

# Pupil premium strategy statement

*Before completing this template, you should read the guidance on [using pupil premium](#).*

*Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.*

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	204
Proportion (%) of pupil premium eligible pupils	18% (37)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 – 2024/25
Date this statement was published	31 December 2021
Date on which it will be reviewed	July 2022
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	£42,315
Recovery premium funding allocation this academic year	£4230.10
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£46,545.10

## Part A: Pupil premium strategy plan

### Statement of intent

We intend for our pupils to get off to the best 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. Currently, our barriers for pupils entering Reception are mainly around language acquisition, speaking and listening along with fine motor skills presenting as a barrier to learning. This then impacts on pupils further up the school.

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

- To improve the outcomes for our pupils through quality first teaching which will support pupil's metacognition.
- In order to support pupil's language, we aim for pupils to enjoy reading and encourage them to read widely and often through year group reading challenges and use of the library.
- We aim to ensure that all of our pupils are set the right level of challenge through an ambitious and well-planned curriculum.
- We aim to support pupil's retention through retrieval strategies and explicit teaching of vocabulary.

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 the 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	Attendance data for 2020-21 shows that 33% (5 PA) of pupil premium pupils' attendance is below 95% which will hinder pupils learning. Furthermore, 19 'lates' were recorded for these pupils which suggests there is punctuality issue too.
2	Targeted support for pupils dealing with conflict / building resilience would benefit these pupils. Observations have shown that these pupils tend to quit clubs that have been on offer after a week or two and when behaviour incidents occur, pupils are noted to have been 'unkind' to others and on a few occasions, profanities have been used.
3	Teaching needs to be developed so that all pupils receive feedback which is conducive to learning through the application of the new feedback policy, questioning needs to be deep to enable pupils to be challenged in their thinking and through their responses.
4	Assessments, observations and discussions with teachers and pupils indicate that language needs to be developed for our pupils (Nurs-Y6) to ensure that they are discovering a breadth of words which will enable them to increase their cultural capital and access broader areas of learning through explicit teaching of vocabulary and reading a breadth of texts.
5	Pupil conferencing and monitoring of reading show that pupils, particularly disadvantaged are unable to recall a text which they are reading at home for pleasure. They are unable to recall the names of authors / the text which they enjoy the most. As a result reading for pleasure is limited.
6	Maths assessment data indicates that pupils are struggling to recall key facts which will support them with problem solving. Reasoning problems are not always accurately answered by pupils which restricts their progress.

## 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	Success criteria
1. To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>The overall absence rate for all pupils being no lower than 5%.</li> <li>The percentage of all pupils who are persistently absent being below the national average.</li> </ul>
2. To achieve and sustain improved wellbeing for pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of pupil's wellbeing by 2024/25 by: <ul style="list-style-type: none"> <li>Qualitative data from student voice &amp; parent voice.</li> <li>A reduction in incidents where pupils have been 'unkind' or used profanities.</li> <li>An increase in the number of pupils joining and completing an extra-curricular club.</li> <li>A culture of resilience and juicy mistakes in the classroom environments.</li> </ul>
3. Feedback to pupils is conducive to learning and enables pupils to move onto further challenge.	Pupils will be able to take ownership of marking and be clear on their next steps by: <ul style="list-style-type: none"> <li>Pupils will receive feedback on the spot in lessons and be able to tell adults what they are working on.</li> <li>Pupils will be able to move onto a challenge / adaptation promptly because assessment for learning has been successful.</li> <li>Book scrutinise will show that all teachers are receiving 'green' for their feedback.</li> <li>Lessons to show adaptation (as and when appropriate)</li> <li>Teachers questioning will be specific, open and effective which will lead to good outcomes for pupils.</li> <li>Learning walks to show that teachers praise pupils' responses and ask a second / third question to deepen thinking.</li> </ul>
4. Improve oral language skills and vocabulary among disadvantaged pupils.	<ul style="list-style-type: none"> <li>Vocabulary to be progressive in every subject so that teachers plan for the language required.</li> <li>Teachers to make vocabulary high profile in lessons through the use of visual aids (vocabulary walls/ working walls / whiteboard etc)</li> <li>Wellcomm assessments to show pupils are improving language and communication skills.</li> <li>Speaking and listening data in Rec to be at least in line with the national average.</li> <li>All support staff to be experts in delivering support to pupils with language needs.</li> </ul>
5. For pupils to increase their reading attainment so that they are either in line or above age-related expectations.	<ul style="list-style-type: none"> <li>For pupils to be able to recall texts which they read and enjoy at home through pupil conferencing.</li> <li>For pupils to participate in the reading challenge and take books home from the library regularly.</li> <li>For pupil's attainment in reading to continue to improve so that at least 75% of our disadvantaged pupils are meeting age related expectations.</li> </ul>
6. To improve maths attainment for disadvantaged pupils.	<ul style="list-style-type: none"> <li>KS2 maths outcomes by 2024/25 show that at least 50% of pupil premium pupils are meeting age related expectations.</li> </ul>

