



Pupil Premium Strategy Statement 2022-23

This statement details our school's use of pupil premium 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.

Data	
School name	Holy Family Catholic Primary School
Number of pupils on roll	202
Proportion (%) of pupil premium eligible pupils	16.8%
Academic year/years that our current pupil premium strategy plan covers	1 year
Date this statement was published	November 2022
Date on which it will be reviewed	November 2023
Statement authorised by	
Pupil premium lead	Miss Marie Hilton
Governor / Trustee lead	Mrs Annette Peet

<u>Funding overview</u>	<u>Amount</u>
Pupil premium funding allocation this academic year	£44,320
Recovery premium funding allocation this academic year	£2,320
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	£46,640

Part A: Pupil Premium Strategy Plan

At Holy Family Catholic Primary School, we have carefully constructed our curriculum by putting children at the centre of everything that we do. We are passionate about ensuring all children are guided to fulfil their potential and that they become all-round exceptional citizens with the skills, knowledge and experiences needed to achieve success in all they undertake, throughout school and life. We have designed our curriculum to ensure it is fully inclusive for all children and that it addresses each aspect of how a child develops, progresses and grows both academically and emotionally. We want our curriculum to help to support and address the potential barriers that every child, regardless of their circumstances, in our school may encounter. We strive to ensure that all children thrive in a supportive and purposeful environment, which raises their aspirations for their current and future lives.

At Holy Family Catholic Primary School, our Pupil Premium strategy is focussed on improving outcomes for our most disadvantaged pupils through a three-tiered approach: quality first teaching for all pupils; targeted interventions and wider strategies which consider the whole child and their barriers to learning.

We believe that identifying the most significant barriers to learning help unlock the pathway to successful learning for all pupils. We know that excellent attendance and punctuality is key for all of

our pupils to enable them to achieve their full potential. As a whole school we know that attendance is everyone's responsibility and we work relentlessly to combat barriers to good attendance, thus improving the attendance of our disadvantaged pupils. Our PSA works closely with children, their families in constant communication with teachers and TAs in their classes.

We know that parents and carers play a crucial role in the success of pupils, so it is our aim to actively engage and support parents and families to overcome any struggles which may be causing a barrier to their child's learning.

Our pupil premium strategy is shared and agreed with all staff and governors, ensuring each member of our team understands their roles and responsibilities when supporting our pupil premium children. Our disadvantaged pupils are prioritised in everything we do at Holy Family and their barriers to learning and individual needs are considered in all professional discussions and decision making.

At Holy Family, we want all pupils to thrive by accessing our challenging, inspiring curriculum including extra-curricular activities experiencing all that life has to offer; our Pupil Premium strategy has been designed with this key aim in mind.

Challenges

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

	Details of challenge
1	The small numbers of children eligible for pupil premium often makes it difficult to identify any real trends in attainment / progress. We therefore consider the needs of our children eligible for Pupil Premium on an individual basis.
2	A number of our children who are eligible for Pupil Premium are also part of other vulnerable school groups, e.g. SEND, EAL, SEMH
3	Pupil Premium pupils in KS2 have increasing difficulties with Social and Emotional aspects of their learning, which can impact upon their attitude to learning.
4	Low attendance and persistent absenteeism of some PP/disadvantaged children.
5	Maths support is needed to ensure that key gaps are covered and knowledge is embedded, which will show good progress for all children.
6	Specific writing interventions are needed to address significant gaps in knowledge since the pandemic.

Intended outcomes

This explains the outcomes we are aiming for by the end of our current strategy plan.

<u>Intended outcomes</u>	<u>Success criteria</u>
To diminish the difference in writing, reading and maths skills and attainment between non-Pupil Premium pupils nationally and Pupil Premium pupils in Years 2-6.	Percentage of children eligible for Pupil Premium who meet expected standards in national assessments is in line with national non-Pupil Premium percentages.
For Pupil Premium pupils in Y6 to perform in line with other non-Pupil Premium pupils at the expected and higher standards.	Percentage of children eligible for Pupil Premium achieve at expected standards and higher standards that are in line with other

	non-Pupil Premium children when considering teacher assessments at the end of KS2.
All disadvantaged pupils will meet national expectations for attendance/persistent absence.	Disadvantaged pupils will match or exceed national attendance averages for non-disadvantaged pupils (96+%). Monitoring of attendance by Attendance team and involvement of Attendance Officer where necessary, brings about an increase in PP pupils' attendance and a decrease in persistent absence.

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.

