

Pupil premium strategy statement

The Holy Family Catholic Primary School



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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	The Holy Family Catholic Primary School
Number of pupils in school	207
Proportion (%) of pupil premium eligible pupils	(21%)
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	November 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Katie Linnane
Pupil premium lead	Angela Micklethwaite
Governor	Fr Norbert Fernandes

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£69840
Recovery premium funding allocation this academic year	£4205
School Led Tutoring	£3240
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£8609
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	Total £55059

Part A: Pupil premium strategy plan

Statement of intent

The Holy Family Catholic Primary School is committed to enabling all pupils to achieve their potential, including those from disadvantaged backgrounds. We aim to live out our school mission 'As a family we live, love, learn and celebrate with Jesus.' We will do this by ensuring that:

- There is a culture permeating the Holy Family School where all members of our school community believe that **all** our pupils can achieve to the highest standard.
- We support our most disadvantaged families and work together to identify and remove barriers to learning through early intervention, pastoral support and inclusive provision.
- We enable all pupils to reach their potential through outstanding teaching, learning and feedback.
- We will facilitate pupils to access a range of enrichment experiences which positively impacts on academic achievement and wellbeing.

Challenges

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

Challenge number	Detail of challenge
1	Under developed oral language skills, particularly evident in Early Years and KS1.
2	Significant gaps in core learning, particularly evident in KS2 exacerbated by COVID.
3	Limited access to technology, parental support and wider enrichment activities often due to financial constraints.
4	Pupil mental health and well-being has suffered during the pandemic.

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
Improved oral language skills across Early Years and KS1	After targeted speech and Language support provided by a school employed speech and language therapist and implemented by school support staff, the oral language skills across Early Years and KS1 will improve from the baseline assessments.
The attainment and progress of disadvantaged pupils in maths improves through the use of targeted tutoring and interventions for identified pupils in KS2 and an emphasis on whole class teaching of fluency and mastery in maths.	Disadvantaged pupil's make accelerated progress in maths, particular focus on KS2.
The attainment and progress of disadvantaged pupils in reading and writing improves through the use of targeted tutoring and interventions for identified pupils in KS2. A whole school emphasis on extended writing across the curriculum and the application of SPAG and phonics in reading and writing.	Disadvantaged pupil's make accelerated progress in reading and writing, particular focus on KS2.
Disadvantaged families have the necessary support needed to help their children achieve and disadvantaged pupils are provided with similar life opportunities and enrichment to their more advantaged peers. In depth awareness of the barriers our pupil's and families face.	Disadvantaged pupils have access to technology at home, to books and resources that will support their learning. Disadvantaged families have opportunities to explore enrichment activities and develop their wider personal skills.
The mental health and wellbeing of all pupil's is supported, they have the emotional skills they need to learn and a positive growth mindset.	Pupils demonstrate positive learning behaviours, they have high self-esteem and believe that they can achieve their potential.

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: £6732

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>AHT role realigned to include working with disadvantaged families to understand and support with barriers to learning</p>	<p>EEF toolkit</p> <p>By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage, supporting parents to assist their children’s learning or their self-regulation, as well as specific skills, such as reading.</p> <p>EEF Parental engagement</p> <p>Well-designed school communications can be effective for improving attainment and a range of other outcomes, such as attendance. Communication should be two-way: consulting with parents about how they can be involved is likely to be valuable and increase the effectiveness of home-school relationships.</p>	<p>3</p>
<p>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p>	<p>EEF Early Years Toolkit. Communication and language approaches - High impact for very low cost, based on extensive evidence. Systematic phonics approaches explicitly teach pupils a comprehensive set of letter-sound relationships for reading and sound-letter relationships for spelling. 2 5 Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>2</p>
<p>Formative assessment CPD for all teachers to accurately assess gaps in learning to support tutoring and support interventions.</p>	<p>EEF toolkit</p> <p>There is evidence to suggest that feedback involving metacognitive and self-regulatory approaches may have a greater impact on disadvantaged pupils and lower prior attainers than other pupils. Pupils require clear and actionable feedback to employ metacognitive strategies as they learn, as this information informs their understanding of their specific strengths</p>	<p>2</p>

	and areas for improvement, thereby indicating which learning strategies have been effective for them in previously completed work.	
Participation in HFL Maths Mastery programme.	<p>Mastery approach NCTEM</p> <p>EEF toolkit</p> <p>Mastery learning approaches aim to ensure that all pupils have mastered key concepts before moving on to the next topic – in contrast with traditional teaching methods in which pupils may be left behind, with gaps of misunderstanding widening. Mastery learning approaches could address these challenges by giving additional time and support to pupils who may have missed learning, or take longer to master new knowledge and skills.</p>	2
HFL teaching and learning advisers in English and early years to support middle leaders to target specific areas of development.	<p>EEF Quality teaching</p> <p>The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</p>	1, 2

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

Budgeted cost: £22193

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Non class based TA to lead on small group interventions and on nurture for identified pupils.</p> <p>Mental health focus across the school led by school MHFA lead.</p>	<p>EEF toolkit</p> <p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.</p> <p>SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand</p>	3, 4

