

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Holy Family RC Primary School
Number of pupils in school	
Proportion (%) of pupil premium eligible pupils	83
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2023
Date this statement was published	September 2021
Date on which it will be reviewed	Termly reviews
Statement authorised by	Anne Ostemeire
Pupil premium lead	Alison Booth
Governor / Trustee lead	Sarah Munro

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 111,630
Recovery premium funding allocation this academic year	£6,020
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£ 117,650

Part A: Pupil premium strategy plan

Statement of intent

The Pupil Premium is additional funding allocated to publicly funded schools to address the inequalities between children from low income families who are eligible for free school meals (FSM) and those who are not. It is also allocated to Looked After Children (LAC). The primary aim is to raise the attainment of disadvantaged pupils and close the gap between them and their peers.

The Government believes schools are best placed to decide how best to assess what additional provision is required for the individual pupils within their responsibility. The school, therefore, is given the autonomy to decide how to allocate this funding.

At Holy Family, our Catholic ethos is centred around our Mission Statement “We live learn and love in His way.” We are committed to serving our community to provide the best possible education for our children and families. The Pupil Premium is used for the benefit of our most vulnerable and disadvantaged pupils. We recognise that not all pupils eligible for free school meals will be socially disadvantaged. Conversely, we also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. It is always our intention to allocate funding to any pupil or groups of pupils that we identify as being socially disadvantaged.

At Holy Family we want all children to have a love of learning and be ready for the next stage of their journey. We want raise attainment, close the gap and ensure that no door is closed to our pupils.

Our plan is focused on improving quality first teaching, targeted interventions to fill gaps and accelerate progress and wider strategies such as, improving attendance, emotional literacy support, experiences to enhance learning and learning to play a musical instrument.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Whilst progress scores have improved, attainment remains unacceptably low.
2	Pupils have limited experience outside their immediate environment
3	Attendance
4	Limited reading experience
5	Poor language on entry into school
6	Social and emotional needs, reflected in poor behaviour

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

	Intended outcome	Success criteria
1.	Raise attainment for disadvantaged pupils.	Attainment will be in line with national average and the disadvantaged gap will have decreased.
2.	Improve attendance for disadvantaged pupils.	Attendance of disadvantaged pupils will be in line with national.
3.	Improve pupils language skills especially in EYFS.	Pupils make good progress within language and communication.
4.	Improve behaviour through the development of social and emotional skills.	Reduction in FTE and reflect and repairs. Improvements seen through targeted Emotional Literacy interventions.
5.	Increase pupils experiences through a broad and balanced curriculum.	Pupils experience 1 visit, trip or experience each half term linked to their topic.
6.	Increase pupils reading experience.	Pupils reading more and can speak about books they have read. Reading results have increased.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 26,864 2021-22

Budgeted cost: £ 30,350 2022-23

Activity	Evidence that supports this approach	Challenge number(s) addressed
To ensure all staff receive high quality CPD to improve teaching and learning through effective feedback and scaffolding within lesson.	Research from EEF. Focus 1 – marking and feedback. Focus 2 – Metacognition with a focus on scaffolding.	1
To work with GM Maths Hub to develop and further embed mastery across all year groups.	Research from GM Maths Hub – developing a mastery approach.	1
To ensure that there is a very clear and detailed curriculum in place for all subjects. This in turn will support teachers in identifying gaps and building on prior knowledge.		

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 53,516 2021-2022

Budgeted Cost: £ 61,141 2022-23

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To accelerate progress in Reading for disadvantaged pupils across all year groups.</p> <p>Targeted interventions using BRP and flexible groupings for Guided Reading.</p> <p>Booster Reading groups for target year groups.</p> <p>100 read challenge – to improve fluency.</p>	<p>EEF Toolkit shows 6 months can be added using reading comprehension strategies.</p> <p>Small group tuition can add 4 months.</p> <p>Teaching assistant interventions can add 4 months.</p> <p>Phonics interventions can add 5 months.</p>	<p>1, 4 and 5</p>
<p>To accelerate progress in Mathematics for disadvantaged pupils across all year groups.</p> <p>Mental Maths Interventions for target pupils.</p> <p>Effective use of pre assessments to inform planning and targeted interventions.</p>	<p>Feedback can add 6 months.</p> <p>Small group tuition can add 4 months.</p> <p>Teaching assistant interventions can add 4 months.</p>	<p>1</p>
<p>Introduction of the Nurture group for pupils with SEMH needs.</p>	<p>EEF Guidance report – Improving Behaviour in Schools and Improving Social and Emotional Learning in Primary Schools.</p>	<p>1, 3, 5 and 6.</p>
<p>Number Sense Intervention, Additionally Arithmetic, Boosters Reading and Maths.</p>	<p>Maths Hub Training</p>	
<p>Emotional Literacy Support, ELSA</p>		
<p>Trauma Informed Practitioner and Messy Play</p>		

