# Pupil premium strategy statement

## This statement details our school’s use of pupil premium (and recovery premium for the 2023 to 2024 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

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| Detail | Data |
| School name | Holy Family Catholic Primary School |
| Number of pupils in school | 176 |
| Proportion (%) of pupil premium eligible pupils | 22% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2021-2024 |
| Date this statement was published | 6.12.22 |
| Date on which it will be reviewed | January 2024 |
| Statement authorised by | Janet Westray |
| Pupil premium lead | Janet Westray |
| Governor / Trustee lead | Maureen Hefferan |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £43,650 |
| Recovery premium funding allocation this academic year | £ 4,386 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| **Total budget for this academic year**  If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £48,036 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| We want children who are disadvantaged to be confident and aspirational. We want them to have a voice and enjoy being lifelong learners. We want attainment to be at the same level as children who are not disadvantaged.  We aim to achieve this through:  Great teaching – teachers who understand the barriers and challenges disadvantaged pupils face  Early intervention based in individual need  All staff understand that they are responsible for disadvantaged pupils’ outcomes  Having high aspirations and challenge for disadvantaged pupils. |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties in reading, writing and maths than their peers. The education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. |
| 2 | Poor speaking and listening skills and poor vocabulary evidenced through pupil discussions, day to day teaching and assessments from EYFS to Y6. |
| 3 | Our observations, surveys and discussions with pupils and families have identified social and emotional issues for many pupils, due to a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.  Referrals for play therapy support have increased during the pandemic. Currently six pupils (four of whom are disadvantaged) currently require additional support with social and emotional needs. |
| 4 | Our attendance data indicates that persistent absence among disadvantaged pupils has been similar to that of other pupils in 19/20 and 20/21.  In the school year 21/22 disadvantaged pupils’ persistent absence was 21% higher than for non-disadvantaged pupils.  For 22/23 disadvantaged children made up 53% of persistent absentees. Overall school attendance for 22/23 was 93.6%.  Our assessments and observations indicate that absenteeism is negatively affecting disadvantaged pupils’ progress. |

## 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.

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| Intended outcome | Success criteria |
| Narrowing the gap between pupils who are pupil premium and those who are not pupil premium. | % of children who are PP at age-related expectation is similar to non PP. |
| Improved oral language skills and vocabulary among disadvantaged pupils. | Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. |
| Improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. | High levels of wellbeing evidenced by:   * qualitative data from student voice, student and parent surveys and teacher observations * an increase in participation in enrichment activities, particularly among disadvantaged pupils. |
| Improved attendance for all pupils, particularly our disadvantaged pupils. | High attendance demonstrated by:   * the overall attendance rate for all pupils being no less than 96%. * the percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being similar to their peers. |

## 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: £15,000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Staff CPD around great teaching to include – oracy, meta-cognition, dialogic teaching, practice and retrieval and the use of stories. | Research evidence suggests that these teaching strategies have a significant impact on pupils’ learning, engagement and ability to remember.  Walkthrus – metacognition and practice and retrieval  Dialogic teaching  Mary Myatt stores  [Oral language interventions | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/oral-language-interventions/) | 1 and 2 |
| Purchase of a [DfE validated Systematic Synthetic Phonics programme](https://www.gov.uk/government/publications/choosing-a-phonics-teaching-programme) -Supersonic Phonics = we have had two training sessions to secure stronger phonics teaching for all pupils. | Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:  [Phonics | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/) | 1 and 2 |

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

Budgeted cost: £25,000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Engaging with the National Tutoring Pro-gramme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion are disadvantaged, including those who are high attainers.Designated teacher providing targeted support, pre-learning and 1:1 tuition. To include speaking and listening interventions. | Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:  [One to one tuition | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition)  And in small groups:  [Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/) | 1 and 2 |
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**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £ 8,036

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Enrichment opportunities, examples: Trikids, climbing wall, gymnastics, curling, choir festival, athlete visits, police and fire brigade visits.  Play therapy. Breakfast club. | Extracurricular activities are an important part of education in its own right. These approaches may increase engagement in learning.  The EEF Toolkit has a strand on arts participation. | 3 and 4 |
| Embedding principles of good practice set out in the DfE’s [Improving School Attendance](https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities) advice. | DfE guidance has been informed by schools that have significantly reduced levels of absence and persistent absence. | 4 |

**Total budgeted cost: £48,036**

# 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 2021 to 2022 academic year.

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| Our internal assessments and diagnostic assessments during 2021/22 suggested that the performance of disadvantaged pupils in most classes was lower than in the previous years in reading, writing and maths.  Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by Oak National Academy.  Overall school attendance has remained low over the last 3 years at:  2019-20 = 93.6%  2020-21 = 95.1%  2021-22 = 92.1%  Our attendance data indicates that attendance among disadvantaged pupils has been between similar to that of other pupils (19/20 and 20/21).  In the school year 21/22 disadvantaged pupils’ persistent absence was 21% higher than for non-disadvantaged pupils. This gap is much larger than in previous year, which is why attendance is a focus in our current plan.  Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.  Children in crisis have been well-supported with play therapy. |

## Externally provided programmes

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| Programme | Provider |
| Play Therapy | Child Action North West |
| Supersonic Phonics | Supersonic Phonics |