



Pupil Premium Strategy Statement

1. Summary information					
School	Holy Family Catholic Primary School				
Academic Year	2018/2019	Total PP budget	£219,800	Date of most recent PP Review	Sept 2018
Total Number of Pupils	212	Number of pupils eligible for PP	126 (59%)	Date for next internal review of this strategy	Sept 2019

2. Current attainment		
End of KS2 results 2018 – 26 children in year 6 cohort	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	27%	64%
Average scaled score in reading	97.0	105
Average scaled score in writing		104
Average scaled score in maths	97.6	106
Progress score for disadvantaged in reading	-5.05	0.31
Progress score for disadvantaged in writing	-0.95	0.24
Progress score for disadvantaged in maths	-4.30	0.31

3. Barriers to future attainment	
In-school barriers <i>(issues to be addressed in school, such as poor literacy skills)</i>	
A.	30% of our PP students across years N to Y6 are also SEND. The majority of these students struggle mostly with the ability to focus on their learning and to understand concepts in line with their peers. Some have poor language acquisition and struggle to articulate their ideas which impacts on written work as well.
B.	Poor language acquisition due to limited experiences in early childhood and beyond. A higher percentage of all children have entered the Reception year with speech & language referrals -5/26 children + 2 pending.

C.	Limited life experiences and lack of stimulation in home environments. The pastoral manager is working with 20 of the 37 PP children on roll (Sept 2018) and their families
D.	Limited perseverance, resilience and aspiration – Support programmes, e.g, ‘Think yourself Great!’, support and enrichment from external organisations such as University of Liverpool / Adult learning service / FACT to promote future learning and training opportunities.
E	Significant SEMH difficulties in the pupil premium group leading to poor attitudes to learning and wellbeing – 73.3% of pupils receiving counselling YOT / Camhs support are PP eligible.
External barriers	
E.	Anti-social behaviour, violent crime, domestic violence, substance and alcohol misuse are prevalent in our locality
F.	68% of children are from fragmented homes which impacts on their PSHE as well as their academic progress in some instances.

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improved speech and language acquisition of children in EYFS and KS1 Improve reading skills of identified children entering reception class.	Children achieve in line with their peers
B.	In school attainment and progress gap between disadvantaged children and other pupils in every year group reduced.	Within every year group the progress and attainment of all PP children is in line with their peers.
C.	After termly pupil progress meetings identified children to receive additional intervention support for any gaps in learning supported by teachers and support staff.	Identified children make good progress and are working at the A.R.E. in reading, writing and maths.
D.	Wide range of activities provided for all children to enhance the curriculum; including targeted children to access range of clubs and activities, e.g. LLP reading club	Increase levels of aspiration and engagement. Support for PSHE needs, basic skills & enrichment.
E.	Training for staff and additional curriculum resources to support Teaching & Learning	Access to excellent resources to support learning and CPD for staff to support knowledge & pedagogy
F.	The Pastoral Lead continues to support our vulnerable families and children in school and there is increased parental involvement and engagement.	Families are supported and children are happy and making good progress in school.
G.	Support for wider experiences including instrumental tuition, residential trips and other visits and visitors to school	Children will enjoy the enhanced primary curriculum to develop a love of learning.

5. Planned expenditure					
Academic year		2018/19			
The 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. Quality of teaching for all					
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 implementation?
<p>(A)</p> <p>Improve oral language skills for children in EYFS and KS1</p> <p>Improve reading skills of children entering reception class.</p>	<p>HLTA in reception class</p> <p>TA in reception class multi-lingual. Both above to work on specific targets for children who have had SALT referrals and received recommendations in addition to work around phonics. (Rec/Y1)</p> <p>EYFS teachers to be 'Chatter' trained to support language acquisition.</p>	<p>To support the language and communication skills of all children and to support children and staff in other year groups with strategies to support the development of speech, language and communication development.</p>	<p>At termly pupil progress meetings with class teachers. All children will be discussed and strategies adopted.</p> <p>Deploy staff appropriately to ensure that RWI groups are productive and S&L interventions have an impact.</p> <p>Class teacher to monitor progress and ensure that 1:1 reading takes place</p>	<p>L. Bowes</p>	<p>Termly pupil progress meetings.</p>

