

Pupil Premium Strategy Statement 2023-24

This statement details our school's use of pupil premium (and recovery premium for the **2023 to 2024 academic year**) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Holy Name Catholic Primary School
Number of pupils in school	200
Proportion (%) of pupil premium eligible pupils	24% (47 pupils)
Academic year/years that our current pupil premium strategy plan covers <small>(3-year plans are recommended)</small>	2021/22 – 2023/24
Date this statement was first published	31 December 2022
Date on which it will be reviewed	July 2024
Statement authorised by	A.Neenan (HT)
Pupil premium lead	E.Chapman (DHT)
Governor / Trustee lead	Martin Scott (Finance Governor)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£46,560
Recovery premium funding allocation this academic year	£6380
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£52,940

Part A: Pupil Premium Strategy Plan

Statement of Intent

We intend to enable our pupils to make the best possible start upon entering Reception by reviewing their understanding upon joining us at Holy Name. We continue to review the challenges faced by pupils and adapt our plan to meet their needs.

Our diagnostic assessment of pupils indicates that our key priorities for our disadvantaged pupils, regardless of their background should consist of the following:

- To ensure that all classes are at least in line or better than national data for age-related expectations and greater depth pupils for English, reading and mathematics.
- To ensure that the appropriate support is in place for pupils who are not meeting age-related expectations.
- To ensure that pupils develop a love for reading and that this is reflected in Holy Name's reading culture.

Provide high quality provision for all SEND pupils by:

- Developing a rigorous approach to assessment to ensure that pupils needs are met and progress is made.
- Ensure that all staff receive training to support the needs of all pupils through high quality teaching and in-class provision.
- To develop pupil independence so that they are able to use appropriate strategies and resources may take responsibility for their own learning and full access the curriculum independently.

In order to support pupils with being able to achieve the above outcomes, attending school daily and on time must be a priority. We aim to engage our families through meetings for attendance and punctuality. We will continue to award pupils for good attendance in weekly assemblies.

Furthermore, we need to make school even more enjoyable for our pupils through personal development opportunities, such as extra responsibilities in school and extra-curricular clubs and trips.

In addition to this, we hope to build on pupils' resilience and enable them to handle conflict appropriately.

We endeavour to use a tiered approach, as per EEF research which focuses on improving teaching, targeted support and wider strategies.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of Challenge
1	<p>WRITING PROGRESS: Writing data suggests that pupils are not retaining and applying taught skills consistently when writing independently. As a result, pupil data is below national averages for expected and greater depth attainment.</p>
2	<p>MATHEMATICS PROGRESS: Maths assessment data indicates that pupils are struggling to recall key facts to support their calculation skills and application of calculation skills to solve problems. Reasoning problems are not always accurately answered by pupils which is impacting on progress.</p>
3	<p>READING PROGRESS: Reading data indicates that pupils in KS1 & KS2 are below the national average for expected & greater depth.</p>
4	<p>TEACHING & LEARNING: Assessment to be used by all stakeholders to ensure that pupils with SEND are monitored and rigorously assessed to ensure that we are narrowing the attainment gap through improved assessment, appropriate differentiation and scaffolding and learning environments which are supportive of pupil needs.</p>
5	<p>ATTENDANCE: Attendance data for 2021-22 shows that 17% of pupils were Persistent Absentees. 5% (10) of those pupils were pupil premium pupils. Overall attendance was below 95% which could impact on pupils' progress and attainment.</p>
6	<p>RESILIENCE: Targeted support for pupils dealing with conflict / building resilience would benefit these pupils. Observations have shown that these pupils tend to find it difficult to resolve conflict appropriately and are developing friendship difficulties.</p>

