# Pupil premium strategy statement

## This statement details our school’s use of pupil premium (and recovery premium) 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 Name RC Primary School |
| Number of pupils in school | 224 |
| Proportion (%) of pupil premium eligible pupils | 30% |
| Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended)** | 2022/2023 to 2024/2025 |
| Date this statement was published | December 2023 |
| Date on which it will be reviewed | December 2024 |
| Statement authorised by | Catherine Gordon |
| Pupil premium lead | Damien Regan |
| Governor / Trustee lead | Erinma Bell |

**Funding overview**

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| **Detail** | | **Amount** |
| Pupil premium funding allocation this academic year | | £96,975 |
| Recovery premium funding allocation this academic year | | £ |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | | £0 |
| £ |

# Part A: Pupil premium strategy plan

## Statement of intent

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| At Holy Name RC Primary School, we believe that every child with his/her individual needs and gifts is a unique gift from God. All members of staff and Governors accept responsibility for ‘socially disadvantaged’ pupils and are committed to meeting their pastoral, social and academic needs within a caring Catholic environment. This is an essential, integral part of the spiritual development of the whole school community. As with every child in our care, a child who is in receipt of pupil premium is valued, respected and entitled to develop to his/her full potential, irrespective of need. All members of staff and governors accept responsibility for all pupils recognising that a number of pupils within the school population, some of whom are not eligible for pupil premium funding, may at any point during their school career require additional support and intervention.  The ultimate objectives for our pupils who are in receipt of pupil premium are:  ***To continue to ensure the outcomes for pupils in receipt of pupil premium are at least in line with those of peers in school across the curriculum.***  Through quality first teaching and increased opportunities for reinforcement of learning both within the school and in partnership with home, children will make strong progress in reading, writing and maths as well as the wider curriculum. In all cases we strive to ensure all our pupils make excellent progress. We believe that all our pupils benefit from high quality teaching every day and we ensure our strategy provides for this with further additional intervention through one to one and small group teaching. We have accessed this using our current staff in school but also accessing the National Tutoring Programme. We aim to provide a rich and varied curriculum with access to a variety of exciting opportunities.  We want to enhance oral language skills, address SEMH concerns, increase basic literacy and numeracy skills, offer increased reading opportunities via reading books matched to phonics and reading for pleasure, and ensure children have access to targeted high-quality adult support through targeted intervention programmes.  We acknowledge the direct link between our Pupil Premium children and those children with SEND needs. Our teachers work very closely with SEND team to ensure a holistic approach to meeting their needs. Almost 25% of our pupils in receipt of pupil premium have identified special educational needs.  ***To ensure the attendance of pupils in receipt of pupil premium is at least in line with those of peers in school.***  We know that children learn best when they attend school regularly. However, the attendance of the pupil premium group is lower than the attendance of those not in receipt of pupil premium. In our strategy we focus on encouraging attendance through meeting the well-being needs of pupils and families, by providing exciting learning including access to outdoor learning and forest schools, and through our Family Liaison Officer actively engaging with family to encourage and support good attendance in school.  ***To ensure the well-being needs of all pupils in receipt of pupil premium funding are met to ensure they are on track to make or exceed expected progress and attainment.***  At Holy Name RC Primary School, we know children must be ready to learn by ensuring their personal, social, emotional and developmental needs are met. This has been particularly evident for children on entry to EYFS. We have established a successful induction programme which is now embedded. Lockdown has seen an increase in pupils’ emotional and social needs that impact on learning with increases in both pupil and adult mental health and wellbeing needs. Our strategy includes a highly experienced Family Liaison Officer who works in close partnership with the pastoral lead in school. We will also facilitate a wide range of enrichment activities both in and out of school, which will positively impact on their academic achievement and well-being.  *The key aim of pupil premium spending is to diminish the gap between the attainment of pupil premium and the attainment of all pupils. The school is determined to raise standards for these pupils.* |

