

Holy Family RC Primary School

Pupil Premium Strategy Statement: Academic Year 2016-2017

1. Summary Information

Academic Year	2016 -2017	Total PP Budget	£153,499	Most Recent PP Review	Autumn 2016
Total number of Pupils	230	Number of Pupils Eligible for PP	115	Date For next internal review	April 2017

2. Current Attainment

End of Key Stage 1	School	National	School Disadvantaged	National Other
Reading	61.3	74%	57.1	78%
Writing	51.6	65%	57.1	70%
Maths	61.3	75%	64.3	77%

End Key Stage 2	School (30)	National	School Disadvantaged (24)	National Other
Reading	40.0	66%	37.5	71%

Writing	60.0	74%	62.5	79%
Maths	46.7	70%	50.0	75%
SPAG	40.0	72%	41.7	78%
Combined Read/Write/Maths	26.7	53%	29.2	60%

Barriers to Future Attainment (Internal)

- Children enter our EYFS unit with language and communication skills below ARE. 2016 data shows that both reading and writing are significantly below.
- 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.
- Key stage 2 data shows that PP children are performing lower than National Others.

3. Barriers to Future Attainment (External)

- Attendance and punctuality remain a focus for the school to ensure maximum learning time for all pupils.
- Access to books and rich literacy environments at home
- Families experiencing difficulties in supporting children's education – in particular supporting reading homework and attending parent workshops, eg phonics.

4. Desired Outcomes

A. To improve provision in EYFS to ensure that attainment is raised.
B. To ensure that staff are fully trained to improve speaking and listening within EYFS to raise attainment.
C. To improve reading provision and engage parents in home reading to raise attainment.
D. To introduce the use of Makaton to support the learning of high frequency words in both reading and writing.
E. To ensure that all staff are trained to a high standard to increase the number of children achieving the expected standard in phonics.
F. To improve Year 1 provision to ensure that the number of children achieving the expected standard continues to increase.
G. A high quality, consistent provision for the teaching of reading across the school to raise standards
H. To develop further the writing process within school to raise standards.
I. To improve the provision for the teaching of Maths to ensure consistency. Staff training to use the tracking system effectively to identify gaps in learning and accelerate progress.
J. To improve attendance and punctuality.
K. To ensure that all PP children can access enhanced learning experiences.
L. To meet the emotional needs of our children to ensure inclusion for all.

Planned Expenditure

Desired Outcome	Chosen Action	Rationale for Choice	Quality Control	Staff Lead	Planned Expenditure	Impact
To improve provision in EYFS to ensure that attainment is raised.	EYFS review. Appointment of AH to be responsible for teaching and learning	To ensure that the learning environment provides a stimulating and challenging learning experience and that adults interactions are clearly focused on the development of the child.	Lesson Observations, learning drop-ins, monitoring of planning and 2 Simple	AHT supported by HT	£1000 staff cover and training. EYFS Network meetings EYFS review supported by LA £700 resources for the outside provision.	EYFS review complete and Action Plan in place. Data shows: 2/10 pupil premium children reached the expected level in reception. Progress shows that: the vast majority of pp

						children made 6 or more steps progress in 6 out of the 7 areas of the EYFS curriculum.
Desired Outcome	Chosen Action	Rationale for Choice	Quality Control	Staff Lead	Planned Expenditure	Impact
B. To ensure that staff are fully trained to improve speaking and listening within EYFS to raise attainment.	Train a TA to identify areas for development within Speaking and listening and provide appropriate interventions to accelerate progress.	Observations show a large majority of children enter school below age related expectation in communication skills.	Pupil tracking and observations	AHT TA	£500 Eklan training. £200 cover.	Eklan training complete Reception have started to use Makaton to support Talk for Writing. Data shows: 50% PP children reached the expected level for speaking and listening and 75% made 7 or more steps progress.
C& D To improve reading provision and engage parents in home reading to raise attainment.	To purchase Words First reading scheme. Parent Workshop to introduce and support the use of Makaton to teach reading.	To raise attainment in reading and engage both children and parents home reading.	Feedback from parents Pupil voice. Progress measured by the reading of high frequency words	HT	£1700 Words First Reading scheme Stage 1 and 2. £ 400 cover for staff training.	Workshops for parents well attended. Majority of children making good progress in First Words. Reading data shows that 20% of children reached

						the expected level but 88% made 7 steps or progress.
E.To ensure that all staff are trained to a high standard to increase the number of children achieving the expected standard in phonics.	Staff in EYFS and KS1 receive phonics training. Phonics interventions in KS2 for identified gaps.	Staff appraisals indicated a lack of confidence. Scrutiny of target tracker has identified some gaps in phonic knowledge for some children in KS2	Observations and assessment	HT to train TA to deliver Funky Phonics	£300 for staff training - Phonics	Data shows that 54% of our PP children reached the expected standard for Phonics.
Desired Outcome	Chosen Action	Rationale for Choice	Quality Control	Staff Lead	Planned Expenditure	Impact
F. To improve Year 1 provision to ensure that the number of children achieving the expected standard continues to increase.	To introduce the use of continuous provision into the year 1 curriculum to meet the needs of the children and raise attainment.	To improve children's engagement in learning	Lesson Observations and EYFS Review	AHT	£4000 resources and furniture	Observations showed children were more engaged in their learning.