<u>Intended outcomes</u>	<u>Success criteria</u>
Each class teacher has clearly identified Pupil Premium children and can deliver Quality First teaching based on individual needs.	Termly Pupil Progress meetings with each class teacher will identify each disadvantaged pupil in each cohort. Attainment and progress for the previous year for each child is identified and any gaps also for each previous term. Intervention is implemented and positive impact is shown through Pupil Progress meetings. Key targets for both individual children and the cohort are monitored as being on track or to be achieved by the end of the academic year.
Improved reading, writing and maths attainment across the Pupil Premium cohort.	Termly Pupil Progress meetings with each class teacher will identify necessary intervention needed, which will diminish the difference in attainment and progress. Children have access to high quality maths teaching using the Maths Mastery approach in all classes, which will raise the attainment and progress of children. Writing CPD for all teachers with Catherine Leyland will raise the standard of planning and therefore quality of pupils' writing across the school and encourage children to write with greater independence. Daily use of Class Novel across KS2 will promote reading for enjoyment and allow staff to address areas of concern in comprehension skills. EYFS and KS1 3-a-day reading. The aim is to empower children to be able to "read" and retell stories from a young age, and encourages fluency in a range of text types and literature styles. Discreet SPAG lessons / Spellings lessons to be given high priority each day, helping to narrow the children's misconceptions then threaded into English planning. Writing moderation with SLP clusters will ensure quality of moderation and identify next steps. NFER assessments will allow staff to have access to accurate termly formative assessment, resulting in staff identifying gaps in knowledge and teaching to those areas of need. Class interventions, whether 1-1 or small groups, can work on identified gaps and will allow children to have greater targeted support, helping to address their own areas of concern.
Children who may be experiencing	Children will be taught the range of different emotions, what they mean and the strategies we can use to deal with emotions, following the Zones

social and emotional difficulties or difficulties in school are identified and offered support and strategies to improve self-esteem or attitudes to school and learning.	of Regulation. Staff will use these strategies when working with children from Reception to Year 6. Class TAs to have a set timetable for targeted intervention groups with identified children from Y1-Y6. They use the socially talented programme to focus on improving their social skills and therefore reducing their anxiety, which would be a barrier to their learning. Hub Club will be held 4 x weekly at lunchtime to provide a safe calm place for pupils suffering with friendship struggles or any other SEMH issues that need support. Reception to be introduced to the Colour Monster by Anna Llenas to support the identification of different emotions and then use of basic elements of Zones of Regulation.
All children have 100% access to all curriculum opportunities.	Through a creative, balanced and knowledgeable curriculum, all children at Holy Family will have the opportunity to learn in a calm and supportive environment. Resources will be tailored to support children of all needs. Children will be taught high level vocabulary and encouraged to use this within their work. External providers / school trips will be used to bring the curriculum to life and provide real-life experiences for children.
PP pupils will be offered financial support for extra-curricular activities	All pupil Premium pupils have access to all extra -curricular activities and will not be disadvantaged. Pupils will be able to attend breakfast clubs, after school clubs, music lessons, class trips and residential. PP pupils are targeted to take part in school sports activities.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £23,635

<u>Activity</u>	<u>Evidence that supports this approach</u>	<u>Challenge numbers addressed</u>
ACE training for some staff	Staff will be able to support children who suffer with trauma or mental health problems and whose troubled behaviour acts as a barrier to learning. DSL/PSA to attend the following training/briefings this year - Contextual Safeguarding (Harmful Sexual Behaviour/Peer on Peer Abuse), Cyber Crime (Protecting Children) by Merseyside Police, FII/PP Fabricated & Induced Illness/Perplexing Presentations, Understanding the role of the Rainbow Centre and SARC (Alder Hey Children's Hospital), SERIOUS Training (Self Harm/Suicide Prevention)	3, 4
Further development of our current Maths curriculum, which follows the mastery approach for teaching. School will fund teacher release	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches. The EEF guidance is based on a range of the best available evidence. www.ncetm.org.uk/classroom-resources/cp-curriculum-prioritisation-in-primary-maths	5

time to embed key elements of guidance in school and to access Maths Hub resources and CPD, which includes the teaching for Mastery training.		
Purchase of Educational Psychologist support from Sefton Council.	EP will complete observations of children and meet with parents and staff to offer support. EP reports will also be used in the writing of EHCPs for children who require them.	1, 2 and 3
High quality CPD from Catherine Leyland on improving writing skills across the school.	Staff will attend 2 x sessions at Sefton with Catherine. We will then receive follow up CPD in school with monitoring and book looks further on in the year to evaluate the impact. Improvement in adult and pupil expectations and quality of work produced.	6

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

Budgeted cost: £21,065

<u>Activity</u>	<u>Evidence that supports this approach</u>	<u>Challenge numbers addressed</u>
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	3 and 4
Children will benefit from targeted Maths and English support in certain year groups.	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 and in small groups. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	2, 3, 5 and 6
Targeted support to practise basic skills	Lunchtime drop ins will be made available throughout the week for pupils to practise basic skills 'little and often' using TT Rock Stars, Spelling Shed, Numbots and other programmes	2, 3, 5 and 6
Targeted maths and English support	Morning / after school booster groups will be held for key pupils who are falling below predicted targets.	2, 3, 5 and 6

Use of TAs to provide high quality teaching support and feedback in the classroom - intervening, scaffolding, prompting, questioning, modelling and feeding back	Use of TAs to provide high quality teaching support and feedback Making Best Use of Teaching Assistants EEF https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants-feedback (high impact for very low cost +8 months) https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/feedback-approaches	2, 3, 5 and 6
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Wider strategies (for example, related to behaviour, attendance, wellbeing)