## 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 | Internal and external assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have   * greater difficulties with phonics, * underdeveloped oral language skills and vocabulary gaps than their peers which negatively impacts their development as readers * Maths attainment that is significantly below that of non-disadvantaged pupils |
| 2 | Our assessments, observations and discussions with pupils and families have identified social and emotional issues. These challenges particularly affect disadvantaged pupils, including their attainment.  Teacher referrals for support remain relatively high for disadvantaged pupils. |
| 3 | The attendance of pupils in receipt of pupil premium is below that of peers and a greater proportion are classed as persistent absentees. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils’ progress |
| 4 | Our assessments, observations and discussions with pupils and families have identified that they have limited experiences beyond their home life and access to enrichment activities such as cultural events and visits. These challenges particularly affect disadvantaged pupils, including their attainment |
| 5 | Some pupils who qualify for Pupil Premium funding have specific SEND needs and increasing number of children need SALT intervention |

## 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 |
| To continue to ensure the outcomes for pupils in receipt of pupil premium are at least in line with those of peers in school across the curriculum through ensuring high quality teaching is effectively in place, alongside targeted interventions.  To ensure all pupils in receipt of pupil premium, including those with SEND, make expected progress from their starting points. | Increase the progress for identified groups of pupils in receipt of pupil premium in reading, writing and maths in line with their identified baseline.  Gaps will close in progress and attainment made between PP and NPP and PP children will achieve in line with their peers and make at least expected progress.  SEND needs will be clearly outlined and reflected in their IEP’s or intervention plans |
| To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils  A home school link service through our Family Liaison officer supports children and families identified by the school as vulnerable | Children’s well-being needs are met and supported to ensure they are attending school more regularly and able to access high quality teaching and targeted interventions where needed to support them in making progress.  Sustained high levels of wellbeing by 2024/25 demonstrated by:   * qualitative data from student voice, student and parent surveys and teacher observations * a significant reduction in behaviour issues * a significant increase in participation in enrichment activities, particularly among disadvantaged pupils   Parents indicate that there are strong links between home and school and support is received for a wide range of needs. |
| To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils and to reduce the proportion classed as persistent absentees. | Sustained high attendance by 2024/25 demonstrated by:   * the overall unauthorised absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced.   The percentage of all pupils and disadvantaged pupils who are persistently absent being below the national figure by 2024. |
| For pupil premium children to have access to a wide range of enrichment opportunities and experiences in and out of school | A wide range of extra-curricular activities will be offered to tap into our children’s passions and talents |
| To ensure all pupils in receipt of pupil premium, including those with SEND, make expected progress from their starting points. | SEND needs will be clearly outlined and reflected in their IEP’s or intervention plans  PP children will make expected progress in R,W,M |

## 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: £ *25,000*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| To continue to embed ‘Pathways to Reading and Writing’ ensuring a consistent approach to the teaching of English across the school. | See EEF Toolkit : High Quality Teaching https://educationendowmentfoundation. org.uk/support-for-schools/schoolimprovement-planning/1-high-qualityteaching  ‘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 | 1 |
| Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.  We will fund the maths subject leader release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training). | See EEF research guidance report: ‘Improving Mathematics in the Early Years and Key Stage 1’ published January 2020  ‘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  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) | 1 |
| Continue to embed the [DfE validated Systematic Synthetic Phonics programme](https://www.gov.uk/government/publications/choosing-a-phonics-teaching-programme) to secure stronger phonics teaching for all pupils | 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/) |  |
| Review current provision alongside the guidance: ‘Special Educational Needs in Mainstream,’ for the teaching of maths for SEND/PP pupils | See EEF research guidance report: Special Educational Needs in Mainstream School published in March 2020 Ensure all pupils have access to high quality teaching. Compliment high quality teaching with small group and one to one intervention. https://educationendowmentfoundation. org.uk/education-evidence/guidancereports/send | 1,5 |

