



## Pupil Premium Strategy Statement 2016-17

### Overall Impact

The impact on educational attainment from expenditure of the Pupil Premium funding is reflected in the results of the school and the attitudes and behaviour of the pupils. Holy Family School regularly monitors the impact of the Pupil Premium funding and support systems are in place to ensure optimum outcomes for all pupils, including those who are most vulnerable.

1. Summary information					
School	Holy Family Catholic Primary				
Academic Year	2016/17	Total PP budget	£37640	Date of most recent PP Review	
Total number of pupils	206	Number of pupils eligible for PP	28 (14%)	Date for LA external review of this strategy	January 2017

2. Attainment – End of Key Stage 2	Academic year 2015 / 2016			2016/ 2017
	<i>Holy Family pupils eligible for PP (4 pupils)</i>	<i>National 'other' pupils</i>	<i>All pupils (national average)</i>	<i>Holy Family pupils eligible for PP (7 pupils)</i>
% achieving expected level or above in reading, writing and maths	25%	60%	53%	<b>43%</b>
In 2016 % achieving expected level or above in reading	50% (25% above)	71%	66%	<b>57%</b>
In 2016 % achieving expected level or above in grammar, punctuation and spelling	50% (25% above)	78%	72%	<b>71%</b>
In 2016 % achieving expected level or above writing	50% (25% above)	79%	74%	<b>71%</b>
In 2016 % achieving expected level or above in maths	25%	75%	70%	<b>57%</b>

In 2016 there were four Year 6 pupils entitled to support from Pupil Premium. Each pupil = 3.3% of the cohort

<b>3. Barriers to future attainment (for pupils eligible for PP including high ability)</b>	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	Delayed oral language and listening skills that impact on independent and reflective learning.
<b>B.</b>	Basic skills in reading, writing and maths for current Year 3 and Year 6 Pupil Premium pupils.
<b>C.</b>	Social and emotional issues which impact on concentration, motivation and resilience.
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>D.</b>	The attendance rate for pupils eligible for Pupil Premium is below the national average. This reduces their school hours and causes them to fall behind.

<b>4. Outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Improve oral language and listening skills so that pupils develop increased independence in their attitude and approach to learning	Pupils eligible for Pupil Premium make rapid progress by the end of the year so that they meet at least age related expectations.
<b>B.</b>	Higher rates of progress in reading, writing and maths in Year 3 and Year 6 for those pupils who qualify for the Pupil Premium.	Pupils eligible for Pupil Premium make rapid progress by the end of the year so that they meet at least age related expectations in comparison to all other pupils nationally and those with the same starting points.
<b>C.</b>	The social and emotional needs of pupils eligible for Pupil Premium are well supported in a timely manner.	Pupils eligible for Pupil Premium are observed to have improved concentration, motivation and resilience, thus resulting in rapid progress by the end of the year and meeting at least age related expectations.
<b>D.</b>	Increased attendance rates for pupils eligible for Pupil Premium.	Reduce the number of persistent absentees among pupils eligible for Pupil Premium. Overall Pupil Premium attendance improves and is above the national average for this group.

**KEY**

**BCCS** – Brentwood Catholic Children’s Services

**CT** – Class Teacher

**DHT** – Deputy Head teacher

**EEF** – Education Endowment Foundation

**EYFS** – Early Years Foundation Stage

**HT** – Head Teacher

**PPG** – Pupil Premium Grant

**SMT** – Senior Management Team

## 5. Impact of expenditure in 2016 - 2017

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

### i. Quality of teaching for all

Desired outcome	Chosen action / approach	Evidence and rationale for this choice	How we will ensure it is implemented well	Staff lead	Cost	Impact																								
All pupils have access to <b>quality first teaching</b> to improve outcomes.	Targeted coaching through the outstanding teacher programme operated by the Benfleet Teaching Alliance Schools. Experienced support provided in-house through mentoring and coaching.	Areas of weak teaching identified through rigorous monitoring and external reviews. Coaching identified to improve quality first teaching consistently throughout the school.  <i>Rationale: Previous experience</i>	Termly monitoring, feedback from mentor and individual teacher, analysis of progression data. Learning observations, book scrutiny and learning walks. Pupil views including meta-cognition and self-regulation. Rigorous pupil progress meetings every half term.  Governor Visits	SLT		<p><b>KS1 SATS Attainment</b> Age-related</p> <table border="1"> <thead> <tr> <th colspan="2">Expected</th> <th>Greater Depth</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>87%</td> <td>40%</td> </tr> <tr> <td>writing</td> <td>80%</td> <td>30%</td> </tr> <tr> <td>maths</td> <td>80%</td> <td>37%</td> </tr> </tbody> </table> <p><b>KS2 SATS Attainment</b></p> <table border="1"> <thead> <tr> <th colspan="2">Expected</th> <th>Greater Depth</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>77%</td> <td>13%</td> </tr> <tr> <td>writing</td> <td>80%</td> <td>23%</td> </tr> <tr> <td>maths</td> <td>70%</td> <td>13%</td> </tr> </tbody> </table>	Expected		Greater Depth	Reading	87%	40%	writing	80%	30%	maths	80%	37%	Expected		Greater Depth	Reading	77%	13%	writing	80%	23%	maths	70%	13%
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HT & DHT to work with class teachers and classroom support staff to ensure quality first teaching and <b>appropriate intervention schedule</b> in place.	Regular meetings with all teachers and SENCO. All advice taken and implemented from specialist teachers.	Improvement in standards of teaching and learning. Evidenced through progression and data analysis. <i>Rationale:</i> Interventions will include meta-cognition (learning to learn) to help learners reflect on their own learning. EEF 8 months learning is gained	The SENCO will timetable regular meetings throughout the academic year.  Weekly monitoring and regular data analysis to monitor impact.  Rigorous pupil progress meetings every half term  Termly meetings with parents.  LSAs well trained to deliver maths interventions, Phonics and Grammar, Punctuation and Spelling.  Governor Visits	SENCo	£9175	<p><b>83%</b> of children met the required standard in the Y1 phonics screening compared with Essex &amp; National 81% in 2016.</p> <p>Identified pupils are observed to be more confident.</p>																								

