

## Holy Family RC Primary School

### Pupil Premium Strategy Statement: Academic Year 2017-2018

#### 1. Summary Information

Academic Year	2016 -2017	Total PP Budget	£137,520	Most Recent PP Review	Autumn 2017
Total number of Pupils	230	Number of Pupils Eligible for PP	100	Date For next internal review	April 2018

#### 2. Current Attainment

<b>End of Key Stage 1</b>	<b>School (28)</b>	<b>National</b>	<b>School Disadvantaged (10)</b>	<b>National Other</b>
Reading	75	75.5	80	
Writing	71.4	68.2	60	
Maths	71.4	75.1	50	

<b>End Key Stage 2</b>	<b>School (30)</b>	<b>National</b>	<b>School Disadvantaged (16)</b>	<b>National Other</b>
Reading	50	71	50	

Writing	64.3	76	81.3	
Maths	46.4	75	62.5	
SPAG	57.1	77	68.9	
Combined Read/Write/Maths	25	61	25	

### **Barriers to Future Attainment (Internal)**

- Children enter our EYFS unit with language and communication skills below ARE. Language skills across the school are poor in a significant number of children.
- Significant numbers of pupil premium children also have identified SEN linked to language and cognition.
- Significant numbers of pupil premium funding also have also have social and emotional difficulties which affect behaviour for learning, in particular poor resilience, low confidence and self-esteem and concentration difficulties.

### **3. Barriers to Future Attainment (External)**

- Attendance and punctuality remain a focus for the school to ensure maximum learning time for all pupils.
- Children have low aspirations and limited experiences.
- Families experiencing difficulties in supporting children's education – in particular supporting reading homework and attending parent workshops, eg phonics.
- Some children struggle to concentrate due to tiredness.

### **4. Desired Outcomes**

<b><u>Priority 1</u></b>	To develop and improve language skills to raise attainment in reading and writing. To improve reasoning and problem solving within maths.
<b><u>Priority 2</u></b>	To accelerate the progress of all PP children to narrow the gap between national others and increase the % of children reaching ARE to at least 65% in all classes
<b><u>Priority 3</u></b>	To improve attendance and punctuality and readiness for learning.
<b><u>Priority 4</u></b>	To raise pupils aspirations and engage parents in their children's learning

### **Planned Expenditure**

<b>Desired Outcome</b>	<b>Chosen Action</b>	<b>Rationale for Choice</b>	<b>Quality Control</b>	<b>Staff Lead</b>	<b>Planned Expenditure</b>	<b>Impact</b>
To develop and improve language skills to raise attainment in reading and writing. To improve reasoning and problem solving within maths.	Implement Eklan interventions to improve early language skills. To increase opportunities for talk within the EYFS. To introduce Talk for Writing supported by the use of Makaton. Develop further Reading across the school introducing	Improving language skills in the EYFS will prepare the children for the national curriculum. Talk for Writing will develop children's understanding of grammar and sentence structure whilst developing and extending their vocabulary.	Interventions to be monitored with teacher support. Lesson Observations, learning drop-ins, monitoring of planning and 2 Simple. Book scrutiny to monitor the impact on writing and maths.	Eklan – AmcG Opportunities for talk in the EYFS – SN supported by CB and KS.  Talk for Writing CH and MJ	Assessment and Planning Eklan - £400 Training – Tfw £800 Teacher support- £2000 Training – Makaton £ 800  Reading Intervention Training and support - £800	