Intended Outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

	INTENDED OUTCOME	2021-24 SUCCESS CRITERIA	2023-24 SUCCESS CRITERIA (ANY CHANGES)												
1.	Achieve strong pupil PROGRESS in READING so that pupil attainment is in line or above national percentages	<ul style="list-style-type: none"> To ensure that all classes are at least in line or better than national attainment data for age-related expectations and greater depth pupils. 													
2.	Achieve strong pupil PROGRESS in WRITING so that pupil attainment is in line or above national percentages	<ul style="list-style-type: none"> KS2 writing outcomes by 2024/25 show that at least 75% of pupil premium pupils are meeting age related expectations. 	<p>Improve English provision to raise standards in writing so that attainment for all classes is at least in-line with 2023 expected and greater depth national data.</p> <table border="1"> <thead> <tr> <th></th> <th>Expected</th> <th>Greater Depth</th> </tr> </thead> <tbody> <tr> <td>EYFS (2022)</td> <td>69.5%</td> <td>N/A</td> </tr> <tr> <td>KS1 2023</td> <td>60%</td> <td>8%</td> </tr> <tr> <td>KS2 2023</td> <td>72%</td> <td>16%</td> </tr> </tbody> </table>		Expected	Greater Depth	EYFS (2022)	69.5%	N/A	KS1 2023	60%	8%	KS2 2023	72%	16%
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KS2 2023	72%	16%													
3.	Achieve strong pupil PROGRESS in MATHS so that pupil attainment is in line or above national percentages	<ul style="list-style-type: none"> KS2 maths outcomes by 2024/25 show that at least 75% of pupil premium pupils are meeting age related expectations. 	<p>To improve mathematics provision to raise standards in mathematics so that attainment for all classes is at least in-line with 2023 expected and greater depth national data.</p> <table border="1"> <thead> <tr> <th></th> <th>Expected</th> <th>Greater Depth</th> </tr> </thead> <tbody> <tr> <td>EYFS (2022)</td> <td>75.9%</td> <td>N/A</td> </tr> <tr> <td>KS1 2023</td> <td>70%</td> <td>16%</td> </tr> <tr> <td>KS2 2023</td> <td>73%</td> <td>24%</td> </tr> </tbody> </table>		Expected	Greater Depth	EYFS (2022)	75.9%	N/A	KS1 2023	70%	16%	KS2 2023	73%	24%
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4.	To close the gap for pupils who are not at age-related expectations for SPEECH and LANGUAGE .	<ul style="list-style-type: none"> To develop TEACHING ASSISTANTS to enable them to lead INTERVENTIONS confidently to support pupil progress. Wellcomm assessments demonstrates that pupils are improving language and communication skills. Support and develop teaching and support staff to ensuring that work is appropriately DIFFERENTIATED, and the learning ENVIRONMENT is supportive of every pupil's individual needs (<i>resources / IIPs / ASD</i>) 	<ul style="list-style-type: none"> To continue to develop TEACHING ASSISTANTS to enable them to lead INTERVENTIONS confidently to support pupil progress. Wellcomm assessments demonstrates that pupils are improving language and communication skills and for <i>assessments and interventions to be tracked on Insight.</i> 												
5.	To achieve and sustain improved ATTENDANCE for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> The overall absence rate for all pupils being 5% or less. 	<p>Sustained high attendance by 2024/25 demonstrated by:</p>												

	INTENDED OUTCOME	2021-24 SUCCESS CRITERIA	2023-24 SUCCESS CRITERIA (ANY CHANGES)
		<ul style="list-style-type: none"> The percentage of all pupils who are persistently absent being below the national average (21-22 – 22.5%). 	<ul style="list-style-type: none"> The overall absence rate for all pupils being 5% or less. The percentage of all pupils who are persistently absent being below the national average (22-23 – 17.2%).
6.	To achieve and sustain improved WELLBEING for pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of pupil’s wellbeing by 2024/25 by:</p> <ul style="list-style-type: none"> Qualitative data from student voice & parent voice. A reduction in incidents where pupils have been ‘unkind’ or used profanities. 	
7.	Develop RESILIENCE in pupils through strategies such as 5Bs and ensure that pupils take PRIDE in their achievements through our links to the principles of Catholic Social Teaching.	<ul style="list-style-type: none"> A culture of resilience and juicy mistakes in the classroom environments, pupils refer to the 5Bs (brain, board, book, buddy, boss) and learning walks show how this is part of the daily learning taking place. SEND pupils are able to reflect on the support available to them within their own learning environments which is personalised to them and their needs. 	<p>As well as what is noted in 21-24:</p> <ul style="list-style-type: none"> To ensure pupils can articulate the theological underpinnings to their action in relation to CST.