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 37,308 2021-2022

Budgeted Cost: £47,838 2022-2023

Activity	Evidence that supports this approach	Challenge number(s) addressed
Learning Mentor to monitor daily attendance of disadvantaged pupils, providing early intervention and support for families.	EEF Toolkit Parental engagement can add upto 4 months	3
To offer a wide range of trips and visitors to enhance the curriculum offer.	Research into the impact of vocabulary on outcomes for children.	2 and 5
Trauma Informed approach training for all staff.		
Forest School Training		

Total budgeted cost: £ 117,938 2021-2022

Total budgeted cost: £ 139,329 2022-2023

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Review of Year 2020-2021

Prior to Covid 19 progress data showed that the school was slightly above national average in Writing (0.32, NA 0.27) and Maths (0.56, NA 0.37) However reading was below at -3.35.

Reading became the schools focus and the whole school approach to reading comprehension was reviewed and improved. This has had a significant impact on reading across the school.

This can be seen in Year 6 2021 Summer Results. The pupils took a previous SATS paper under SATS conditions at the end of the Summer term. 50% of disadvantaged pupils achieved ARE a 21% increase since 2019 SATS results where 29% of disadvantaged pupils achieved ARE.

Standardised tests show an increase of 12% of our disadvantaged pupils reaching ARE from September 2020 – July 2021.

Standardised tests show an increase of 23% of our disadvantaged pupils reaching ARE from September 2020 – July 2021.

The implementation of our reading approach is proving to be successful and accelerating progress of our disadvantaged pupils. It is strengthened by our curriculum which is focused around high quality texts which are enjoyed by our pupils whilst broadening their reading experience.

Since 2019 Phonics Test, the school has moved to a systematic and synthetic phonics scheme, Story time Phonics. Phonic Test scores in December 2020 were 81% in line with National Average and an increase of 24%.

Covid has had a significant impact on Maths, due to coverage and gaps in learning. Despite this there has been a significant increase in the number of disadvantaged pupils reaching ARE.

Review of Year 2021-2022

1. *Intended Outcome:* Raise attainment for disadvantaged pupils.

Success Criteria: Attainment will be in line with national average and the disadvantaged gap will have decreased.

- Results printed in December.

2. *Intended Outcome :* Improve attendance for disadvantaged pupils.

Success Criteria : Attendance of disadvantaged pupils will be in line with national.

- Attendance data for 2021-2022 compared with previous data from prior to Covid 2018-19.

Year	Whole School attendance	Disadvantaged Attendance
2018-2019	93.8%	92.8%
2021-2022	94.7%	92.15%

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3. *Intended Outcome:* Improve pupils' language skills especially in EYFS.

Success Criteria: Pupils make good progress within language and communication.

- Data needed from EYFS, focus on Communication and Language.

4. *Intended Outcome:* Improve behaviour through the development of social and emotional skills.

Success Criteria: Reduction in FTE and reflect and repairs.

Improvements seen through targeted Emotional Literacy interventions.

- Behaviour data, progress made for targeted pupils.

5. *Intended Outcome:* Increase pupils' experiences through a broad and balanced curriculum.

Success Criteria: Pupils experience 1 visit, trip or experience each half term linked to their topic.

- Trips and visits last year.

6. *Intended Outcome:* Increase pupils reading experience.

Success Criteria: Pupils reading more and can speak about books they have read. Reading results have increased.

- Data Reading KS2 and KS1, EYFS, Phonics
- Reading for Pleasure.

Review of Year 2020-23 Pupil Premium Strategy

1. Intended Outcome: Raise attainment for disadvantaged pupils.

Success Criteria: Attainment will be in line with national average and the disadvantaged gap will have decreased.

- Due to the COVID 19 pandemic current data has been compared to data from 2019. It is important to note that the pupils suffered significant disruption during the pandemic.

Subject	2019			2023		
	All	Disadvantaged	Not-Disadvantaged	All	Disadvantaged	Not-Disadvantaged
Reading	37.9	29.4	50	69	60	76
Writing	69	52	91	63	53	71
Maths	53	52	58	56	53	59
Reading, Writing and Maths	27	29	25	53	53	53

- There has been a significant increase from 2019 in the percentage of disadvantaged children meeting the expected standard in Reading. As a result, the combined score has increased from 29% for disadvantaged pupils to 53%.