SENCO to work with teachers and support staff to provide targeted <b>interventions</b> enabling individual pupils with <b>behavioural issues</b> to interact appropriately with peers and to access the curriculum.	Regular meetings between the class teacher, support workers and SENCO. All advice taken and implemented from specialist teachers	Improvement in standards of teaching and learning. Evidenced through progression and data analysis. <i>Rationale:</i> Interventions will include meta-cognition (learning to learn) to help learners reflect on their own learning. EEF 8 months learning is gained	The SENCO will timetable regular meetings throughout the academic year.	SENCo	£6,315	In most year groups, pupils on the SEN register made greater progress than their peers.  The social and emotional needs of pupils have been well met leading to all targeted pupils making at least expected progress.
All pupils access <b>educational visits/clubs</b> (including Y6 residential trip, after school club etc) which provides memorable and enjoyable experiences to enrich the curriculum.	Monitor registration of pupils and payment for educational visits and attendance at breakfast club and after school clubs.	<i>Rationale:</i> Previous educational visits have enriched pupils' learning through curriculum based visits which puts learning into context. Carefully planned educational visits for this year aim to provide a similar experience.	Educational visits, including risk assessments are carefully planned.  Yearly monitoring will ensure that educational visits are not repeated for cohorts and there are clear links to the curriculum.	SMT	£327	Educational trips and extra-curricular activities have enriched pupil' learning. All pupils on the PPG register were able to participate in school trips. A small number of pupils had subsidised / free attendance at Breakfast & After School Club.
Rapid progress made in reading, writing and maths for current Year 3 and Year 6 pupils with support from a <b>specialist teacher from the Local Authority.</b>	All staff to teach structured grammar and spelling lessons and ensure inference skills are taught regularly. Maths lessons must include mastery moments and provision made for extending the most able.	Reading comprehension strategies-  <i>Rationale:</i> Education Endowment Foundation Teaching and Learning Toolkit- evidence shows that these strategies have moderate impact for very low cost, based on extensive evidence.	Provide staff training in order to enhance the teaching of inference.  Learning observations, book scrutiny and learning walks.  Pupil views regarding their own learning including mastery.  Monitored regularly through Pupil Progress meetings.  Governor Visits	SMT	£325	Teachers and LSAs attended a twilight course led by Cathy Ewers which impacted on teaching Grammar, Punctuation & Spelling.  In 2017 KS2 SATS <b>80% of Y6 pupils</b> achieved Expected or better in GPS compared to 77% Nationally. <b>47%</b> achieved Greater Depth in GPS.  <b>In KS1, 83% of Y2 pupils achieved Expected</b> compared with 66% Nationally.
<b>Total budgeted cost</b>					<b>£16142</b>	