## 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: £20,545

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure that assessments are interpreted and administered correctly.</p>	<p>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:</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	4, 5, 6
<p>To develop pupil questioning and feedback provided to pupils during teaching to ensure that vocabulary is high profile, understood and applied to responses.</p> <p>Review our feedback policy to ensure that we have subject specific responses to support teaching and learning.</p> <p>Ensure that teachers model the correct use of vocabulary.</p>	<p>The <a href="#">EEF feedback research</a> identifies how feedback can be used to improve attainment.</p>	3
<p>To train staff on the research which supports long term memory and implement retrieval strategies for subjects to support this approach.</p>	<p><a href="#">Cognitive Science Approaches</a> from the EEF show the benefits of using this within a lesson support pupil retention through low stake quizzes.</p>	3, 4, 5, 6

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

Budgeted cost: £18,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To employ a speech and language therapist to ensure that pupils get off to the best start upon arriving at Holy Name.	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: <a href="https://educationendowmentfoundation.org.uk">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a>	4
To ensure that pupils are heard reading regularly and that activities are available during break and lunch and pupils use the library.	The <a href="#">DfE guidance</a> has been informed by key findings and research.	5
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	4,5
Engaging with the National Tutoring Pro-gramme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	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: <a href="https://educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	3, 5, 6

## Wider strategies

Budgeted cost: £8000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance officer to be employed in order to embed principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.</p> <p>This will involve training and release time for staff and liaising with attendance officer to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>1</p>
<p>Pupils will be able to participate in a range of activities which will take place at lunchtime and after school which will broaden their cultural capital opportunities.</p> <p>Lunchtimes will have a specific wellbeing activity taking place and mentoring will be in place for those who require it.</p> <p>A set room will be allocated to support pupils with mental health issues and staff will receive training on the early identification and strategies to support this.</p>	<p>The <a href="#">EEF research on mentoring</a> 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.</p> <p><a href="#">Nuffield Foundation</a> also outlines the benefits of after school clubs on attainment.</p>	<p>2</p>

**Total budgeted cost: £46,545.10**

## 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 2020 to 2021 academic year.

As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended.

Our internal assessments for 2021-21 showed that 65% of our pupil premium pupils achieved 95% attendance or more. This was excluding the 'X' code absence.

School was able to remain open to pupils for most of the year. There was a full reception closure and partial closure to year three pupils. The other partial school closure was due to the national lockdown. Within the summer term, our Y5 class had to close and then most of KS2 due to an outbreak at the end of term. This resulted in difficulty in gathering pupils' final assessments.

The assessments that were able to take place showed that maths attainment has declined due to the disruption to teaching. COVID 19 had a detrimental impact on many of our pupils, but in particular our pupil premium. Our reading attainment for most classes was maintained or improved due to online resources available for KS2.

We employed a HLTA to support pupils and enhance provision but this was unable to take place in the way it was intended due to staff absence and COVID 19.

We were able to maintain a high-quality curriculum through the use of the Oak National Academy and Microsoft Teams where live lessons took place. We encouraged as many of our pupil premium families to attend these or attend school during the national lockdown also.

The mental health and wellbeing of our pupils appeared to be good when pupils returned to school due to the wellbeing sessions which took place daily upon children's return. However, we did find that pupils were more emotional and less resilient than before which meant that many of our lessons were spent reassuring pupils that they were capable and ensuring that they were in a position to be able to learn.

### 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