Activity in this Academic Year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£24,000**

Challenge Number(s) addressed	Aim	Activity	Evidence that supports this approach	Actual Spend	Impact
2 & 4	Reading: To ensure that all classes are at least in line or better than national attainment data for age-related expectations and greater depth pupils.	Purchase of standardised diagnostic assessments. Training for staff to ensure that assessments are interpreted and administered correctly. £3000	OFSTED: "When used effectively, assessment helps pupils to embed knowledge and use it fluently, and assists teachers in producing clear next steps for pupils." EEF: Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction.		
1 & 4	SIP - AREA 4: Improve English provision to raise standards in writing so that attainment for all classes is at least in-line with 2023 expected and greater depth national data.	Work alongside an English consultant £3600 – consultant & release	https://www.unidirection.com/ <i>As an education consultant, you'll use your experience in learning, teaching and assessment to help develop the curriculum, implement new strategies to improve education programmes, or work with organisations and learners to identify and support their specialist needs.</i>		
2 & 4	SIP - AREA 5: To improve mathematics provision to raise standards in mathematics to close the gap so that attainment for all classes is at least in-line with 2023 expected and greater depth national data.	Purchase of standardised diagnostic assessments. Training for staff to ensure that assessments are interpreted and administered correctly. Teaching & learning maths hub. £4000	OFSTED: "When used effectively, assessment helps pupils to embed knowledge and use it fluently, and assists teachers in producing clear next steps for pupils." EEF: Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction.		

Challenge Number(s) addressed	Activity	Evidence that supports this approach	Actual Spend	Impact
1 & 4	<p>SIP - AREA 4 – Objective 1: To achieve clarity of expectation and improvement in teaching of basic skills to improve pupil progress.</p>	<p>EEF: “Supporting high quality teaching is pivotal in improving children’s outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.”</p>		
1 & 4	<p>SIP - AREA 4 – Objective 2: Deliver an English curriculum to secure pupils’ knowledge and understanding of selected genres</p>	<p>EEF: “Supporting high quality teaching is pivotal in improving children’s outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.”</p>		
2 & 4	<p>SIP - AREA 5 – Objective 1: Deliver high impact teaching of basic skills in maths (key number facts and written calculation methods and intervention provision)</p>	<p>EEF: “Supporting high quality teaching is pivotal in improving children’s outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.”</p>		
2 & 4	<p>SIP - AREA 5 – Objective 2: Deliver a maths curriculum which secures pupils’ knowledge and understanding (including fractions).</p>	<p>EEF: “Supporting high quality teaching is pivotal in improving children’s outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.”</p>		

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £16,000

Challenge Number(s) addressed	Activity	Evidence that supports this approach	Actual Spend	Impact
3 & 4	<p>READING:</p> <p>Monitor the reading pupils who are BELOW age-related expectations to ensure that they are heard reading regularly and every effort is made to support progress.</p>	<p>EEF: The research suggests a group of teaching strategies that teachers should consider emphasising for pupils with SEND. Teachers should develop a repertoire of these strategies they can use flexibly in response to the needs of all pupils.</p> <ul style="list-style-type: none"> – flexible grouping; – cognitive and metacognitive strategies; – explicit instruction; – using technology to support pupils with SEND; and – scaffolding. <p>The high quality – five a day</p>	£4800	
1 & 2	<p>Engaging with the NATIONAL TUTORING PROGRAMME to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic.</p> <p>A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>		
2 & 4	<p>SIP - AREA 5 – Objective 1:</p> <p>Improve pupils' instant recall of NUMBER FACTS across the school so that at least 80% of pupils can RAPIDLY RECALL the expected number facts for their year group / term</p> <p>£253.90</p>	<p>Rosenshine's Principles of instruction: The best way to become an expert is through practice—thousands of hours of practice. The more the practice, the better the performance.</p>		

Challenge Number(s) addressed	Activity	Evidence that supports this approach	Actual Spend	Impact
<p>4</p>	<p>To employ a Speech and Language therapist to ensure that pupils get off to the best start upon arriving at Holy Name.</p> <p>£3718</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>£3718</p>	

