

Pupil Premium Strategy Statement 2022-23

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	200
Proportion (%) of pupil premium eligible pupils	22% (44)
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 2022
Date on which it will be reviewed	July 2023
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	£51,870
Recovery premium funding allocation this academic year	£1606.50
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	£53,476.50

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.

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 provide consistently good provision to secure good pupil progress for all learners by making sure that teachers set the right level of **CHALLENGE** for **English, Reading and mathematics**.*
- 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 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	WRITING: Writing data suggests that pupils are not retaining taught skills and applying them consistently to their independent writing tasks. As a result, pupil data is below national average and greater depth attainment is weak from Reception – Y6.
2	MATHEMATICS: 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.
3	READING: Reading data suggests that pupils in KS1 are below national average and challenge for KS1 & 2 is preventing pupils from achieving greater depth.
4	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.
5	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 will hinder pupils learning.
6	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.

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. Achieve strong pupil PROGRESS in WRITING so that <i>pupil attainment is in line or above 2022 national percentages</i>	<ul style="list-style-type: none"> • See English action plan
2. Achieve strong pupil PROGRESS in MATHS so that <i>pupil attainment is in line or above 2022 national percentages</i>	<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. • See maths action plan
3. Achieve strong pupil PROGRESS in READING so that <i>pupil attainment is in line or above 2022 national percentages</i>	<ul style="list-style-type: none"> • See reading action plan
4. To close the gap for pupils who are not at age-related expectations for speech and listening.	<ul style="list-style-type: none"> • Qualitative data from staff voice which shows confidence improving. • Wellcomm assessments to show pupils are improving language and communication skills. • Ensure that ASSESSMENT is used to support PROGRESS of pupils through a more specific data collection on INSIGHT for reading, writing and mathematics. • 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>) • To develop TEACHING ASSISTANTS to enable them to lead INTERVENTIONS confidently to support pupil progress.
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. • The percentage of all pupils who are persistently absent being below the national average. (X%)
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. <p>A reduction in incidents where pupils have been 'unkind' or used profanities.</p>
7. Develop RESILIENCE in pupils through strategies such as 5Bs and ensure that pupils take PRIDE in their achievements.	<p>A culture of resilience and juicy mistakes in the classroom environments, pupils refer to the 5Bs and learning walks show how this is part of the daily learning taking place.</p> <p>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>

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

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. £5000</p>	<p>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</p>	<p>1, 2, 3, 4</p>
<p>MATHS ACTION PLAN (1.2): PLANNING demonstrates a systematic and logical teaching sequence (pace, consolidation and progress) to promote retention of knowledge and depth of learning.</p>	<p>The high quality – five a day</p>	<p>2, 4</p>
<p>ENGLISH ACTION PLAN (1.4): Make sure that teachers set the right level of CHALLENGE to enable pupils to make even stronger progress in WRITING.</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>	<p>1, 4</p>
<p>MATHS ACTION PLAN (1.4): Make sure that teachers set the right level of CHALLENGE to enable pupils to make strong progress in MATHS.</p>		<p>2, 4</p>
<p>READING ACTION PLAN (4): Teachers to develop CHALLENGE within reading lessons and ensure that this is evident in books.</p>		<p>3, 4</p>
<p>ENGLISH ACTION PLAN (1.5): Establish whole school ASSESSMENT procedure and complete termly MODERATION to assess standards accurately across the school</p>	<p>EEF: Use high quality assessment and diagnosis to target and adapt teaching to pupils’ needs. Rapid provision of support is important, but it is critical to ensure it is the right support.</p>	<p>1, 4</p>
<p>ENGLISH ACTION PLAN (1.8): Complete termly LESSON VISITS to monitor and improve the quality of teaching in English.</p>	<p>EEF: Define clear implementation outcomes and monitor them using robust and pragmatic measures.</p> <p>To monitor the use of a new approach, and ensure it is being delivered with high quality, schools will need to define the implementation outcomes they want to achieve and develop an appropriate set of measures (see Box 2 on monitoring implementation).</p>	<p>1, 4</p>

