



Pupil Premium Strategy Statement 2018-19



1. Summary Information					
School	Holy Family Catholic Primary School				
Academic Year	2018-19	Total PP budget	£101640	Date of most recent PP Review	September 2018
Total number of pupils	253	Number of pupils eligible for PP	84	Date for next Strategy Review	January 2019
Pupil Premium Governor	Julie Collins	Governor review dates	13.12.2018 07.10.2019		

2. Current attainment – end of key stage 2 2018 outcomes		
	Pupils eligible for pupil premium funding	National non pupil premium children
% achieving national standard in reading, writing and maths	80%	70%
% achieving greater depth standard in reading, writing and maths	10%	14%
Progress in reading	+3.92	+0.3
Progress in writing	+1.0	+0.2
Progress in maths	+2.6	+0.3
Scaled score in reading	107.8	106.1
Scaled score in maths	106.4	105.4

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
Internal barriers	
A	Costs for educational visits and residential experiences put them outside reasonable expenditure for some of our pupil premium families
B	Increased numbers of pupils with poor oral, auditory and phonic skills in English on entry to school
C	Making the rich, broad and balanced curriculum accessible to all
D	Providing additional support to quickly close gaps between PP and non PP children and accelerate progress of high ability PP children
External barriers	
E	Safeguarding and emotional barriers to learning
F	Poor attendance and punctuality
G	Socio and economic factors including life experiences, EAL and the ability of families to support

4. Desired outcomes and how they will be measured		Success criteria
Internal barriers		
A	All children will have access to all educational visits and residential experiences (year 4, Whitemoor Lakes and year 6, Alton Castle) providing life experiences to help with developing their personal learning.	PP children develop skills they would not have previously been exposed to. PP children benefit socially and gain increased levels of independence from residential experiences and educational visits.
B	Speech and language therapist to support PP pupils across the school with language acquisition and guidance of staff to ensure language fluency is developed in all children.	PP children receive additional language support where assessment indicates amber or red on the Welcomm baseline. Rescreening leads to improved attainment. PP children attainment in the Yr 1 phonics test is, at least,

		in line with non PP children nationally. Classrooms are language rich environments and aspects of key training from S&L therapist is evidenced in quality first teaching.
C	All pupils are receiving a broad and balanced curriculum developing key skills in core and non-core subjects. Children are exposed to a rich diet of experiences to benefit learning.	Evidence of PP developing across the curriculum. Internal tracking system indicates accelerated progress for PP children in the core subject areas. Topic maps and assessments indicate skill progression in non core areas for all PP children.
D	Underperforming PP children are identified and appropriate provision is provided to accelerate progress to close the gap with non PP children where appropriate. High ability PP are secure within greater depth judgements.	PP children are closing the gap to non pupil premium children where appropriate. High ability PP children make better than expected progress (see internal data).
External barriers		
E	All PP children and families feel emotionally supported.	Family support worker employed to work with families for one day a week to remove barriers to learning. Weekly nurture group for vulnerable pupils.
F	An improvement in the attendance of all PP children	Attendance in PP children is 97%+
G	Social and economic factors including life experiences, EAL and ability of families to support	Pupils happy at school Pupils communicate well Pupils access to wide range of experiences that may be beyond their family's reach Parents confident in accessing school for support (see parent/pupil questionnaires)

	Children in safe households
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4. Plan including actions, expenditure and review dates 2018-19

Chosen action/approach	What is the evidence & rationale for this choice?	How will you ensure effective implementation?	Staff Lead	Cost	Termly review
<p>C, D Funding for Dep Head to be non-classed based to support teaching and learning across the school. Focus on PP children to ensure the gap with non-PP children is narrowed through accelerated progress. Funding also allows for time for Dep Head to further develop the curriculum to provide a rich, broad and balanced curriculum for all children. Broad and balanced curriculum supports the learning and emotional well being of PP children. Focus on writing this year in line with SDP priority – all vulnerable groups to be closely monitored. Teachers are challenged to ensure learning</p>	<p>Dedicated time on SDP priority of reading across the school last year resulted in accelerated progress for all groups across the school. PP groups made particular progress. Targeted support for PP children in year 6 last year resulted in PP children making significant progress in all areas (see above).</p>	<p>Half termly pupil progress meetings</p> <p>Regular meetings with the headteacher</p> <p>Regular reviews of the school development plan</p>	Pauline King	£31946	<p>11 December 2018 29 March 2019 7 July 2019</p> <p>Pupil premium children in most classes are at least in line with non pupil children for attainment and progress. End of key stage results indicate that PP children are outperforming non PP children nationally. Dep head work on attendance has led to PP children being at 97% attendance</p>

