

CURRENT PUPIL INFORMATION 2020/21 (March 2020)			
Total Number of Pupils:	218	Total Pupil Premium budget:	£33,900
Number of pupils eligible for Pupil Premium:	30 (4 – EYPP Funding) (16%)	Amount of Pupil Premium received per child:	£1,345 (EYFS £302.10)

COHORT INFORMATION – 2020/21		
CHARACTERISTIC	NUMBER IN COHORT (EYPP)	PERCENTAGE OF GROUP (EYPP)
Boys	13 (2)	44% (7%)
Girls	16 (1)	55% (3%)
SEN support	31 (2)	14% (6%)
EHC plan	0 (0)	0%
EAL	29 (3)	13% (10%)
COHORT INFORMATION -2020/21		
CHARACTERISTIC	NUMBER IN GROUP/NUMBER IN CLASS	PERCENTAGE OF PP GROUP
N	1/17	6%
R	3/29	10%
Y1	4/19	21%
Y2	8/31	26%
Y3	3/29	10%
Y4	5/31	16%
Y5	6/31	19%
Y6	4/30	13%

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EYFS								
	Data from previous 3 years						Average	
	School	National	School	National	School	National	School	National
	2016-2017		2017-2018		2018-2019			
	All:30 PP:2 (JH &MP)		All: 29 PP:1 (AM)		All:29 PP: 4 (AE,SAW,JJH,OM)		All : 88 PP: 7	
Good Level of development (GLD)	All: 83.3% PP: 50%	All:71% PP: 73%	All: 80% PP: 100%	All: 72% PP: 74%	All: 72.4% PP: 75%	All: 72% PP: 74%	All: 78% PP: 5/7 CHDN 71%	All: 72% PP: 74%

PHONICS SCREENING CHECK								
	Data from previous 3 years						Average	
	School	National	School	National	School	National	School	National
	2016-17		2017-8		2018-19			
	All: 29 PP: 4 (BGB,EK,ZAW,CS)		All:29 PP: 2 (JH,MP)		All:30 PP: 1 (AM)			
	All: 83% PP: 25%	All: 81% PP: 84%	All: 93% PP: 50%	All: 83% PP: 85%	All: 77% PP: 100%	All: 82% PP: 84%	All: 85% PP: 29%	All: 82% PP: 84%

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END OF KEY STAGE ONE								
	Data from previous 3 years						Average	
	School 2016-17	National 2016-17	School 2017-18	National 2017-18	School 2018-19	National 2018-19	School	National
	All: 30 PP: 1 (MC)		All:30 PP:4 (ZAW,EK,BMC,CS)		All:30 PP: 2 (JH,MP)		All:90 PP: 7	
% making expected progress in reading	All EXP: 80% All GDS: 27% PP EXP: 100% PP GDS: 0%	All EXP: 76% All GDS: 25% PP EXP: 79%* PP GDS: 28%*	All EXP: 83% All GDS: 27% PP EXP: 50% PP GDS: 0%	All EXP: 75% All GDS: 26% PP EXP: 79%* PP GDS: 29%*	All EXP: 83% All GDS: 27% PP EXP: 50% PP GDS: 50%	All EXP: 75% All GDS: 25% PP EXP: 78%* PP GDS: 28%*	All EXP: 81% All GDS: 27% PP EXP: 57% PP GDS: 14%	All EXP: 75% All GDS: 25% PP EXP: 79%* PP GDS: 28%*
% making expected progress in writing	All EXP: 73% All GDS: 13% PP EXP: 0% PP GDS: 0%	All EXP: 80% All GDS: 16% PP EXP: 72%* PP GDS: 18%*	All EXP: 70% All GDS: 13% PP EXP: 0% PP GDS: 0%	All EXP: 70% All GDS: 16% PP EXP: 74%* PP GDS: 18%*	All EXP: 77% All GDS: 17% PP EXP: 50% PP GDS: 0%	All EXP: 69% All GDS: 15% PP EXP: 73%* PP GDS: 17%*	All EXP: 73% All GDS: 14% PP EXP: 14% PP GDS: 0%	All EXP: 73% All GDS: 16% PP EXP: 73%* PP GDS: 18%*
% making expected progress in maths	All EXP: 90% All GDS: 20% PP EXP: 100% PP GDS: 0%	All EXP: 75% All GDS: 21% PP EXP: 79%* PP GDS: 23%*	All EXP: 73% All GDS: 20% PP EXP: 25% PP GDS: 0%	All EXP: 76% All GDS: 22% PP EXP: 80%* PP GDS: 25%*	All EXP: 80% All GDS: 20% PP EXP: 50% PP GDS: 50%	All EXP: 76% All GDS: 22% PP EXP: 79%* PP GDS: 24%*	All EXP: 81% All GDS: 20% PP EXP: 43% PP GDS: 14%	All EXP: 76% All GDS: 22% PP EXP: 79%* PP GDS: 24%*

