# Pupil premium strategy statement

## This statement details our school’s use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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.

## School overview

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| Detail | Data |
| School name | Holy Family RC Primary School |
| Number of pupils in school | 236 |
| Proportion (%) of pupil premium eligible pupils |  |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2021/22 – 2024/25 |
| Date this statement was published | September 2022 |
| Date on which it will be reviewed | July 2023 |
| Statement authorised by | Helen Arnold (Headteacher) |
| Pupil premium lead | Helen Arnold (Headteacher) |
| Governor / Trustee lead | Maureen Conlon |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £ |
| Recovery premium funding allocation this academic year | £ |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £ |
| **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 a,cademic year | £ |

# Part A: Pupil premium strategy plan

## Statement of intent

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| Our intention is to ensure that every child has access to a quality education pitched appropriately at their level of need and providing the additional instruction and support required to enable them to achieve. This is regardless of children’s ability, home circumstance or advantage.  It is our ambition to remove any barriers for disadvantaged pupils to achieve across the curriculum. Such barriers may include; poor attendance, family turbulence, restricted access to opportunity, involvement with Children’s Services and other agencies. Through a quality curriculum, consistently high standards in teaching and learning and comprehensive pastoral support, children are set on course to overcome any barriers to their success.  Quality teaching and learning is the overriding driver in all aspects of the school’s work and the entitlement of all children. Where children are at risk of falling behind or are identified as not achieving in aspects of the curriculum, interventions are set in place to bridge the gap in learning. A range of provision is in place including 1:1 support, group interventions and class based support delivered both within curriculum time and beyond. Staff (teaching & support staff) are deployed to ensure that need is met where required. Any interventions or educational provision is reviewed regularly to evaluate impact and changed or amended if this not evident.  Our strategy is in place to support every child’s success, recognising that children’s needs change and we must be ready to respond to meet their needs. Implicit in our strategy is a whole school ambition for every child to achieve and shared by every member of staff. Close monitoring of children’s performance and well-being ensures they are challenged and supported without delay and set on course to achieve excellence. |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | Good attendance is essential if children are to make the progress needed to achieve and to bridge the gap created by the lost learning of the last 2 academic years. Attendance data indicates that disadvantaged pupils’ attendance is below that of non-disadvantaged pupils (Overall attendance in 2020-21 was 95.4% compared with PPG pupil attendance at 92.69%. In 2021-22, overall attendance was 94.8% compared with PPG pupil attendance at 93.3%). The data represents all children including those not of statutory school age. The gap between PPG & Non PPG has closed but still exists. |
| 2 | Pupil data indicates that children’s attainment has fallen below pre-pandemic levels. Children’s learning and progress requires additional teaching, support and intervention to ensure that all children and particularly disadvantaged children are on track to achieve their potential by the end of the phase. Staff are deployed to provide intervention outside of curriculum to identified children focused mainly on reading and maths. |
| 3 | Pupil data and teacher assessment shows a drop in attainment for a significant number of pupils. Quality first teaching and targeted classroom support is used to support learning and progress of all children and particularly those who are not working at expected levels. Staff CPD, resources (including staff deployment) and close monitoring of pupil progress in place to support pupil achievement. |
| 3 | Communication and language remains a priority for the majority of children on entry to school, compounded by the school closure period and the months of missed education, interaction and social engagement. On entry assessments and language screening provides evidence of this. This is a priority for many children, particularly disadvantaged children. |
| 4 | High levels of anxiety, mental health issues and pressures on families are always present but now more pronounced as a result of the school closure and reduction of available services. School continues to engage with and support parents and families through use of school-based social worker, Children’s Counsellor, Pastoral Manager (for attendance and wider pastoral support) and Early Help support. |
| 5 | School provides equal access to curriculum enrichment opportunities to all children through the subsidy of school trips, visits and residentials as available based on each year group’s opportunities and curriculum. |

