



Pupil Premium Strategy Statement 2020 - 21



1. Summary Information					
School	Holy Family Catholic Primary School				
Academic Year	2020-21	Total PP budget	£106,225	Date of most recent PP Review	October 2020
Total number of pupils	198	Number of pupils eligible for PP	79	Date for next Strategy Review	February 2020
Pupil Premium Governor	Julie Collins	Governor review dates	TBC		

2. Current attainment – end of key stage 2 outcomes 2020 data based on teacher assessment only (FFT)		
	Pupils eligible for pupil premium funding	National non pupil premium children
% achieving national standard in reading, writing and maths	52%	
% achieving greater depth standard in reading, writing and maths	10%	
Progress in reading	+2.3	
Progress in writing	+3.3	
Progress in maths	+0.4	
Scaled score in reading	102.4	
Scaled score in maths	102.2	

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	To accelerate progress for all learners by ensuring they are exposed to stable, quality first teaching
External barriers	
E	Safeguarding and emotional barriers to learning
F	Possible 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 cultural capital to help with them accessing their 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	All children receive high quality first teaching – every teacher is supported to keep improving. As part of this, and where necessary, underperforming PP children are identified and appropriate provision is provided to accelerate progress to close the gap with non PP children.	All children are exposed to high quality, stable first teaching, constantly being improved by targeted training and support. See in house monitoring re. quality of teaching and learning.
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. See parent voice.
F	An improvement in the attendance of all PP children	Attendance in PP children is 96%+
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)

		Support mechanisms in place for families
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5. Rationale for Pupil Premium Plan for the year ahead

Many of the actions planned for the 2019 – 20 academic year were disrupted due to the coronavirus pandemic. It was decided that actions planned for that year should roll over to the 2020 – 21 academic year. Again a three tiered is being adopted – 1. Teaching, 2. Targeted academic support and 3. Wider strategies.

1. Teaching - much of our Pupil Premium funding will be spent on improving teaching, this might include professional development, training and support and recruitment and retention.

2. Targeted academic support – Funding will allow teachers and teaching assistants to provide targeted academic support, linking structured one to one or small group intervention to classroom teaching.

3. Wider strategies – relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support.

6. Plan including actions, expenditure and review dates 2020-21

Chosen action/approach	What is the evidence & rationale for this choice?	How will you ensure effective implementation?	Staff Lead	Cost	Termly review
C, D Funding for Dep Head to be non-classed based for 0.6 of the week to support teaching and learning across the school. Big focus on the development of teaching throughout the school – targeted CPD to ensure there	Following on from extensive research from the EEF it is clear that PP children make most progress when they are exposed to consistent strong teaching. Progress for not only PP children but all groups is accelerated by quality first teaching.	Regular learning walks/ book monitoring Half termly pupil progress meetings Accountability, challenge and support from SLT	Pete Foley/ Pauline King	£45539	Autumn – targeted support for Yr 6. Children made very good progress. Additional support provided for RQT new into Yr 6.

is consistently strong teaching throughout the school. It also enables support for teachers in implementing our new curriculum.		Regular reviews of the school development plan			
C, D Deployment of teacher to provide leadership time release for subject leaders to provide challenge and support to raise teaching standards to outstanding.	Release time allows for subject leads to further develop their subject areas to further drive progress and attainment for all children inclusive of PP children.	Half termly pupil progress meetings. Subject leads meet with Head and Governor feedback.	Pete Foley	£11069	Leadership time spread out throughout staff based on areas of responsibility – whole school impact limited due to covid measures in place.
B,C,D,E,G Beanstalk Programme for selected pupils 3 pupils will receive 1:1 reading support 1 x 30 mins weekly	Beanstalk impact data 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.	Progress data of selected children Monitoring of sessions Discussion with pupils and their families Beanstalk evaluation systems	Pauline King	£642	Unable to access in Autumn term due to covid measures in place. Decision to be made moving forward for the remainder of the academic year and beyond.
B Speech and language support implemented across the school.	Children significantly lacking in language fluency on entry to school. Specific children throughout the school struggling with speech and language.	Weekly meetings with SENCO Focus on targeted children in pupil progress meetings	Bernie O'Driscoll	£7030	Good support for TAs delivering individualised interventions. Continued to work with targeted

					children during autumn term.
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	Caitriona McHugh/ Pete Foley	£4056	Continued with good response from the children. Initial data from autumn term suggests targeted children are making good progress.
A,C Funding of educational visits for all pupil premium children including residential.	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.	Targeting of PP children to ensure attendance of residential.	Pete Foley/ Claire Keating	£7077	Limited opportunities for visits due to covid restrictions. Yr 6 visit to Cannock Chase, yr 1/ History visit. Residential cancelled
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.	Highly trained family support able to provide expert support/guidance on a range of issues causing barriers to learning. Previous input into attendance issues has resulted in improved attendance levels.	Weekly attendance meetings with Dep Head Fortnightly case monitoring meetings with SLT	Head teacher	£15920	New FSW settled well into the role supporting targeted families.

G Provision of fully funded milk and fruit every breaktime.	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.	Teachers/TAs to monitor uptake and encourage all children to access milk and fruit.	Office	£2000	Continued in the autumn term – essential for all children to access.
G,E,C,A Fully funded access to after school activities and outside events via the school minibus.	To widen the experiences of PP children they ordinarily would not have access to. To provide opportunities for all children to compete in a range of sports and activities outside of the school setting.	PP children targeted for after school activities Monitoring of children representing the school in competitions	Alison Lloyd/ Pete Foley	£1000	As much as possible after school clubs have continued in the autumn term with PP children targeted – more difficult with covid restrictions in place.
G,F Fully funded breakfast club provision available for pupil premium children.	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.	Uptake regularly monitored by the office.	Pete Foley	£400 provisions + £3512 Staffing Costs	PP children targeted for breakfast provision.
F Funding to provide Dep Head to lead and meet family support/ EL to raise attendance levels.	PP attendance last year – 95.72% below school target of 97%. Time to allow early help for families with concerning attendance levels.	Attendance levels of all groups of children, including Pupil Premium	Pauline King	£3500	Autumn term attendance for PP children – 93.56 above national rates affected by covid impact.
G Miscellaneous ongoing costs including travel support, uniform costs and fully funded holiday club provision	Many children affected by housing issues. PP funding allows school to provide bus passes to these families in	Attendance levels in school and holiday club Pupil voice	Pete Foley	£2000	Travel assistance provided for PP children where required. Uniform also provided. No

	<p>order for them to get to school.</p> <p>Many of our children have limited experiences during school holidays – PP funding allows us to fully fund targeted children for holiday club attendance.</p>				<p>holiday club provision due to covid restrictions in place.</p>
Overall Total				£103,046	