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

Budgeted cost: £16,000

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: Oral language interventions EEF (educationendowmentfoundation.org.uk)	4
SIP (5.1): Ensure that ASSESSMENT is used to support PROGRESS of pupils through a more specific data collection on INSIGHT for reading, writing and mathematics.	Ofsted: "When used effectively, assessment helps pupils to embed knowledge and use it fluently, and assists teachers in producing clear next steps for pupils."	1, 2, 3, 4
READING ACTION PLAN (1): Monitor the lowest 20% of readers to ensure that they are heard reading regularly and every effort is made to support progress.	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. — flexible grouping; — cognitive and metacognitive strategies; — explicit instruction; — using technology to support pupils with SEND; and — scaffolding. The high quality – five a day	1, 2, 3, 4
WRITING ACTION PLAN (1.7): Monitor and take action to ensure that SEND PROVISION in class supports achievement of IIP targets and GENERAL PROGRESS .		
MATHS ACTION PLAN (1.5): Provide a high-quality provision for SEND and Pupil Premium pupils .		
MATHS ACTION PLAN (1.6): All pupils are able to explain the RETRIEVAL strategies used within their mathematics lessons and demonstrate an understanding of mathematical vocabulary that has been taught.	EEF: Quick retrieval of number facts is important for success in mathematics. ¹⁶ It is likely that pupils who have problems retrieving addition, subtraction, multiplication, and division facts, including number bonds and multiples, will have difficulty understanding and using mathematical concepts they encounter later on in their studies.	2, 4
MATHS ACTION PLAN (1.7): Increase the PROFILE of NUMBER FACT KNOWLEDGE across the school so that at least 80% of pupils can RAPIDLY RECALL the expected number facts for their age		

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>MATHS ACTION PLAN (1.11) Provide CPD to teaching assistants to develop their understanding of mathematical teaching.</p>	<p>EEF: Evidence suggests a selection of high-quality, structured interventions can enhance pupil progress when delivered as intended, by TAs who are well-trained and well-supported.</p>	2, 4
<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. 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: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1, 2, 4

Wider strategies

Budgeted cost: £12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>MATHS ACTION PLAN (1.9): Provide ENRICHMENT opportunities for pupils in mathematics by arranging an after-school club focused on mathematics and a Times Table Rock Stars 'Rockstar Day'.</p>		2, 6
<p>READING ACTION PLAN (3) To ENGAGE PARENTS with reading through a Reception reading workshop and Y1 phonics workshop and TRIAL a different online reading record system.</p>	<p>EEF: By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage, supporting parents to assist their children's learning or their self-regulation, as well as specific skills, such as reading.</p>	3
<p>READING ACTION PLAN (5): Ensure that the reading CHALLENGE books are now embedded, and pupils read at least ONE book per term from the selection.</p>	The DfE guidance has been informed by key findings and research.	3
<p>READING ACTION PLAN (6): To implement a READING CLUB for Y2 & Y3 pupils to raise attainment (CN).</p>	The DfE guidance has been informed by key findings and research.	3
<p>READING ACTION PLAN (7): To raise the profile of reading in school through Reading Book Corner Competition & a Home Reading Den Competition, World Book Day and Book Fairs.</p>	The DfE guidance has been informed by key findings and research.	3
<p>ATTENDANCE OFFICER to be employed in order to embed principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff and liaising with attendance officer to improve attendance.</p>	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence (Data)	5, 6

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>For pupils who appear vulnerable / have friendship difficulties to receive support from professionals through Our Place.</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.</p> <p>Nuffield Foundation also outlines the benefits of after school clubs on attainment.</p>	<p>6</p>
<p>Analyse behaviour incidents termly and ensure teachers target pupils / groups to enable a reduction of incidents.</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. 	<p>6</p>

Total budgeted cost: £53,476.50

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 **2021-2022** academic year.

For further detail on the impact of our 2021-22 pupil premium spending, please see the pupil premium report for 2021-22 which demonstrates impact after each target.

To summarise:

- Reading, writing and maths attainment is improving. Reading is more in line with national (school were in the top 5% for progress in reading and top 20% for mathematics for the end of key stage 2 results)
- Feedback from teachers was shown to be improving and pupils were responding.
- Ofsted supported our view that vocabulary and retrieval were taking place during lesson which resulted in good pupil outcomes.
- Through social groups and speech and language our Reception pupils were above nation for speaking and listening.
- We were in-line with national for Y1 phonics data.
- Holy Name were slightly below the 2018-19 national figure for attendance (HN: 94.4% National: 95.3%)

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