*National comparator on ASP is Non FSM pupils therefore not like for like

END OF KEY STAGE 2								
	Data from previous 3 years						Average	
	School 2016-17	National 2016-17	School 2017-18	National 2017-18	School 2018-19	National 2018-19	School	National
	All: 28 PP: 7 (EKC, BB,AB,AC,CC,NV, CC)		All: 27 PP: 5 (KC,HP,JS,TO,BW)		All: 30 PP: 5 (NE,LH,LH,ERF,AV)		All: 85 PP:	
% making	All EXP: 71%	All EXP: 72%	All EXP: 93%	All EXP: 75%	All EXP: 93%	All EXP: 73%	All EXP: 86%	All EXP: 73%

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expected progress in reading	All GDS: 14% PP EXP: 71% PP GDS: 0%	All GDS: 25% PP EXP: 77%* PP GDS: 22%*	All GDS: 41% PP EXP: 100% PP GDS: 20%	All GDS: 28% PP EXP: 64% PP GDS: 18%	All GDS: 43% PP EXP: 80% PP GDS: 20%	All GDS: 27% PP EXP: 62% PP GDS: 17%	All GDS: 33% PP EXP: 82% PP GDS: 12%	All GDS: 27% PP EXP: 68%* PP GDS: 19%*
% making expected progress in writing	All EXP: 86% All GDS: 18% PP EXP: 71% PP GDS: 29%	All EXP: 76% All GDS: 18% PP EXP: 81%* PP GDS: 21%*	All EXP: 85% All GDS: 22% PP EXP: 100% PP GDS: 20%	All EXP: 78% All GDS: 20% PP EXP: 67% PP GDS: 11%	All EXP: 87% All GDS: 27% PP EXP: 100% PP GDS: 0%	All EXP: 78% All GDS: 20% PP EXP: 68% PP GDS: 11%	All EXP: 86% All GDS: 22% PP EXP: 88% PP GDS: 18%	All EXP: 77% All GDS: 19% PP EXP: 72%* PP GDS: 14%*
% making expected progress in maths	All EXP: 79% All GDS: 25% PP EXP: 71% PP GDS: 0%	All EXP: 75% All GDS: 23% PP EXP: 80%* PP GDS: 27%*	All EXP: 85% All GDS: 26% PP EXP: 80% PP GDS: 0%	All EXP: 76% All GDS: 24% PP EXP: 64% PP GDS: 14%	All EXP: 90% All GDS: 53% PP EXP: 60% PP GDS: 20%	All EXP: 79% All GDS: 27% PP EXP: 67% PP GDS: 16%	All EXP: 85% All GDS: 35% PP EXP: 71% PP GDS: 6%	All EXP: 77% All GDS: 25% PP EXP: 70%* PP GDS: 19%*

*National comparator on ASP is Non FSM pupils therefore not like for like in 2017.

1. Focus of our Funding 2020-21

The aim of our Pupil Premium (PP) funding at Holy Family Catholic Primary School is to address the current underlying inequalities between disadvantaged pupils with other pupils in our care. We do this by identifying any barriers to their learning and putting in effective strategies to address these barriers. We have focused on key areas including:

- **Curriculum** – To secure the best outcomes across English, Maths and Phonics to target attainment and progress gaps between PP and non PP in all year groups. Assessing at regular intervals to measure impact
- **Pastoral Care** – Providing pastoral care to support pupils with SEMH through 1:1 sessions with SCIP worker.
- **Teaching and Learning** – To develop the whole child by offering enhancements and enrichment in the Curriculum encouraging all pupils to be engaged and enthused in their learning and narrowing the gap in attainment and progress between PP and non PP pupils.

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- **Cultural Capital** – To offer enrichment opportunities, extra-curricular opportunities and support with uniforms etc for all pupils regardless of their background so that all aspects of the learned curriculum are available to all pupils.
- **Attendance and punctuality** - to implement strategies to address the gap in attendance and punctuality rates between PP and non PP pupils.
- **COVID 19**- The focus for 2020-2021 will also be on mitigating the learning loss for disadvantaged pupils following COVID 19 and supporting wellbeing.

2. Identified Barriers to Educational Achievement.

Holy Family RC Primary School identified the following barriers for some of the pupils currently in receipt of Pupil Premium at the start of the academic year 2019:

- Access to language – some have a lack of exposure to books
- Access to extra – curricular activities – Enriching experiences such as clubs, music tuition and so on.
- Attendance & Punctuality.
- Communication – a lack of social and communication skills with adults and peers.
- Emotional well-being – pupils with specific social and emotional needs can affect their learning.
Support for learning at home.