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

Budgeted cost: £ *55,000*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Continue to use maths and English intervention for disadvantaged pupils falling behind age-related expectations. | EEF Toolkit guidance: https://educationendowmentfoundation.or g.uk/support-for-schools/schoolimprovement-planning/2-targetedacademic-support  ‘Some pupils may require additional support alongside high-quality teaching in order to make good progress. The evidence indicates that small group and one to one interventions can be a powerful tool for supporting these pupils when they are used carefully.’ | 1,2,3 |
| Effective deployment of staff, Teaching Assistant apprentices and HLTA to support key children and year groups.  HLTA- currently working in Year 4 to support teaching and learning based on identified needs. | EEF research guidance: https://educationendowmentfoundation.or g.uk/education-evidence/guidancereports/teaching-assitants  ‘Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months’ progress. Crucially, these positive effects are only observed when TAs work in structured settings with high quality support and training. When TAs are deployed in more informal, unsupported instructional roles, they can impact negatively on pupils’ learning outcomes | 1,2,3 |
| To analyse summative assessment data and identify the children who require catch up and more targeted intervention. Closely monitored by Executive Head and HOS.  Pupil progress meetings termly  Regular monitoring of targeted interventions | EEF Toolkit guidance: https://educationendowmentfoundation.or g.uk/support-for-schools/schoolimprovement-planning/2-targetedacademic-support  ‘These interventions should be targeted at specific pupils using information gathered from assessments and their effectiveness and intensity should be continually monitored. Some pupils may have made quick gains once they returned to school full time, so assessment needs to ongoing, but manageable | 1 |
| Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. | 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/) | 1,5 |
| To provide a blend of tuition, mentoring and school-led tutoring for pupils. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers. | Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:  [One to one tuition | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition)  And in small groups:  [Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/) | 1,2,3 |
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**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £ *16,975*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Pastoral support from Family Liaison Officer for vulnerable children and families- key support needed to ensure attendance is maintained and readiness to learn.  Well planned transition arrangement into EYFS to ensure nursery and parental engagement identifies ‘at risk’ pupils as, or before, they start school  Family Learning Mentor to:  Offer parenting group sessions working on specific needs developed through a need’s analysis.  EHA process with vulnerable families- allowing them to access key services  Bespoke and intensive support for the most vulnerable pupils in school including those at risk from exclusions  Family drop in weekly -1 hour  Attendance monitoring and meetings when needed.  Engage the relevant support professionals in line with the Attendance policy and Medical Conditions policy to encourage good attendance.  Attendance to be a focus item for key pupils at parent evenings and pupil progress meetings  Increased links with multi agency teams including SEND and Health Professionals | EEF Guidance about Wider strategies focusing on: SEL, Well-being and Mental Health. https://educationendowmentfoundation.or g.uk/support-for-schools/schoolimprovement-planning/3-wider-strategies  EEF Toolkit – Parental engagement  Children need all physical, emotional and social needs met in order to achieve academically  Children with regular and high school attendance do well at school. There is less opportunity for missed learning opportunities or gaps in learning. | 2,3 |
| Use of outdoor learning to support key groups of pupils Ensuring sustainability of Forest Schools approach by adopting an outdoor learning model so more pupils can access and staff feel confident to deliver. Staff Training to increase access for all pupils to outdoor learning opportunities. | Key findings of Forest Research: https://www.forestresearch.gov.uk/research/forest-schools-impact-on-youngchildren-in-england-and-wales/  The evaluation suggests Forest Schools make a difference in the following ways:  • Confidence: children had the freedom, time and space to learn and demonstrate independence  • Social skills: children gained increased awareness of the consequences of their actions on peers through team activities such as sharing tools and participating in play  • Communication: language development was prompted by the children’s sensory experiences  • Motivation: the woodland tended to fascinate the children and they developed a keenness to participate and the ability to concentrate over longer periods of time  • Physical skills: these improvements were characterised by the development of physical stamina and gross and fine motor skills  • Knowledge and understanding: the children developed an interest in the natural surroundings and respect for the environment | 2,3,4,5 |
| PP children to be given opportunity to participate in activities which enhance and broaden the curriculum and their learning experiences | Trips and visits can enhance and enrich the curriculum providing ‘sticky learning’ opportunities and help develop cultural capital. OFSTED research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils. | 2,3,4 |
| Breakfast provided for children every morning and support given for food hunger to identified pp families | Research shows that food deprivation is high. Research shows that having breakfast in the morning reduces food hunger and improves concentration, creates better mood and increases energy levels. | 2,3,4 |

