



1. Numbers of pupils qualifying for Pupil Premium funding in 2018/19

Total Number of pupils eligible for pupil premium				Pupil Premium grant allocation amount			
26				£31,262			
Nur	Rec	1	2	3	4	5	6
1	4	1	3	4	1	5	5

2. % of pupils at least ARE Autumn 2018 (age related expectations)

	Reading	Writing	Maths
Y6 (5ch)	100% (Non PP 92%)	100% (Non PP 84%)	60% (Non PP 96%)
Y5 (5ch)	40% (Non PP 80%)	40% (Non PP 76%)	60% (Non PP 88%)
Y4 (1ch)	100% (Non PP 86%)	0% (Non PP 79%)	100% (Non PP 89%)
Y3 (4ch)	50% (Non PP 88%)	25% (Non PP 80%)	50% (Non PP 80%)
Y2 (3ch)	67% (Non PP 85%)	67% (Non PP 77%)	67% (Non PP 81%)
Y1 (1ch)	100% (Non PP 76%)	100% (Non PP 69%)	100% (Non PP 83%)

Children will be reassessed end of summer term 2019.

Year Groups with children who are SEN and PP		
Year 2	Year 3	Year 5
2	2	3

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3. 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 2018:

- 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.
- 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.

4. Holy Family Pupil Premium Key Areas Expenditure – REVIEW

KEY AREA/PROVISION/ RESOURCES	TARGETS/ACTIONS AND IMPACT
Curriculum	£25,262
Focused support / intervention - Miss Roberts KS1 x 2 days Mrs Eddie (teacher) KS2 x 3 days	• To improve the progress and attainment of pupils in receipt of pupil premium in both English and Maths. • To support pupils in receipt of pupil premium in phonics acquisition. Pupil Premium funding has been utilised on academic interventions providing extra support in targeting PP children or children who are making slow progress in Reading, Writing, Maths and Phonics. Progress and attainment was closely monitored each term and provision detailed on pupil premium intervention plans. The Phonics focus was for PP children in REC, Y1 and Y2, to have a secure knowledge of phonics.
Small groups for targeted support in English (including phonics) and Maths Year groups: R, 1, 2, 3, 4, 5 and 6	Reception Summer assessments show that 75% of the PP children receiving this support (3 out of 4) achieved expected in Reading and Writing. Those who did not achieve expected in Reading and Writing will need some further support next year in order to address the gaps. KS1 Phonics: 100% of PP children in Year 1 achieved the expected standard in the Phonics Screening Check. Year 1: Maths and Reading support has shown to have had a positive impact with 100% of PP children (1 child) achieving at least expected (in reading assessed as Greater Depth).

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	Year 2: One PP child has received 1:1 support time, focusing on personalised Phonics, and is now able to recall and identify all single sounds and apply them when reading CVC words. This will need further consolidation next year. Another PP child who has received a mixture of Writing and Reading intervention this Summer term, as recommended by the Educational Psychologist, achieved expected in their Writing and greater depth in their Reading. The third PP child who has received support for Reading, Writing and Maths, achieved expected in all three areas. Year 3 The PP children have made progress in Maths, Reading and Writing (two of these four children also have SEND needs). Summer assessments show 50% are working at the expected standard in Reading and Maths, and 25% at the expected standard for Writing. These interventions will need to continue next year. Year 4: This PP pupil has benefited from the Maths and Reading interventions provided this Summer term by Mrs Eddie, achieving expected in both areas. This pupil will now need to focus on writing as they did not meet the requirements for expected, being assessed as emerging. Year 5: Small group support for PP children, 3 of 5 are also children with SEN, has included Reading and Maths sessions. Summer assessments have highlighted that the PP children are making progress, 40% achieving the expected standard in Reading and Writing, and 60% achieving the expected standard in Maths. The support will continue next year. Year 6: All PP children, 100%, achieved the expected standard in Writing and Reading. 60% achieved the expected standard in Maths, meaning two children did not achieve the expected standard. One child did not achieve the expected standard in the test as they were absent and the other child achieved a scale score of 99. The child who achieved a scale score of 99 did have low attendance at the beginning of Year 6 and has also been part of safeguarding issues.
PASTORAL CARE	£5,000
SCIP – Social Care in Partnership with school – Lynsey Farrell Year groups: R, 1,2,3,4,5 x 1 day a	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. LF’s work is a fundamental part of school life at HF. Her knowledge and weekly sessions have had a positive impact on several children’s self-esteem and attitudes to learning at school and also built increased confidence in dealing with social situations in

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week.	their homelife.
FINANCE	£1,000
Enrichment: Funding for school trips / uniform	• 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. For some individual pupils, Pupil Premium funding has been used to fund: 1. trips (inc. Year 6 residential)- subsidised trips and residential subsidised to ensure access for all pupils 2. Extra- Curricular/After school clubs – funding available to support children in their choice of after school or extra-curricular clubs. 3. Music Lessons- Pupils have the opportunity to learn an instrument over the year funded by school. 4. Uniform including shoes, shirts, jumpers- Monies set aside to help support families who need help with purchasing these essential items. 5. Wellbeing Week – school funded a well- being week of enrichment activities that increased self -esteem, concentration, motivation, health and well-being, aspirations and fine and gross motor skills, providing children with the opportunity to experience activities that they may not have experienced before and improving well-being for all pupils. We have and will continue to support pupils to have equality of access to each of the above.

Development for 2019/2020 following evaluation of 2018/2019

Following the review and evaluation of progress made from 2018/19 several key actions for the academic year 2019/20 have been established to inform our improvement plan:

- To continue to identify barriers to learning for PP pupils and to look for key areas in which to use the PP fund effectively.
- To continue to use key external and assessment data to identify areas of need for PP children, continuing to use termly pupil progress meetings to make recommendations to staff working with PP children.
- To develop a PP team (Headteacher, Deputy Head, SCIP workers, SENDCos, Intervention teachers) to meet termly to support, engage, challenge and monitor the impact of PP spend.

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