2. Intended Outcome: Improve attendance for disadvantaged pupils.

Success Criteria: Attendance of disadvantaged pupils will be in line with national.

- Attendance data for 2022- 2023 compared with previous data from prior to Covid 2018-19.

Year	Whole School attendance	Disadvantaged Attendance
2018-2019	93.8%	92.8%
2022-2023	93.82%	91.12%

- Since COVID 19 attendance nationally has dropped. Government attendance data shows that for the year 2022-23 absence rate in state funded primary schools was 6% which equates to overall attendance of 94%. Attendance will remain a focus for next year's pupil premium strategy.

3. Intended Outcome: Improve pupils' language skills especially in EYFS.

Success Criteria: Pupils make good progress within language and communication.

- **Data for 2022-2023**

	Communication	
	Emerging	Expected
Baseline	64%	5%
Rec end	14%	86%
Difference	+81%	

Data shows the good progress made by pupils from their baseline in reception to the percentage achieving GLD.

The EYFS unit has embedded Communication Friendly strategies which has had a significant impact on the progress the children have made.

4. Intended Outcome: Improve behaviour through the development of social and emotional skills.

Success Criteria: Reduction in FTE and reflect and repairs.

The number of Fixed Term Exclusions reduced significantly during 2021-2022 and since September 2022 there have been no FTE.

The school has a strong provision to support pupils with SEMH needs and as result behaviour has improved. In February 2022 Ofsted stated "Leaders have high expectations of pupils' behaviour. Pupils do their best to follow the behaviour code. They try to be ready, be respectful and be safe. Those pupils who sometimes struggle

to manage their own behaviour are supported well. Pupils said that they feel safe in school.”

5. Intended Outcome: Increase pupils’ experiences through a broad and balanced curriculum.

Success Criteria: Pupils experience 1 visit, trip or experience each half term linked to their topic.

- School has further developed their curriculum, which includes a wide range of trips to enhance learning. In EYFS and KS1 the children visit places such as the zoo (Science - animals), Southport Beach (Geography), Dunham Massey (Science – plants), The Fire Ground Museum and the Emily Pankhurst Museum (History). In Key Stage 2 the children visit places such as the Bolton Museum to learn about Ancient Egypt, Dovestone Reservoir to learn about the Water Cycle and the Hydro Gengenerator, Tropical World to learn about the Rainforest and have the opportunity to participate in outdoor activities on a 3 day residential. This is just a selection of trips used to enhance learning and provide cultural capital. We aim to have one trip or visitor to the school each half term.
- This experience for the children has been instrumental in improving engagement and developing a love of learning.
- The children also learn to play the clarinet in Year 4 and enjoy playing with the Halle Orchestra at the Bridgewater Hall.

6. Intended Outcome: Increase pupils reading experience.

Success Criteria: Pupils reading more and can speak about books they have read. Reading results have increased.

- As seen in the data above, reading attainment at Key Stage 2 has improved significantly since 2019 from 37.9% - 69%
- In 2019 the percentage of children who achieved the expected standard for phonics was 56.7%. In 2023 the percentage of children reaching the expected standard following the COVID19 pandemic was 63%. This is still below the national average and will remain a focus on the Pupil Premium Strategy for 2023-24.
- In February 2022 Ofsted stated:
“Leaders have prioritised the teaching of reading. They ensure that all year groups are learning from carefully chosen books. Teachers read these books to pupils regularly. This helps pupils hear and learn new vocabulary. Older pupils explained that they enjoy reading. Children in the early years benefit from a language-rich environment. Their vocabulary is developed well through plentiful opportunities to explore books. Children learn phonics as soon as they enter the Reception class. Leaders have ensured that staff are well trained to deliver phonics effectively. Staff

support pupils' reading with books that match their stage of development. They constantly check pupils' progress. Any pupils who struggle to read, including those in key stage 2, receive additional support. As a result, pupils become confident, fluent readers."

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Fast Track Phonics	
SeeSaw	

Further information (optional)

During COVID 19 the school has reviewed, improved and personalised further their curriculum provision. The curriculum is based around quality texts to support links in learning, aid retention of knowledge and provide a common ground in which to start further study ensuring it is inclusive for all. Our pupils come from an area of high deprivation with limited experience. We aim to give the pupils an exciting curriculum with many experiences and high quality texts at the centre to develop a “Love of Learning”.