<p>(B) In school attainment and progress is the same for disadvantaged children and other pupils in every year group.</p>	<p>Quality first teaching – teachers to plan in phase groups working collaboratively to share good practice and ensure objectives taught and learning outcomes are specific for individual learners</p> <p>Challenge for all groups of learners is in place through a mastery approach – Jackie Smith & Gareth Metcalfe training</p> <p>Weekly team meetings take place and there is rigour in plugging gaps in learning.</p> <p>Additional teacher in Year 6 to provide focused support for children who are not on track to reach their targets.</p> <p>Additional HLTA in Year 6 to provide focused support for borderline pupils with specific gaps in their learning.</p> <p>Additional EAL support worker.</p>	<p>All children should have access to high quality teaching and receive targeted support if they are not working at the expected standard in order to close the gap and attain in line with the expectations for the year group.</p>	<p>At termly pupil progress meetings.</p> <p>Ongoing in-school and external monitoring and evaluation.</p> <p>Inclusion Manager to monitor progress of all children having BRP and or other interventions.</p>	<p>R. Davidson</p>	<p>January 2019 April 2019 September 2019</p>
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<p>(C) After termly pupil progress meetings, identified children to receive additional intervention support for any gaps in learning supported by teachers and support staff.</p>	<p>Quality first teaching & well trained support staff giving instant verbal, accurate feedback and support/challenge. 1:1 reading BRP Additional phonics work. Spelling interventions – KS2 Times Table rock stars & spelling shed intervention/targeted after school clubs. Additional S&L support for some children. Additional timely interventions determined from weekly team meetings</p>	<p>Timely interventions to ensure gaps in learning are addressed for all groups of learners.</p>	<p>After data analysis and termly pupil progress meetings, identified children will have time tabled interventions.</p> <p>Interventions monitored by class teachers and Inclusion manager who will focus on progress of SEN children.</p>	<p>RD LD LB</p>	<p>January 2019 April 2019 September 2019</p>
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<p>(D) Wide range of activities provided for all children to enhance the curriculum.</p>	<p>Target specific children to access counselling to support SEMH. Improved mental health and well-being of PP children to allow better access to curriculum and build resilience and perseverance.</p> <p>A wide range of extra-curricular clubs available to all children including; sports, the arts, STEM, choir and healthy eating.</p> <p>Therapeutic groups and 1:1 counselling sessions with pastoral lead.</p>	<p>To support the SEMH of the children. Mental health issues, dysfunction and chaotic home lives can lead to low confidence and self-esteem and poor social skills which in turn prevent children from accessing learning effectively.</p> <p>To provide a range of additional opportunities for the children to take part in as part of their choice and their excellence and enjoyment of their learning.</p>	<p>Pupil Voice</p> <p>Progress in relation to specific targets monitored by Inclusion & Pastoral leads and discussions with teaching team.</p>	<p>A. Snell J. Clein</p>	<p>Termly</p>
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<p>(E) Training for staff and additional curriculum resources to support Teaching & Learning.</p>	<p>DGT training for teachers and support staff in a wide range of subjects to support teaching pedagogy & sharing of good practice, e.g. Talk 4 writing</p> <p>Liverpool School Improvement SIO support for development of English and maths teaching.</p> <p>Targeted group of Y6 boys to have reading intervention with class teacher 3 x per week to improve willingness to read, stamina & specific domain focus.</p> <p>Visits/Visitors Inclusion Lead to provide refresher training for staff/volunteers implementing BRP and targeted 1:1 reading strategies. Volunteer working on times tables with small groups</p>	<p>Support for staff new to year groups via year group training in English and maths.</p> <p>To address the disengagement of a small group.</p> <p>To support the external barriers as stated above & in meeting our equalities/BV duties as part of the wider curriculum.</p> <p>Ensure clarity of expectations when completing BRP with children.</p>	<p>Monitoring by SLT Feedback at meetings/informally</p> <p>Children develop a more positive approach to reading</p> <p>Evaluations/Pupil Voice analysis indicate that the support sessions are having an impact</p> <p>Children accessing BRP/1:1 reading are making good progress. Evidenced on matrices/pupil progress meetings</p> <p>During learning walks/class observations; book scrutiny and talking to children there is good evidence of progress</p>		<p>Ongoing</p>