	<p>and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p> <p>Well-evidenced teaching assistant interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and catch-up' with previously higher attaining pupils.</p>	
<p>Speech & Language therapist employed to work with identified EY and KS1 children on oral language skills, supporting TA's to deliver programmes to develop speech and language.</p> <p>Nelli speech & language programme delivered in EY.</p>	<p>EEF toolkit</p> <p>Language acquisition must be a high priority in schools, with explicit strategies for extending vocabulary as well as a language rich environment.</p> <p>Given that Oral language interventions can be used to provide additional support to pupils who are behind their peers in oral language development, the targeted use of approaches may support some disadvantaged pupils to catch up with peers, particularly when this is provided one-to-one.</p> <p>The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year.</p>	1
<p>Tutoring – part time teacher appointed to work 1:1 and with small groups to deliver a targeted programme of support to identified disadvantaged children.</p>	<p>EEF toolkit</p> <p>One to one tuition approaches can enable pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher or tutor to focus exclusively on the needs of the learner and provide teaching that is closely matched to each pupil's understanding. One to one tuition offers greater levels of interaction and feedback compared to whole class teaching which can support pupils spend more time on new or unfamiliar, overcome barriers to learning and increase their progress through the curriculum.</p>	2

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

Budgeted cost: £23445

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Identify barriers to learning and provide support with technology at home, books and equipment needed to learn and play.</p>	<p>EEF toolkit</p> <p>Surveys in England suggest that pupils from disadvantaged backgrounds are less likely to have a quiet working space, are less likely to have access to a device suitable for learning or a stable internet connection and may receive less parental support to complete homework and develop effective learning habits.</p> <p>EEF Parental engagement</p> <p>For young children, promoting shared book reading should be a central component of any parental engagement approach. Home learning activities, such as playing with letters and numbers, are also linked to improved outcomes. Tips, support, and resources can make home activities more effective—for example, where they prompt longer and more frequent conversations during book reading. Carefully selected books plus advice and support can be beneficial for supporting reading.</p>	<p>3, 4</p>
<p>Family support worker services.</p>	<p>EEF Parental engagement</p> <p>This provides support for social and emotional needs experienced as a result of external barriers to learning such as family separation, domestic violence, temporary housing, etc. There is a history of successful interventions through leaders employing the expertise of the Family Support worker to target a wide range of individual family issues, sometimes escalating to more targeted services where necessary. Interventions are highly personalised to the situation, and may include enrolment on parenting courses, links to other services or support groups as well as 1:1 problem solving or counselling sessions.</p>	<p>3</p>
<p>Uniform: all disadvantaged children are provided with logoed</p>	<p>EEF toolkit</p> <p>Pupils from lower socioeconomic households are less likely to be able to</p>	<p>3, 4</p>

school uniform at the beginning of the academic year.	afford the cost of school uniforms. Schools should therefore consider what provision can be made to cover the costs of uniform changes for disadvantaged pupils.	
Access to school music lessons and individual music tutoring.	EEF Toolkit – the Arts Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported. Ofsted research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils.	3, 4
Funded school trips for disadvantaged families.	EEF toolkit Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.	2, 3
Funding for afternoon nursery places, wrap around care, clubs and enrichment activities.	Parliament UK ‘Quality Early Years Education’ 2019 The evidence is clear that early years education for children below the age of four has a positive impact on the life chances of disadvantaged children. Disadvantaged children receive particular benefit from attending pre-school, especially when they are learning alongside children from different social backgrounds. The value of after school clubs for disadvantaged children – Nuffield Foundation 2016 Taking part in after school clubs was thought to have a range of positive benefits. These included providing access to enriching new experiences, providing opportunities for children to succeed, fostering self-esteem and confidence, supporting the academic curriculum, improving fitness, providing opportunities to socialise, as well as opportunities for relaxation and enjoyment.	3, 4

Total budgeted cost: £ 52370

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 2022 to 2023 academic year.

Intended outcome 1 – Improving oral outcomes

An independent SALT has worked with targeted pupils in small groups and 1:1 to develop early language skills. She has trained support staff to support speech and language development of the targeted pupils and has worked with parents to continue this work within the home. The impact of this has been that a number of pupils have been discharged from her services due to the accelerated progress made.

Intended outcome 2 – Disadvantaged pupils make accelerated progress in maths, particularly KS2 pupils.

Additional, targeted support has funded a part time teacher to work alongside the Y6 teacher to enable a significant number of disadvantaged pupils to make accelerated progress in maths. A whole school mastery approach has been adopted and a new times table programme throughout KS2 has enabled pupils to make good progress in fluency.

Intended outcome 2 – Disadvantaged pupils make accelerated progress in reading and writing, particularly KS2 pupils.

Additional, targeted support has funded a part time teacher to work alongside the Y6 teacher to enable a significant number of disadvantaged pupils to make accelerated progress in English. An additional LSA works with disadvantaged pupils to target identified gaps in their learning (SPAG and phonics). Targets are reviewed on a regular basis to ensure pupil's progress is rapid.

Intended outcome 3 – Disadvantaged pupils have access to wider opportunities in line with their peers.

Through consultation with parents of disadvantaged pupils areas of disadvantage have been identified. As a result of this all families have sufficient access to technology to support learning at home alongside other learning resources. Wider personal skills have been enhanced by providing enrichment opportunities such as cookery club, sport and dance, music lessons, bikeability, swimming, curriculum excursions, breakfast club, funded nursery places.

Intended outcome 4 – Pupils have positive learning behaviours and improved SEMH

School are working towards the Well Being Quality Mark which focuses on positive mental health and wellbeing for pupils and staff. Support staff have been employed to work with identified pupils who have been referred through our internal referral system. Pupils show increased confidence in articulating their feelings or worries and adopting taught strategies to become increasingly independent in managing their emotions.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

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

Programme	Provider
Phonics	Little Wandle
Times Table Rock Stars	Times table Rock Stars
Purple Mash	Purple Mash
Boom Readers	Boom Readers
Letterjoin	Letterjoin

Further information (optional)

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.