<p>needs for PP children are met.</p> <p>Dep Head to lead on improving attendance levels for PP children along with all other groups of children across the school.</p>					<p>PP progress above progress measures for non PP children nationally in end of KS2 outcomes. PP children in line with non PP children for attendance levels – 95.72%</p>
<p>C, D Deployment of additional teacher to target underperforming PP groupings. Focus on year 6 group this year (cohort of 15 children – 50% of the group)</p>	<p>Success of targeted intervention last year resulting in accelerated progress of targeted PP group.</p>	<p>Half termly pupil progress meetings.</p> <p>Summative assessments confirm the closing of the gap between PP children and non PP children Gap closes between PP and non-PP.</p> <p>See internal data</p>	<p>Pete Foley</p>	<p>£27080</p>	<p>11 December 2018 29 March 2019 7 July 2019</p> <p>Formative and summative assessments indicate that PP children are making accelerated progress in Yr 6 and working at least in line with non PP children.</p> <p>Very good progress measures for PP children – attainment levels in line with national non PP children</p>

<p>C, D Deployment of teacher to provide leadership time release for subject leaders to facilitate challenge of class teachers to plan and provide for PP children's needs.</p>	<p>Release time allows for subject leads to further develop their subject areas to further drive PP progress and attainment.</p> <p>Focus and analysis of all groups of pupils including PP children.</p>	<p>Half termly pupil progress meetings.</p> <p>Subject leads meet with Head and Governor feedback.</p>	<p>Pete Foley</p>	<p>£9900</p>	<p>11 December 2018 29 March 2019 7 July 2019</p> <p>Monitoring indicates greater consistency in strong teaching. Teachers feel more supported in their teaching.</p>
<p>A,C Funding of educational visits for all pupil premium children including residential.</p>	<p>Previous residential have resulted in positive pupil response in terms of their maturity levels, independence skills and social development. Many of our PP families struggle to fund these often expensive trips.</p>	<p>Targeting of PP children to ensure attendance of residential.</p>	<p>Pete Foley/ Lizzie Lunham</p>	<p>£5000</p>	<p>11 December 2018 29 March 2019 7 July 2019</p> <p>86% of PP children accessed the year 6 residential at Alton Castle. All children have enjoyed a range of educational visits. All children from Yr 1 to Yr 6 enjoyed a theatre visit.</p> <p>Funding of PP educational visits continued throughout the year giving children the cultural capital that otherwise they</p>

					would not be exposed to.
<p>B,C,D,E,G Beanstalk Programme for selected pupils</p> <p>3 pupils will receive 1:1 reading support 1 x 30 mins weekly</p>	<p>Beanstalk impact data</p> <p>Pupils benefit from social aspect of reading, from discussion with a trusted adult over time and opportunity to extend and apply learning through games- opportunities not all parents can provide for a range of reasons.</p>	<p>Progress data of selected children</p> <p>Monitoring of sessions</p> <p>Discussion with pupils and their families</p> <p>Beanstalk evaluation systems</p>	Pauline King	£642	<p>11 December 2018 29 March 2019 7 July 2019</p> <p>3 pupil premium children targeted. Newly arrived children also focussed on to aid transition.</p> <p>Continued throughout the year – increase in pupils’ confidence and self esteem.</p>
<p>F,G,E Employment of family support worker to support children and families with a range of emotional and socio economic issues. This year there is also a focus on improving attendance levels of targeted pupils.</p>	<p>Highly trained family support able to provide expert support/guidance on a range of issues causing barriers to learning.</p> <p>Previous input into attendance issues has</p>	<p>Weekly attendance meetings with Dep Head</p> <p>Fortnightly case monitoring meetings with SLT</p>	Head teacher	£7880	<p>11 December 2018 29 March 2019 7 July 2019</p> <p>Family support has been given to 14 PP children across the year. Various issues that could cause barriers to learning</p>