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<p>(F) The Pastoral Lead & Child, Parent Community Mentor to continue to support our vulnerable families and children in school.</p>	<p>On the school gate every morning greeting parents and children.</p> <p>Deputy Designated Safeguarding Lead full 1-day training.</p> <p>CPCM to attend update meetings and DGT network to work with a range of agencies i.e. health, housing, and community support groups to support our families. Leads on liaison with external agencies to support children and parents.</p> <p>An important role – a familiar face for children and parents with an in depth knowledge of our parents and families and the procedures/processes for all modes of support.</p> <p>Inclusion lead to work alongside attendance officer to improve attendance of PP children.</p>	<p>An excellent support to the school and our families to ensure consistency of messages/expectations.</p> <p>Children have a 'trusted adult' in school who they can talk to.</p> <p>School will have achieved the mental health & wellbeing quality mark from University of Leeds / SIL.</p>	<p>Pastoral Lead is released from full-time teaching commitment.</p> <p>Regular meetings with H/T and SLT take place.</p> <p>Liaison with Inclusion Manager</p> <p>Half termly meetings with class teachers to discuss the progress of children/raise pastoral concerns</p> <p>CPOMS to streamline and reduce paper based work in line with GDPR regulations - all information logged by all adults in school. This will replace the paper 'cause for concern sheets/photocopied evidence.</p>	<p>R. Davidson J. Clein L. Bowes J. Scott</p>	<p>Ongoing</p>
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<p>(G) Support for wider experiences including instrumental tuition, residential trips and other visits and visitors to school</p>	<p>Resonate 'Music Tuition' & in-house music specialist teacher</p> <p>Subsidised school trips for children in all year groups.</p> <p>Support access to before and after school clubs.</p> <p>Subsidised residential visit for Y6 to PGL</p>	<p>All children able to access opportunities & experiences 'beyond the school gates'.</p> <p>All children have access to high quality, specialist-led music provision.</p> <p>All pupils can access a free breakfast club and after-school provision.</p> <p>Disadvantaged pupils able to access the Y6 residential for a much-reduced fee.</p>	<p>Subsidised trips and payment dates well planned across a full year allows all families to budget accordingly. In addition opportunities provided by school staff to raise funds e.g. bag packing at supermarkets; business enterprise at summer fair etc.</p>	<p>A. Snell</p>	<p>Summer 2019</p>
<p>(H) Improve the mental health and wellbeing of disadvantaged pupils</p>	<p>Onsite counselling Referrals to Camhs/YOT/YPAS 2x mental health first aiders Staff wellbeing advocate JC to support PSHE/BV curriculum re: equalities agenda. Life Savers programme to promote money sense NSPCC assemblies /workshops E-safety workshops Bullybusters workshops Restorative Practice training 'Think Yourself Great' programme School of Sanctuary accreditation Yoga & mindfulness workshops</p>	<p>All children have access to a range of supportive programmes and workshops to support mental health and emotional wellbeing.</p> <p>Pilot of Lifesavers programme to support children's understanding of effective money management and budgeting.</p>	<p>Increased engagement in learning from disaffected pupils</p> <p>Improved rates of progress and readiness to learn</p> <p>Improved attitudes and behavior for learning</p>	<p>J. Clein</p>	<p>Ongoing</p>

Use of Funding	Allocation of funds	
Pastoral Manager & Additional staff for targeted interventions and smaller group work		
Specialist music teacher		
Counselling and Child-parent mentor		
Trips/visits/visitors		
Uniforms		
Extra-curricular		
Total		