<p>G. A high quality, consistent provision for the teaching of reading across the school to raise standards</p>	<p>Staff training: Guided Reading, Inference Training, John Murray. Linking with 4 other Catholic Schools to develop reading and share good practice. Reading assessments.</p>	<p>Achievement in Reading results</p>	<p>Lesson Observations Review by LA (Christine Birchall)</p>	<p>DHT and Lit Co</p>	<p>£2500</p>	<p>Profile of reading raised across the school. Data shows an increase in the % of PP children reaching ARE in the majority of classes.</p>
<p>H.To develop further the writing process within school to raise standards.</p>	<p>Review of writing process. Talk for writing training for staff.</p>	<p>To accelerate progress in writing further.</p>	<p>Book scrutiny – Christine Birchall, Anne Ostmier, Lit Co, DHT and HT. Lesson Obs DHT/HT</p>	<p>SLT and Lit Co</p>	<p>£ 1000 training</p>	<p>KS1 staff trained in Talk for Writing and beginning to implement it within their classes. Majority of classes show an increase in the % of PP children reaching ARE. 58% made expected or better progress.</p>

Desired Outcome	Chosen Action	Rationale for Choice	Quality Control	Staff Lead	Planned Expenditure	Impact
I. To improve the provision for teaching Maths to ensure consistency.	Purchase Maths Scheme. Introduce non negotiables to ensure all children have the basic skills. Training on the effective use of target tracker to inform planning. Consistent use of Maths assessments across the school.	To improve attainment and progress in Maths	Lesson Observations Maths Assessments	DHT	£5000 – Maths Scheme £1000 Maths assessments	Observations show that resources are impacting on children’s learning. The development of Maths will be a priority for the school in 2017-18.
J. To improve attendance and punctuality.	Reward system in place	To improve attendance and punctuality to increase learning time.	Weekly Assembly attendance and punctuality announced and rewarded	DHT	Rewards £450 Attendance Officer £ 13,370	Attendance has fallen this year. A review of procedures has taken place and modifications implemented in Autumn 2017.

Desired Outcome	Chosen Action	Rationale for Choice	Quality Control	Staff Lead	Planned Expenditure	Impact
K. Enhanced curriculum opportunities for children eligible for PP	Children eligible qualify for free extra Curriculum enhancing activities.	Our children eligible for PP need to access the same activities to enrich learning without financial hardship.	Pupil Voice Parent View	Head	Wider opportunities music to provide instrumental tuition £ 2 000 Contribution to residential – Y5/6 and other educational visits for PP children £ 5 993 Enrichment days, drama groups in school £ 2 000	Year 4 Clarinets enjoyed performing for parents and at the Bridgewater Hall. Children participated in a wide number of trips to enhance the curriculum.
L.To meet the emotional needs of our children to ensure inclusion for all.	TA to promote inclusion. Breakfast club. Learning Mentor. Counselling TA's to ensure that PP children are well supported and challenged within the classroom	Some of our pupils who are eligible for PP need time to talk about different experiences which can hinder them from thriving at school	Pupil voice Feedback from designated teacher Time allocated on need	HT and Learning Mentor	TA to promote inclusion and TA's to support within the classroom, £21,000 Breakfast club £8,000 Learning Mentor £29,575	The breakfast club continues to be well attended. Attainment of PP children across the school has risen in the majority of areas. The Learning Mentor

					Counselling £2000.	continues to support children and their families.
Desired Outcome	Chosen Action	Rationale for Choice	Quality Control	Staff Lead	Planned Expenditure	Impact
M.To ensure more rapid progress in KS2	Intervention Teacher Training – Kagan Strategies to promote pupil engagement in learning. Improve ICT provision to enhance learning. Interventions and support within class TA's	To accelerate progress at KS2	Pupil Voice, Lesson observations, Tracking of internal data.	DHT	Interventions Teacher £22,109 Training - £600 iPads £9000 TA support £33,00	Data shows that overall the large majority of PP children made expected or better progress.

TOTAL PUPIL PREMIUM EXPENDITURE ACADEMIC YEAR 2016-2017: £167,097 TO BE REVIEWED JULY 2017