoothed.	Headteacher/ Emotional well being worker B. McLachlan	Implement after Mental Health First Aid training Oct '18 and review each term
Total budgeted cost					£2,600

7. Additional detail
Whilst attainment in RWM for disadvantaged pupils needs to improve, particularly at the higher standard, progress scores were strong and indeed higher than non-disadvantaged pupils at :

	Reading	Writing	Maths
Disadvantaged	+2.41	+5.03	+1.93
All pupils	-0.72	+1.43	-0.14
Non disadvantaged nationally	+0.33	+0.18	+0.28