

Pupil Premium Strategy Statement 2023-2024

Holy Family Catholic Primary School, Southport.

This statement details our school's use of Pupil Premium (and Recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	204
Proportion (%) of pupil premium eligible pupils	2023–2024: 17% (35/204)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2023 - 2026
Date this statement was published	December 2023
Date on which it will be reviewed	March 2024 June 2024 October 2024
Statement authorised by	Miss M Hilton (Headteacher) Mrs Annette Peet (Governor)
Pupil Premium lead	Miss M Hilton (Headteacher)
Governor	Mrs A Peet

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£50,880
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£1,233
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£52,133

Part A: Pupil Premium Strategy Plan

Statement of intent

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.

Challenge number	Detail 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.

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
Quality First teaching based on individual needs delivered in all classes.	• 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. • 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 are able to recognise a range of emotions and are armed with a range of strategies to deal with different emotions and situations.	• 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 of Regulation. All 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.
All PP children have 100% access to all curriculum opportunities and will be offered financial assistance if needed.	- Pupils will be able to attend breakfast clubs, after school clubs, music lessons, class trips and residentials. - PP pupils are targeted to take part in school sports activities.

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: £ 24,805

Activity	Evidence that supports this approach	Challenge number(s) addressed
Further development of our current Maths curriculum, which follows the mastery approach for teaching. School will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD, which includes the teaching for Mastery training.	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	1 + 5
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. We are allocated 12 statutory hours and then can request an additional 28 in the first instance with an additional 20 if necessary.	1 + 2
High quality CPD from Catherine Leyland on improving writing skills across the school.	Following on from the initial training last academic year, staff 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.	1 + 2

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

Budgeted cost: £ 25,203

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	17% (5/29) of the cohort did not pass the phonics screening in 2023. Further support will be put into place as they prepare to redo the Phonics Screening in Y2. <i>Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. Research suggests that phonics is particularly beneficial for younger learners (4–7-year olds) as they begin to read - EEF</i> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1, 2, 3 + 4
KS2 Reading Plus intervention purchased and implemented	This intervention is to help develop reading fluency, comprehension, and vocabulary skills in KS2, especially for the bottom 20%. To begin, all students complete a baseline assessment which assesses their comprehension, vocabulary, and silent reading rate. These are combined to create a composite score of the student's overall reading proficiency. It provides a data-driven starting point for the personalized instruction and practice students need to become independent readers and through completing tailored lessons each week, children will be able to improve these areas. <i>Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average. Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (up to ten weeks) appear to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial - EEF</i> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	2. 3 + 4
Additional SEMH interventions to be delivered to identified pupils in KS2	School now employs a TA to deliver SEMH structured social interventions and academic structured support. Socially Talented intervention and Self-Esteem intervention are both delivered twice a week by a teaching assistant in upper KS2. Reading interventions following on from the Reading Plus score, HFW and individual reading in lower KS2. <i>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning - EEF</i>	2, 3 + 4

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

Budgeted cost: £ 2,125

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continuation of promotion of pupil wellbeing and behaviour.	The Zones of Regulation (<i>a Social Emotional Learning Curriculum and Regulation Programme</i>) is used throughout school to: • Develop an increased self-awareness and social and emotional skills • A common language for communication, problem solving, and emotional understanding • More time spent on learning instead of on behaviour management • A healthier, more inclusive school climate <i>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning - EEF</i> 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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	1, 2, 3 + 4
Continuation of promotion of pupil wellbeing and behaviour.	Hub Club will be held 3 x weekly at lunchtime to provide a safe calm place for pupils suffering with friendship struggles or any other SEMH issues that need support. <i>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning - EEF</i>	1, 2, 3 + 4
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, 2, 3 + 4

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. HT & PSA have termly visits with Attendance Officer to identify any child/ren falling below threshold and put an action plan into place. 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	1, 2 + 4
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Total budgeted cost: £ 52,133

Part B: Review of the previous academic year (22-23)

Outcomes for disadvantaged pupils

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.

We monitor our PP children's attainment and progress very carefully. However, due to the significant differences in cohort sizes and amount of children classed as PP, it is difficult at this time to establish whether or not the difference has been diminished. We can evidence the differences of attainment at the end of KS2 for past 2 years though (detailed below), which do show there is a gap as expected.

21-22	Pupils	Reading	Writing	Maths
Pupil Premium	6	2.85	-4.81	0.63
Non Pupil Premium	23	3.76	-0.62	2.04

	Pupils	Reading	Maths	Writing
Pupil Premium	6	106.67	103.33	95
Non Pupil Premium	23	108.87	106.13	100

22-23	Pupils	Reading	Writing	Maths
Pupil Premium	1	-6.72	-6.64	8.58
Non Pupil Premium	27	2.71	0.78	1.23

	Pupils	Reading	Maths	Writing
Pupil Premium	1	96	111	91
Non Pupil Premium	29	106.66	104.86	97

Nationally the disadvantage gap index for 2022 is 3.21 down from 3.23 June 2021.

For Pupil Premium pupils in Y6 to perform in line with other non-Pupil Premium pupils at the expected and higher standards.

Our in-house data shows that, our cohort of disadvantaged children in Y6 (2022) was exceptionally small. 100% of this FSM group had identified SEN status/ additional needs. As the group being looked at is some small, this data is invalid. Our disadvantaged children are monitored closely and receive a variety of interventions at the appropriate levels.

All disadvantaged pupils will meet national expectations for attendance/persistent absence.

Data shows that the absence of our disadvantaged children was **broadly in line** with national: school – 9.6% (32 children) / national 8.4% and that the Persistent Absence of PP children was **broadly in line** with national: school 37.5% (12 children) / national 30.2%. We have a below average amount of PP children in school; as a result of this the data will appear as overinflated, which does not give a true picture when compared with national averages. In the next academic year, we will continue to monitor the attendance of our disadvantaged children and continue to work closely with Sefton Attendance Team. In 21/22, 11 children were listed as PA and attended attendance reviews/ letters. In 22/23, this dropped to 9 children – illustrating an improvement. Identified children are supported in school by the PSA or Early Help if appropriate.