	<p>additional interventions. Develop a Mastery curriculum through the White Rose Maths Curriculum. Introduce Active Maths to engage all pupils. Improve the curriculum to provide a wider range of experiences to develop vocabulary.</p>	<p>EEF research states that reading comprehension interventions will improve reading by +5 months. The mastery curriculum aims to deepen children's understanding of mathematical concepts and provide opportunities for talk. Providing a wider range of opportunities will engage children and develop their vocabulary and understanding.</p>	<p>Book scrutiny to monitor the impact of a wider range of experiences on progress within the foundation subjects.</p>	<p>Reading Interventions – SN/MJ</p> <p>Maths – AH</p> <p>Curriculum - MJ</p>	<p>Teacher support /training - £4000</p> <p>Trips and visitors - £12,000</p>	
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Desired Outcome	Chosen Action	Rationale for Choice	Quality Control	Staff Lead	Planned Expenditure	Impact
<p><b>Priority 2:</b> To accelerate the progress of all PP children to narrow the gap between national others and increase the % of children reaching ARE to at least 65% in all classes</p>	<p>SENCO to be non teaching (0.8) for 12 months.</p>	<p>To ensure that the needs of SEN children are being met. Ensure early identification of SEN and develop quality first teaching across the school. Ensure that interventions are effective and that procedures that are out in place are sustainable.</p>	<p>HT to monitor, Fortnightly meetings.</p>	<p>SENCO – JH Supported by HT</p>	<p>£16,000</p>	
	<p>Non – teaching DHT to improve teaching across the school. Support and monitor actions agreed in Pupil Progress meetings to accelerate progress in KS2.</p>	<p>Good quality support for NQT's and RQT's will ensure good quality teaching. To ensure that there is appropriate challenge for higher attaining children.</p>	<p>HT and DHT to monitor impact of support.</p>	<p>DHT – MJ Supported by HT</p>	<p>£23,000</p>	
	<p>AH to support and monitor actions agreed in Pupil Progress meetings to accelerate progress in KS2.</p>	<p>To monitor and evaluate the impact of teaching on PP children. Support</p>	<p>HT to monitor impact.</p>	<p>AH –SN</p>	<p>£9000</p>	

	Effective use of teaching assistants to accelerate the progress of PP children across the school.	CT with accelerating progress. EEF research shows that when TA's are trained to deliver high quality interventions and support they have a positive impact on learning.	HT and SLT to monitor impact.	SENCO to lead TA's with SEN responsibility.  DHT and AHT	£57,000	
<b>Desired Outcome</b>	<b>Chosen Action</b>	<b>Rationale for Choice</b>	<b>Quality Control</b>	<b>Staff Lead</b>	<b>Planned Expenditure</b>	<b>Impact</b>
<b>Priority 3:</b> To improve attendance and punctuality and readiness for learning.	Improve procedures for monitoring, supporting and challenging attendance.  Provide breakfast club activities to engage children with poor attendance.  To provide support for parents.	Improving attendance increases learning opportunities for children.  EEF research shows that attending breakfast club can increase learning by 2+months. Targeted support and coaching for parents of children with poor attendance to raise aspirations and to	Monitored by HT DHT and AHT  TA – additional responsibility  Monitored by Learning Mentor HT	HT/SBM supported by Admin  HT	£5000  £5250  £2338 £2800	

		support parents to develop sustainable solutions to attendance and punctuality.				
<b>Desired Outcome</b>	<b>Chosen Action</b>	<b>Rationale for Choice</b>	<b>Quality Control</b>	<b>Staff Lead</b>	<b>Planned Expenditure</b>	<b>Impact</b>
<b>Priority 4</b> To raise pupils aspirations and engage parents in their children's learning	EYFS –Reception to roll out the passport for the Oldham Pledges.  Targeted children to receive smart targets and involve parents to develop motivation and self -regulation. Yrs 2 & 4. Parents workshops.  Careers week.	To broaden children's experiences and raise aspirations of parents.  Feedback and meta-cognition and self -regulation can increase a child's learning by between 5-8 months.  To motivate children by making them aware of possible careers.	To be monitored by SN  AB to support CT in delivery.	CB  AB and Class teachers  MJ	£1000  £2000  £500	

**TOTAL PUPIL PREMIUM EXPENDITURE ACADEMIC YEAR 2016-2017: £144,688 TO BE REVIEWED JULY 2017**