3. Expenditure – how the allocation will be spent

<u>Area of Spend</u>	<u>Focus</u>	<u>Total Allocation</u>
Teaching focused Support; Catch Up English and Maths interventions. Sustaining TA support in classes. X 2 qualified teachers + TA's.	Outcomes for pupils Teaching and Learning, English and Maths	£27,400
Phonics	Outcomes for pupils – Whole School consistent approach to phonics and assessment.	£2,500

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Pastoral Care	Personal development, Emotional well-being, behaviour and welfare.	£1,000
Cultural Capital and Enrichment	Personal development, Emotional well-being, behaviour and welfare. Teaching and Learning – remote learning.	£3,000
Total PPG received		£33,900
Total expenditure		£33,900
PPG remaining		£0.00

4. Holy Family Pupil Premium Key Areas Expenditure

KEY AREA/PROVISION/ RESOURCES	TARGETS/ACTIONS AND IMPACT
Curriculum	
Focused support /Intervention Mrs Eddie (teacher) KS1 & KS2 x 3 days Mrs Marson (teacher) KS1 Booster groups x 4 days. TLR for PHONICS. Miss Price	Intended Outcomes - To improve the progress and attainment of pupils in receipt of pupil premium in both English and Maths. - Pupils attain at least the expected standard in statutory assessments and some go on to achieve greater depth - To support pupils in receipt of pupil premium in phonics acquisition. (Resources: Quality first teaching, TA support; PP intervention plans, phonics plans) - Curriculum – COVID Recovery Overview: assess pupils' starting points; addressing the gaps in knowledge and skills, making effective use of regular formative assessment (Resources: Post- Covid recovery plans) Actions - Small groups for targeted support in English (including phonics) and Maths in Year groups: R, 1, 2, 3, 4, 5 and 6 - Analysis of half termly/termly assessments and on-going formative assessment to identify gaps in

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	knowledge/understanding through regular pupil progress meetings. • Through weekly small group support children will have increased confidence in English and Maths ensuring that pupils reach their potential aiming for all pupils to achieve at least ARE. • Accelerated rates of progress in English, Maths and Phonics for pupils not at ARE. • Small group work will aim for all children to have a secure knowledge of Phonics. • We will hold parent workshop and promote parental engagement for all children and also aim to achieve positive outcomes in Yr 1 Phonic check through personalised intervention work.
TA support in classes through a variety of interventions.	Intended Outcomes • 1:1 and/or small group interventions planned to cater for individual needs (i.e. spelling, reading, handwriting) • Support within lessons to improve understanding of learning in reading, writing and maths • Consolidation of learning completed in classes – time for practise and application of skills • Pre-teaching to prepare pupils for future learning in order to build confidence and give higher level starting points to learning. Pre-teaching to include pre-reading of texts in English, research for writing units, key vocabulary and maths terminology Pupils who are on SEN register and in receipt of PP have their individual targets reviewed regularly and aspirational targets are set for their progress (Resources: Letters and sounds additional phonics, 5 Minute Box Literacy, 5 minute box numeracy, Fine motor skills, Gross motor skills, Social skills, turn taking groups) Actions • Interventions reviewed and monitored review and adjusted as needed. • Clear communication between teachers and TA's – expectations within lessons • TA timetables carefully planned – making best use of morning work, registration and afternoon intervention time for pre-teaching and consolidation of learning

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Curriculum – Access to the curriculum for all	Intended Outcomes - To develop remote education so that it is integrated into school curriculum planning in the case of a local lockdown. Actions - Use a curriculum sequence that allows access to high quality online and offline resources and teaching videos, and that is linked to the school's curriculum expectations. - Access to high quality remote education resources. - Select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback, and make sure staff are trained in their use. - Provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access - Recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support, and so schools should work with families to deliver a broad and ambitious curriculum.
PASTORAL CARE	
Year groups: 3,4,5 x 1 day a week.	Intended Outcomes - To support pupils with social, emotional and mental health needs or pastoral concerns (ie behaviour, attendance) through targeted intervention strategies, providing counselling, nurturing, 1:1 sessions in order to support children's SEMH. Actions - We will fund small group sessions with TA's who run 'Star Club' to improve self-esteem, emotional wellbeing and understanding of good mental health. - Promotion of a positive learning culture within school where children are able and ready to tackle the learning of each and every day and manage social situations with increasing confidence.

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	Improved wellbeing for pupils and their families through these sessions and up to date records kept.
FINANCE	
Cultural Capital/Enrichment: Funding for school trips / uniform	Intended Outcomes - To offer access to extra-curricular/enrichment opportunities regardless of the pupil's background so that all aspects of the Curriculum are available to all pupils. (Resources: visiting speakers; trips, resources) Actions - We will fund , where appropriate and after a discussion with parents/outside agencies, activities from the following: Extra-Curricular clubs, uniform, Music lessons, School Trips, Visitors to school and Residentials.

5. How will the school measure the impact of the Pupil Premium?

To monitor progress and attainment, new measures have been included in the assessment tables that include a pupil footprint. These will capture the achievement of pupils covered by the Pupil Premium. At Holy Family Primary School, the usual cycle of data collection and the monitoring and tracking of the cohort's attainment, will be used to inform pupil progress and enable the early identification of need, support and appropriate intervention. Review meetings will take place at each milestone assessment period and will include the Senior Leadership Team, teachers and SENDCo. At each assessment period, the school will review the impact of actions taken and will plan for how the funding will be specifically allocated over the next phase. When selecting pupils for Pupil Premium target groups, the school will look at all pupils across the school. There are some pupils who are not eligible for PP who will benefit from these groups if their needs are similar and we believe progress can be made towards individual targets. Pupil Premium Funding and the impact of this will be an item in the governors' meetings.

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