## 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.

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| Intended outcome | Success criteria |
| 1. Improved attendance of disadvantaged pupils and reduction of percentage of children classed as persistent absentees | Sustained high attendance from 2024/25 demonstrated by:   * overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being less that 1.5% * the percentage of all pupils who are persistently absent being below 8% |
| 1. Improved attainment in reading for all pupils, particularly disadvantaged children | 1. KS2 reading outcomes in 2024/25 show that more than 85% of disadvantaged pupils met the expected standard. |
| 1. Improved attainment in maths for all pupils, particularly disadvantaged children | 1. KS2 maths outcomes in 2024/25 show that more than 85% of disadvantaged pupils met the expected standard. |
| 1. Improved language and communication skills as evidenced by Blanks levels and Welcome assessments | Language assessments evidence significantly improved language and communication skills among all pupils, particularly disadvantaged pupils. Evidence is supported by improved engagement in lessons and formative assessments. |
| 1. Access to mental health and well-being support at the point of need for all pupils. | Sustained high levels of wellbeing from 2024/25 demonstrated by:   * pupil voice, student and parent surveys and teacher observations * improved attendance and engagement in learning as evidenced in pupil and staff feedback * a significant increase in participation in enrichment activities, particularly among disadvantaged pupils |
| 1. Opportunities for experiential learning including visits to school and educational trips to enrich and enhance curriculum learning for all children. | All pupils access stimulating and engaging learning supported by expert visitors to school and educational visits. This is evidence in pupil voice and increased engagement in learning. Book scrutinies indicate a high level of engagement, progress and enjoyment in learning. |

## 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: £24,800

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Assess pupil progress and attainment using NTS assessments (4 assessment points throughout year) | Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:  [Standardised tests | Assessing and Monitoring Pupil Progress | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/tools/assessing-and-monitoring-pupil-progress/testing/standardised-tests/) | 2, 3, 4 |
| Build on ‘communication friendly’ environment already established by following Blanks level questioning alongside Wellcomm intervention programmes to support communication development. | Strong evidence suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:  [Oral language interventions | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/oral-language-interventions/) | 2, 3, 4 |
| Continue to deliver daily focused RML phonics programme to support teaching of reading. This is supplemented by daily Guided Reading, home school reading and Reading for Pleasure programme. | Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:  [Phonics | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/) | 2, 4 |
| Involvement with Maths Hub and NCETM Mastery in Number supports and enhances daily maths lesson and supports direct intervention for children not at ARE.  Teacher CPD, staff development and purchase and reorganisation of resources will be prioritised to support implementation of programme. | 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:  [Maths\_guidance\_KS\_1\_and\_2.pdf (publishing.service.gov.uk)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/897806/Maths_guidance_KS_1_and_2.pdf)  The EEF guidance is based on a range of the best available evidence:  [Improving Mathematics in Key Stages 2 and 3](https://educationendowmentfoundation.org.uk/public/files/Publications/Maths/KS2_KS3_Maths_Guidance_2017.pdf) | 3 |
| Pastoral support is enhanced through implementation of P4C, ‘Life to the Full’ RSE scheme and outdoor learning, which is a key priority for our school.  Investment in resources and staff training has been committed to ensure its impact and effectiveness. | Extensive evidence associates childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):  [EEF\_Social\_and\_Emotional\_Learning.pdf(educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf) | 1, 4, 5, 6 |

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

Budgeted cost: £20,000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Wellcomm intervention programmes, Blanks level questioning sessions are used to target children whose language and communication skills fall behind their chronological age. SaLT and school staff deliver these programmes. | Oral language interventions can have a positive impact on pupils’ language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:  [Oral language interventions | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions) | 2, 4, 5 |
| Additional daily phonic sessions are set in place for children not making required progress or falling behind ARE. These are delivered by school staff and are supplemented by additional reading interventions including Toe By Toe, Better Readers and Inference Training. | 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 over a period up to 12 weeks:  [Phonics | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/) | 2, 4 |
| NCETM Mastery in Number materials are delivered as additional daily intervention programme for KS2 pupils who are not at ARE. Staff training and purchase of resources are a school commitment. | 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:  [Maths\_guidance\_KS\_1\_and\_2.pdf (publishing.service.gov.uk)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/897806/Maths_guidance_KS_1_and_2.pdf)  This is also supported by further EEF evidence:  [Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/) | 3 |

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

Budgeted cost: £51,000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Using DfE’s [Improving School Attendance](https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities) advice, continue with the attendance strategy to target and challenge poor attendance.  This will involve training as required and release time for staff to continue to implement procedures to improve attendance. | The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. | 1 |
| Various behaviour programmes are in place to support pupil well-being and positive emotional health. Place2Be counsellor, Caritas children’s counsellor, school based Social Worker and Pastoral Lead help to deliver a suite of support and interventions for children identified as in need of help. | Targeted interventions and universal approaches can have positive overall effects:  [Behaviour interventions | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions) | 1, 4, 5 |