Budgeted cost: £1,940

<u>Activity</u>	<u>Evidence that supports this approach</u>	<u>Challenge numbers addressed</u>
To buy into Sefton Council's SLA for Attendance support.	Headteacher and PSA to monitor the attendance of all children, especially those who are PP or vulnerable and offer Early Help support if school attendance falls below 90%. Staff will meet with parents and then refer to Sefton Attendance support for further help in addressing attendance issues. Education data lab research (October 2020): Found a relationship between absence rates and disadvantage rates. Within the north-west of England, there is a very strong relationship between school attendance and disadvantage, with school attendance lower in LAs with higher disadvantage. Advice from the National Strategies (hosted on the National Archives) says that: · The links between attendance and achievement are strong · Pupils with persistent absence are less likely to attain at school and stay in education after the age of 16 years https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment?utm_source=/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment&utm_medium=search&utm_campaign=site_search&search_term=attenda	2 and 3
Continuation of promotion of pupil wellbeing and behaviour.	Staff to offer additional support to children with Pupil Premium, through extra interventions during the school day. All teaching staff to support behaviour during lunchtime and to continue to monitor good practice to lunchtime supervisors.	3
Supporting PP children with trips and school residential.	School will provide opportunities for children to attend class trips, experience theatre productions / plays in school and also attend outdoor adventure experiences, in the aid of promoting positive mental health and overall wellbeing. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	1, 4

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.

Aim	Outcome and impact																		
Improved reading, attainment across the Pupil Premium cohort.	Pupil Premium data for last year shows the following results for 3 children in Reception.																		
	<table><tr><td></td><td>At age related expectations</td><td>Below age related expectations</td></tr><tr><td>Communication and Language</td><td>2</td><td>1</td></tr><tr><td>Personal, Social and Emotional</td><td>2</td><td>1</td></tr><tr><td>Physical Development</td><td>2</td><td>1</td></tr><tr><td>Literacy</td><td>2</td><td>1</td></tr><tr><td>Maths</td><td>2</td><td>1</td></tr></table>		At age related expectations	Below age related expectations	Communication and Language	2	1	Personal, Social and Emotional	2	1	Physical Development	2	1	Literacy	2	1	Maths	2	1
		At age related expectations	Below age related expectations																
	Communication and Language	2	1																
	Personal, Social and Emotional	2	1																
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	Literacy	2	1																
	Maths	2	1																
	EYFS – Good level of development																		
	At the end of Foundation Stage (end of Reception year) children are judged to be at a ‘Good Level of Development’ (GLD) if they attain at the expected level or above in PSED, Communication for Language, Physical Development, Literacy (Reading and Writing) and Maths.																		
In 2022, GLD was 64% and for PP pupils 2 did - 1 did not																			
Phonics check for Y1 and Y2																			
<table><tr><td></td><td>Pass of 32 or more</td><td>Not achieved 32</td></tr><tr><td>Year 1</td><td>2</td><td>1</td></tr><tr><td>Year 2</td><td>1</td><td>2</td></tr></table>		Pass of 32 or more	Not achieved 32	Year 1	2	1	Year 2	1	2										
	Pass of 32 or more	Not achieved 32																	
Year 1	2	1																	
Year 2	1	2																	
Phonics																			
1 child in Y1 entitled to PPG did not pass the Phonics screening check (one has SEND and EAL new to the country) and will require additional intervention in Y2.																			
1 out of 3 PP retakes passed. The other 2 have specific SEN and other specific barriers to their learning. They require and receive lots of additional support and nurture and adult directed time in class.																			
KS1.																			
Pupil Premium data for last year shows the following results for 6 children in KS1.																			
3/6 pupils at KS1 achieved ARE in Reading and Maths																			
2/6 achieved ARE in Writing.																			
3 of the pupils have significant SEND needs.																			
KS2																			
100% of pupils achieved ARE in Reading																			
4/6 pupils at KS2 achieved ARE Maths and SPAG																			
2/6 achieved ARE in Writing.																			
3 of the pupils have significant SEND needs.																			
Improve	Much work was carried out supporting our disadvantaged pupils and their																		

attendance of PP pupils	families to come back to school. Repeated bouts of Covid affected many pupils' attendance although pupils were happier coming to school when they were well.
Ensure all disadvantaged learners are accessing high quality texts in school and at home and all staff trained in teaching/interventions strategies aimed at promoting rich communication and language development	As noted above there has been a strong focus on evidence based approaches in order to target time and resources to meet identified needs in order to build vocabulary and literacy skills. Our aim is to year on year narrow and ultimately remove the vocabulary gap by ensuring identified pupils have access to high quality texts, which may not always be available to them at home. Evidence of impact is seen in and NFER data.
To improve speech and language of identified pupils	The hiring of a SALT specialist proved really effective in early identification, subsequent planning, training and delivery of SALT activities to improve outcomes for these pupils.
Reception	
To improve CAL – listening, attention, understanding and speaking (vocabulary) in the Early Years	
Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.	CAL Listening and Attention 79% of class achieved ELG. CAL Speaking 82% of class achieved ELG. This is exactly in line with National results