Wider Strategies

Budgeted cost: £13,000

Challenge Number(s) addressed	Activity	Evidence that supports this approach	Actual Spend
5	<p>ATTENDANCE OFFICER to be employed in order to embed principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve training and release time for staff and liaising with attendance officer to improve attendance.</p> <p>£4452</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence (Data)</p>	£4,452
6	<p>MENTORING: For pupils who appear vulnerable / have friendship difficulties to receive support from professionals through Our Place.</p> <p>£4000</p>	<p>The EEF research on mentoring which is used as an approach to increase pupil resilience and wellbeing is beneficial as long as it is consistent. It has been seen to impact on attainment, behaviour and attendance as well. Nuffield Foundation also outlines the benefits of after school clubs on attainment.</p>	Mentoring
6	<p>BEHAVIOUR:</p> <p>Analyse behaviour incidents termly and ensure teachers target pupils / groups to enable a reduction of incidents.</p> <p>Pupil conferencing to show how pupils are understanding the catholic social teaching and how these can be applied to their daily lives.</p>	<p>EEF: Improving behaviours in school: The other four recommendations focus on:</p> <ul style="list-style-type: none"> • Teaching learning behaviours alongside managing misbehaviour. • Using targeted approaches to meet the needs of individuals in your school • Using classroom management strategies to support good classroom behaviour. • Creating consistency and coherency on a whole-school level. 	-
5 & 6	<p>Extra-curricular & nutrition: providing milk for pupils and paying for school trips and clubs so that they may experience the same as non-pupil premium pupils and improve their cultural capital.</p>	<p>BDA: health benefits of milk support growth in pupils and brain development.</p>	

Total budgeted cost: £52,940

Part B: Review of Outcomes in the Previous Academic Year

Pupil Premium Strategy Outcomes

This details the impact that our pupil premium activity had on pupils in the **2022-23** academic year.

2022-23

For further detail on the impact of our **2021-22** pupil premium spending, please see the pupil premium report for **2022-23** which demonstrates impact after each target. To summarise against the challenges faced:

WRITING PROGRESS:

The attainment gap is slowly closing. **5** more pupils are meeting age-related expectations now (compared to **2021-22**). **86%** of pupil premium pupils made expected progress and **24%** made better than expected. Despite this good progress, pupil attainment is still below the national expectation.

MATHS PROGRESS:

The attainment gap is slowly closing: **6** more pupils are meeting age-related expectations now (compared to **2021-22**). **84%** of pupil premium pupils made expected progress and **16%** made better than expected. Despite this good progress, pupil attainment is still below the national average.

Number Facts:

Pupils' knowledge of number facts is increasing and has improved from 28% to 49% from autumn to summer. By the end of **Y4**, **31%** of pupils scored **25 / 25**. 14 pupils scored 20 or more (**54%**). The average score was **18.8** (National Average for **2021-22** was **19.8**). Although number facts are improving, it will continue to be a focus.

READING PROGRESS:

The attainment gap is slowly closing – **6** more pupils are meeting age-related expectations now (compared to 2021-22). **87%** of pupil premium pupils made expected progress and **33%** made better than expected. Despite this good progress, pupil attainment is still below the national expectation.

KS1 & 2 data for age-related expectations remained the same and was below national. The **KS1** data for greater depth pupils was slightly below national and above for **KS2**.

TEACHING & LEARNING:

Attainment:

The attainment gap is slowly closing for reading, writing and maths but this will continue to be a priority.

5 out of 7 classes (Y1 – 6) increased their attainment for greater depth pupils in reading, writing and maths as a result of challenging being a focus for teachers which has been led by subject leaders through staff meetings, monitoring and support. We will continue to work on meeting national greater depth standards (5 classes met 2022 greater depth national for maths).

Narrowing the Gap:

Low attaining readers were targeted in **Y2 – 6** and made an average of **10** months progress from autumn to summer.

In the summer term, the maths leader was released to develop **Y5** pupils. There was a **14%** increase in the number of pupils working at age-related expectations.

Tutoring took place in the summer term for writing and maths. **14%** of pupils who were targeted are now meeting age-related expectations in maths. **18%** of pupils who were targeted are now meeting age-related expectations in writing.

SPECIAL EDUCATIONAL NEEDS:

A speech and language therapist was used to develop TAs and increase pupils' social skills. As a result, pupils are being identified quickly by staff when support is needed. This year we will aim to provide more measurable impact.

WIDER STRATEGIES:

Attendance:

Attendance has continued to improve as a result of monitoring and structured systems. We are better than national for all pupils, SEND & pupil premium, including for our persistent absence. We will continue to work with our attendance officer and meet with families whose attendance falls below the national expectation.

Resilience:

Pupils' resilience continues to develop (as evidenced in the attendance data), however, we would still like this to continue to be a priority. Mentoring has benefited many pupils who now report that they feel more settled. Nurture groups are more established in school which has been a really useful support for pupils as they experience changes.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England.

Programme	Provider
Reading Plus	Reading Solutions
Times Tables Rock Stars	Allrollover