ii. Targeted support						
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Cost	Impact
Rapid progress made in reading, writing and maths for current Year 3 and Year 6 Pupil Premium pupils led by <b>designated learning mentor</b>	One to one tuitions and small group interventions for disadvantaged pupils who are not currently working at age related expectations.  Implement booster groups, which include those pupils identified as more able.	Individual, personalised high quality tuition has been proven in our school to have a positive impact on the attainment and progress of our pupils. <i>Rationale:</i> EEF research (meta cognition)  Effective booster groups last year meant that pupils are starting to make significant gains in their self-confidence and approaches to learning and had a positive impact on end of year attainment and pupil progress. These groups now need to be implemented for newly identified pupils.	Clear objectives are set for the learning mentor to focus on and be accountable for. Half termly progress checks to ensure the targeted interventions are having a positive impact.  Monitoring will ensure that: <ul style="list-style-type: none"> <li>Booster groups are implemented for identified pupils with clear and measurable on-entry and exit assessments</li> <li>Pupil progress is recorded accurately</li> <li>Next steps of learning are identified.</li> </ul>	HT, DHT-CT & maths subject leader	£14,313	In all year groups (Y1 – Y6) the progress of pupils on the PPG register from Aut 1 to Sum 2 was at least in line with their peers in reading, writing and maths and in most year groups pupils have made better than the average progress for the class.  <b>Y3</b> average progress <b>5.5</b> pupil premium <b>5.8</b>  <b>Y6</b> average progress <b>5.8</b> pupil premium <b>7.1</b>
The social and emotional needs of pupils eligible for Pupil Premium are well supported in a timely manner through the use of <b>trained counsellors.</b>	Access to BCCS counselling  Access to Play Therapist	Staff effectively support the emotional needs of individual pupils. This valuable provision needs to continue as pupils change year groups so that new skills or coping strategies learnt can be further developed. Also, new skills can be developed in relation to a range of social settings.  <i>Rationale:</i> EEF Social and emotional learning gain of 4 months	Monitoring by the SMT will ensure that: <ul style="list-style-type: none"> <li>Staff are deployed effectively</li> <li>Timely intervention is provided</li> <li>Behaviour records are up to date</li> <li>Appropriate action is taken immediately to ensure positive outcomes for pupils.</li> </ul>	SMT	£6500	Timely interventions were provided and appropriate action taken to ensure positive outcomes for pupils. Support provided for parents and carers so they felt valued.

Pupils in EYFS and Year 1 to engage in <b>speech and language sessions</b> to improve their communication	Support and advice from Speech & Language Therapist	Staff effectively support the needs of individual pupils.	Provide staff training in order to enhance the provision of communication, Language and Literacy.	SENCo/ CTs  EYFS team		Specialist teachers led staff meetings and liaised with LSAs to ensure appropriate interventions were in place for EYFS & Y1. Targeted pupils observed interacting more confidently with peers and participating in group discussions.
<b>Total budgeted cost</b>					<b>£20,813</b>	
<b>iii. Other approaches</b>						
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>Cost</b>	<b>Impact</b>
Improved attendance for pupils eligible for Pupil Premium.	Arrange regular monitoring of attendance with the School's Admission and Attendance Officer.	Continue: To liaise with identified families to promote regular attendance at school.	Weekly monitoring will aim to: <ul style="list-style-type: none"> <li>Improve attendance for identified pupils</li> <li>Consider alternative ways of promoting the importance of good attendance (MECES resources)</li> </ul>	HT and all staff		Attendance is good overall for PPG pupils. Of the thirty-six PP children currently in school (includes pupils new to HF since Jan) ten achieved 97% attendance and twenty-two were in the 95% - 97% bracket. Non PP children collectively achieved 95% or above <b>May 2017</b>
Parents are more involved with the learning of our disadvantaged pupils.	Hold parent workshops to assist with parental support with home learning. Use of Tapestry to improve communications in EYFS.	Parents are fully supported in assisting pupils with home learning.	Subject leaders will conduct parent support workshops.  Feedback will be regularly collected from parents.  Staff to be trained in the use of tapestry.	SMT		Feedback from parents of children on the PPG register was generally positive. Parental workshops, were valued by those who did attend.
Improve fine and gross motor skills for pupils by attendance at <b>Gym Trail</b> .	Experienced LSA to deliver 'Gym Trail' sessions for individual and small groups of pupils.	Individual, personalised tuition has been proven to have a positive impact on the co-ordination and handwriting of pupils in our school.	The Learning Support Assistant provides a written report on the progress of individual pupils every half term.	DHT	£685	Gym trail leader reports that pupils are making good progress in their fine motor skills. Handwriting in books has improved.

Rapid progress made in reading, writing and maths for current Year 6 Pupil Premium pupils.	Implement Year 6 interventions.	See above SATS results for the percentage of pupils working at or above age related expectations.  Implement an effective programme for the current Year 6 pupils in order to accelerate progress for disadvantaged pupils including Booster Maths for the more able.	Weekly monitoring will ensure that: <ul style="list-style-type: none"> <li>• Effective provision and support provided is tailored to meet the needs of individual pupils</li> <li>• Interventions are implemented for identified pupils with clear and measurable on-entry and exit assessments</li> <li>• Pupil progress is recorded accurately.</li> </ul> Also consider the impact of quality first teaching and effective differentiation.	CT, SMT		Average progress in Y6 <table border="1" data-bbox="1787 177 2092 352"> <thead> <tr> <th></th> <th>Whole class</th> <th>pupil premium</th> </tr> </thead> <tbody> <tr> <td><b>R</b></td> <td>5.3</td> <td>6.3</td> </tr> <tr> <td><b>W</b></td> <td>6.8</td> <td>8.8</td> </tr> <tr> <td><b>M</b></td> <td>5.1</td> <td>6.3</td> </tr> </tbody> </table>		Whole class	pupil premium	<b>R</b>	5.3	6.3	<b>W</b>	6.8	8.8	<b>M</b>	5.1	6.3
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<b>Total budgeted cost</b>					<b>£685</b>													

<b>Total planned expenditure</b>	<b>£37,640</b>
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