	resulted in improved attendance levels.				<p>have been addressed.</p> <p>Attendance levels of PP children high at 97% compared to overall school level of 95.6%</p> <p>Significant support given to PP families on a range of issues such as housing, emotional support, parenting support etc. See parent voice</p>
<p>G</p> <p>Provision of fully funded milk and fruit every breaktime.</p>	<p>Research shows that pupils benefit if they are hydrated and nourished and have the things they need for school. Pupils from disadvantaged backgrounds may not have these benefits as standard.</p>	<p>Teachers/TAs to monitor uptake and encourage all children to access milk and fruit.</p>	<p>Office</p>	<p>£1500</p>	<p>11 December 2018 29 March 2019 7 July 2019</p> <p>100% of children are encouraged to access fruit and milk each break time. Vulnerable children monitored and further encouraged to be fully nourished.</p> <p>Ongoing throughout the year.</p>

<p>G,E,C,A Fully funded access to after school activities and outside events via the school minibus.</p> <p>Fully funded access to Summer Holiday Playscheme – 9 pupils x 51 days</p>	<p>To widen the experiences of PP children they ordinarily would not have access to.</p> <p>To provide opportunities for all children to compete in a range of sports and activities outside of the school setting.</p>	<p>PP children targeted for after school activities</p> <p>Monitoring of children representing the school in competitions</p>	<p>Alison Lloyd/ Bruce Craggs</p>	<p>£5362 + £2286 + £229</p>	<p>11 December 2018 29 March 2019 7 July 2019</p> <p>79% of pupil premium children accessing at least one after school provision per week in the autumn term, range of activities offered – TKD, Dance, Football, Gymnastics, Reading, Lego, Maths, Singing, Sign Language. Remaining 21% to be targeted next half term to attend an after school provision.</p> <p>100% of PP children accessed at least one extra curricular provision during the academic year.</p>
<p>G,F Fully funded breakfast club provision available for pupil premium children.</p>	<p>Research shows that pupils benefit if they are hydrated and nourished and have the things they need for school. Pupils from disadvantaged</p>	<p>Uptake regularly monitored by the office.</p>	<p>Pete Foley</p>	<p>£400 provisions + £3272 Staffing Costs</p>	<p>11 December 2018 29 March 2019 7 July 2019</p> <p>Currently around 75% (15 children) of</p>

	backgrounds may not have these benefits as standard.				<p>children regularly attending our breakfast club are pupil premium children. From Spring term we will offering breakfast to all children through the National Breakfast scheme.</p> <p>All children have access to daily breakfast bagels. All PP fully funded access to breakfast club.</p>
D Implementation of third space maths learning one to one online intervention.	Clear impact of the intervention on the children in year 6 – targeted children made significant accelerated progress.	Focus on progress of intervention group Pupil progress meetings	Laura McDonagh/ Pete Foley	£4056	<p>11 December 2018 29 March 2019 7 July 2019</p> <p>Group established and intervention put in place for the autumn term. 5 pupil premium children being targeted to close attainment gap. All children have made accelerated progress and 20% now on course to</p>

					<p>achieve national expectation.</p> <p>Significant impact of third space learning – targeted children achieved expected level in Maths SATs.</p>
<p>B Speech and language support implemented across the school.</p>	<p>Children significantly lacking in language fluency on entry to school.</p> <p>Specific children throughout the school struggling with speech and language.</p>	<p>Weekly meetings with SENCO</p> <p>Focus on targeted children in pupil progress meetings</p>	<p>Bernie O'Driscoll</p>	<p>£5296</p>	<p>11 December 2018 29 March 2019 7 July 2019</p> <p>All reception children have been baselined using the Welcomm language assessment tool. 3 PP children currently receiving specific S&L intervention from specialist therapist.</p> <p>Significant impact from baseline assessment as a result of speech and language intervention. See S&L data.</p>
<p>Overall Total</p>				<p>£104849</p>	