**Total budgeted cost: £94,800**

# 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.

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| Reading for Pleasure has run successfully this year. Teachers have remained involved in the Rochdale TARs group and the English Lead has led the programme for teachers across schools in the borough. The year culminated in a successful Literature Festival, in which Holy Family took a leading role. Initiatives in school continued including reading events & book week. Work will continue in the year ahead but involvement with the TARs group will close as this is not bringing additional CPD benefits to Holy Family. Attainment in Reading has seen an improvement, evidencing the impact of the initiative alongside focus on Guided Reading, phonics and interventions.  However, a gap exists between PPG and all children, particularly in end of Key Stage assessments.   |  |  |  |  |  | | --- | --- | --- | --- | --- | | Year Group | Assessment | All Pupils Outcome | PPG Outcome | National | | Year 1 | Phonics | 79.3% | 90% | 75.5% | | Year 2 | KS1 Reading (ARE) | 70% | 61.5% | 61.7% (LA) | | Year 6 | KS2 Reading (ARE) | 80% | 66.7% | 74.5% |   Attainment in Writing is the lowest of the 3 areas (RWM). Although improvements have been evidenced in end of Key Stage assessments, internal data reflects the dip in Writing compared with Reading & Maths. Children’s stamina was a cause for concern after the return to school and this has improved. Quality texts, cross curricular writing opportunities and support from English Consultant have galvanised writing provision but this continues as an on-going target.   |  |  |  |  |  | | --- | --- | --- | --- | --- | | Year Group | Assessment | All Pupils Outcome | PPG Outcome | National | | Year 2 | KS1 Writing (ARE) | 63.3% | 40% | 57.6% (LA) | | Year 6 | KS2 Writing (ARE) | 76.7% | 66.7% | 69.5% (LA) |   Child-led learning in Early Years and enjoyed a more settled and coherent year. Children’s attendance has returned to pre-pandemic levels and bubble closures did not affect early years since the return to school in September 2021. Children in Foundation Stage have made accelerated progress in the field of communication & language as a direct result of the language rich, child-led approach to learning:   |  |  |  |  | | --- | --- | --- | --- | |  | Below Expected Progress | Expected Progress | Well Above Expected Progress | | Listening, attention & understanding | 13.8% | 10.3% | 75.9% | | Speaking | 17.2% | 6.9% | 72.4% |   The focus on language screening and deployment of Blanks Level Questioning has assisted children’s language development. Established screening (WellComm Language Assessments & Blanks screening) have helped identify children with language specific issues and directed staff to diagnostic intervention programmes to support progress.  Children in FS & KS1 have benefitted from the uninterrupted year, resulting in more children completing the Phonics programme in Year 2 as planned. 45% of the Year 1 cohort has made accelerated progress in the field of reading. At the end of Year 1, 55.2% of children were working at ARE in Reading compared with 45% at EOFS. 50% of PPG children were working at ARE in Reading at the end of Year 1. This is still well below where we would expect children to be in Year 1 but combined with the above national attainment in the Phonics Screen Check, children have made encouraging progress.  Based on the end of year data, the Reading for Pleasure approach has made gains. The focus on disadvantaged children will continue with a drive to enhance opportunities to enrich the reading curriculum and quality teaching of reading.  The focus on improving the percentage of children achieving above expected in writing will remain in place in 2022-23 for those with the potential to achieve GD. The overriding priority is for the majority of children to be working securely at age related expectations. This will be tackled through cross-curricular writing opportunities, direct teaching supported by quality texts and support from English consultant in addressing gaps in children’s writing skills (editing & writing stamina).  Regular cross phase planning to continue throughout the year to check on the development of knowledge and skills to create a spiral curriculum, building on prior learning. This is the overriding priority for 2022-23.  Learning outdoors needs to be embedded across all phases and subjects. To be carried forward into 2022-23  Pastoral Team works successfully with Pastoral Lead in coordinating pupil and parent need and FSW, counsellor and early help support.  3 DSLs are in place to ensure that safeguarding needs are thoroughly met and shared supervision checks on efficient management of each case. From 2022-23, CPOMs Staff Safe will be set up to monitor and manage safeguarding records and training log. |

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

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| Programme | Provider |
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## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

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| Measure | Details |
| How did you spend your service pupil premium allocation last academic year? |  |
| What was the impact of that spending on service pupil premium eligible pupils? |  |

# Further information (optional)

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| *Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.* |