

Pupil Premium Impact Statement 2019-20



1. Summary Information							
School	Holy Name Catholic Primary School				Academic Year	2019-20	
Total PP budget	£59,765	Total Allocated	£59,765	Total number	220	Number of pupils eligible for PP (Sept	33 (15%)

Academic barriers *(issues to be addressed in school, such as poor oral language skills)*

A.	The school has identified pupil premium children who require intervention to support reading, writing or mathematics.
B.	Some pupils have emotional/social/behavioural issues and need strong emotional and social support (NFER Building Blocks...)
C.	Progress is below expected in reading, writing and mathematics.

Additional barriers *(including issues which also require action outside school, such as low attendance rates)*

D.	The school has identified that many pupil premium children are also persistent absentees or have attendance below 95%
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2. Intended outcomes <i>(specific outcomes and how they will be measured)</i>		Success criteria
A.	To continue to improve pupil attendance to ensure that they are accessing	Tracking of pupil progress data and attainment and monitoring attendance.
B.	As a result of mentoring, pupil's premium children will be able to access the curriculum.	Reduce the number of behavioural incidents.
C.	To raise the standards in reading, writing and mathematics.	
D.	To provide wider opportunities for pupil premium pupils through extra-curricular activities.	Club registers and class trips will show pupil premium children have broader opportunities.

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Action	How this will be achieved	Cost	Impact	2020-21 intentions
To develop reading across the school to ensure that pupils are achieving ARE.	<ul style="list-style-type: none"> Develop a reading policy Monitor PP children's reading records and home engagement Order reading programs to assist with reading online 	£94.90 (TTRS) £125 (Nessy) £400 (OTM) £4,378 (RP) £1178.80 £200	The autumn term data showed: <ul style="list-style-type: none"> 52% of pupils met ARE, with 3% working above ARE. Following this, SATS Companion was ordered for Y6 pupils, Reading Plus was trialed for Y6 and a reading scheme was being looked into for KS1 (Oxford Reading Buddy) which meant that there could be more engagement at home. A reading scheme was ordered for Y1-6 to assist with teaching and reading training took place. A reading workshop took place for KS1 parents to ensure consistency between home and school.	<ul style="list-style-type: none"> Use of library Develop free reader scheme Access to online resources Laptops to support families whilst the library is out of use at lunchtimes.
To employ a HLTA who can assist with the delivery of interventions.	<ul style="list-style-type: none"> Teachers to assign interventions and support modelling for delivery Invest in interventions to support delivery. 	£23,872	<ul style="list-style-type: none"> Autumn term progress noted above. 	
To continue to raise the profile of attendance and aim for pupils to be at least 95% or more.	<ul style="list-style-type: none"> Continue employing Attendance Officer to support families in need. Meet with parents and outside agencies to identify the support that needs to be in place to support pupils. Generate reports, analyse data and inform parents of pupils Develop an awareness of attendance expectations for families through assemblies and rewards. 	£3710	The autumn term data showed: <ul style="list-style-type: none"> 64% of our pupils were achieving 95% attendance or better. Only 21% of pupils were classed as persistent absentees. Academic year percentage compared to the previous year. 	<ul style="list-style-type: none"> Attendance SLA to be renewed.

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To develop the phonic knowledge of Y1 pupils through extra intervention.	<ul style="list-style-type: none"> Half termly phonics assessment Daily teaching Phonics workshops Daily intervention to close gaps 		<ul style="list-style-type: none"> Autumn data showed that pupils required more input and specific teaching. Spring data showed some improvement and 33% were on track to pass the phonics screening. <p>Pupils will have HLTA input in Y2.</p>	<ul style="list-style-type: none"> HLTA to support Y2 pupils and engage interventions. Close the gaps with Y6 pupils with the use of HLTA following COVID.
To closely track Y4 pupils as they prepare for the times tables check.	<ul style="list-style-type: none"> Half termly 'sound check' assessment using TTRS. Weekly intervention for times tables to address gaps. 		<ul style="list-style-type: none"> Autumn data showed many children needing daily practice. <p>This will be high profile in Y5.</p>	<ul style="list-style-type: none"> Teacher's to develop a method to engage pupils in participating in times table at home and provide interventions in school to support this. Weekly prizes to be shared.
To enhance the opportunities of pupils through extra-curricular clubs and trips to support the curriculum.	<ul style="list-style-type: none"> Extra-curricular music lessons to be paid for. Subsidise clubs & trips Nurture groups to take place. 	<p>£2500 (Mentors)</p> <p>£500</p>	<ul style="list-style-type: none"> All pupils attended a trip to support the learning. 36% of pupils participated in choir club/arts and craft club or guitar club during the autumn term. Nurture groups took place each half term and pupils reported feeling ready to stop when they ended. 	<ul style="list-style-type: none"> No trips or clubs to take place until COVID guidelines allow. Offering tutoring program.
To provide a breakfast club for Y6 pupils as they prepare to take their SATS to improve attendance, punctuality and promote well-being.	<ul style="list-style-type: none"> Parent volunteers and teaching assistant extended hours. Breakfast provided each day. 	<p>DID NOT TAKE PLACE</p>	<ul style="list-style-type: none"> This was unable to take place due to COVID. 	<ul style="list-style-type: none"> Commando Joe for Wellbeing Nurture groups

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Develop a library space so that pupils can complete homework during lunchtime who do not have access to computers at home.	<ul style="list-style-type: none"> Plan the library space Meet with relevant bodies. Set up homework club. 	£18069 £9000	<ul style="list-style-type: none"> The library area was set up and beginning to be accessed by children, however COVID restricted anything further happening. There is now a working space in school for pupils. 	<ul style="list-style-type: none"> To develop a love of reading by allowing pupils to take books home for pleasure from N-Y6.
Develop leaders in school so that assistant head teachers are able to track pupil progress in phases	<ul style="list-style-type: none"> Assistant Head teacher to be employed for EYFS & KS1 and another for KS2. 		<ul style="list-style-type: none"> Teachers can receive more focussed support from AHT in phases. Develop consistency in phases. 	
Develop a consistent approach to behaviour from all members of staff.	<ul style="list-style-type: none"> SEMH training for lunchtime supervisors. Monitoring of lunchtime 	£599	<ul style="list-style-type: none"> Beacon Support was ordered during the lockdown period and all teaching assistants and lunchtime supervisors completed their level 1 training. 	Level 2 training.