**Total budgeted cost: £ 82,000**

# Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

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| **How will the school measure the impact of the Pupil Premium?**  All our work through the pupil premium is aimed at diminishing gaps and accelerating progress for pupil premium pupils. The school has evaluated the impact of the intervention programmes each term as part of our pupil progress meetings. Evaluation has focused on academic gains and how pupils’ self-confidence, attendance and learning behaviours have developed as a consequence of the different interventions. The key measures that have informed impact are:   * Pupil progress meetings will make sure that pupils’ progress is monitored * PUMA and PIRA assessment and teacher assessments will track the progress and attainment of pupils * ‘B’ squared tracking system will demonstrate that SEND Pupil Premium children are making good progress when considering their specific learning difficulty * Internal tracking data and end of Key Stage results. * The Raising attainment plan continually monitors the progress of PP to NPP whilst identifying additional support to accelerate the progress of PP pupils.   **Evidence of Other Outcomes**   * Increased rigour of Quality First Teaching for all, including pupil premium pupils. * Support within lessons to improve understanding of reading, writing and mathematics. * Small group interventions planned to cater for individual needs. * Pupils who are on SEND register and in receipt of pupil premium have individual targets reviewed regularly and aspirational targets set * Improved self-esteem, and behaviour. * Improved knowledge in parents and carers who feel more able to help their child at home. * Increased participation in Before and After school Provision. All PP attended the Residential – improved self esteem * Improved attendance and punctuality   The Raising Attainment Plan July 2024 shows the attainment and progress made by PP compared to NPP and the strategies that we are using to diminish the gap.  **Analysis 2023/2024**  We have analysed the performance of our school’s disadvantaged pupils during the 2023/24 academic year using the IDSR performance data, phonics check results and our own internal assessments.  To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level.  Data from tests and assessments suggest that there were some strong individual performances. The progress and attainment of the school’s disadvantaged pupils at the end of KS2 was above for Reading and Maths with the disadvantaged national average in 2023/24 but not above the national average for all pupils. Internal tracking shows that the attainment gap between our disadvantaged pupils and non-disadvantaged pupils is diminishing.  **Pupil Premium data 2024**   * GLD was below the national average for all pupils. This was due to the cohort having 7 pupil premium children all with EAL. However 100% of these pupils achieved the Prime Learning Goals. * Y1 phonics was below the national average for all pupils in England. There were 6 pupil premium children all with EAL and newly arrived to the country.   **Key Stage Two Pupil Premium data 2024 achieving expected standard**   * Reading way above the national average for disadvantaged pupils and way above the national for all pupils. There was a huge increase on 2023 data from 44% to 90%. * Writing below the national average for all pupils in England but above the national for disadvantaged. There was a huge increase 0n 2023 data from 33% to 63%. * Maths is at the national average for all pupils in England and above the national average for disadvantaged. * Reading, writing and Maths below the national average for all pupils in England but above the national average for disadvantaged. There was a huge increase from 2023 data from 33% to 55%.   We recognise that improved attendance leads to better educational outcomes which is why raising the attendance of our disadvantaged pupils has always been a focus over the past three years.  There was a big improvement on the attendance of disadvantaged pupils during the year 2023 to 2024. The % Absence was 4.2%, this is lower than both national average for disadvantaged at 8.3% and national for all pupils at 5.9%. The % of PA was 8.77%, this was lower than both national average for disadvantaged at 28%, national average for all pupils at 16.2%.  Our observations and assessments and pupil voice activities demonstrated that pupil mental health and wellbeing improved last year as did behaviour. This still continues to be a focus for our strategy.  These results mean that we are at present on course to achieve the outcomes that we set out to achieve by 2024/25, as stated in the Intended Outcomes section above. We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the Activity in This Academic Year section above. The Further Information section below provides more details about our planning, implementation, and evaluation processes. |

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 |
| Accelerated Reader | Renaissance |
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