



## 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. The 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	n/a
Total number of pupils	206	Number of pupils eligible for PP	28 (14%)	Date for LA external review of this strategy	January 2017

2. Current attainment – End of Key Stage 2 2016			
	<i>Pupils eligible for PP ( school)</i>	<i>National 'other' pupils</i>	<i>All pupils (national average)</i>
% achieving expected level or above in reading, writing and maths	25%	60%	53%
In 2016 % achieving expected level or above in reading	50% ( <i>incls 25% above</i> )	71%	66%
In 2016 % achieving expected level or above in grammar, punctuation and spelling	50% ( <i>incls 25% above</i> )	78%	72%
In 2016 % achieving expected level or above writing	50% ( <i>incls 25% above</i> )	79%	74%
In 2016 % achieving expected level or above in maths	25%	75%	70%

NB In 2016 there were 4 Year 6 pupils entitled to support from Pupil Premium. Each pupil = 25% in the PP column  
= 3.5% 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.

5. Planned expenditure					
Academic year	2016/17				
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	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<b>c. Learning</b>					
All pupils have access to quality first teaching 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.	SLT	Ongoing
SENCO to work with class teachers and classroom support staff to ensure quality first teaching and appropriate intervention schedule 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.	SENCo	£9175

<p>SENCO to work with class teachers and classroom support staff to provide appropriate interventions enabling individual pupils with behavioural issues to interact appropriately with their peers and to access the curriculum.</p>	<p>Regular meetings between the class teacher, support workers and SENCO. All advice taken and implemented from specialist teachers</p>	<p>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</p>	<p>The SENCO will timetable regular meetings throughout the academic year.</p>	<p>SENCo</p>	<p>£6,315</p>
<p>Strengthen the role of subject leaders to ensure rapid progress made by pupils across the school.</p>	<p>Headteacher and Deputy Head to coach and develop expertise. Appropriate courses to be sought and professional partnerships developed within the Deanery Schools and Benfleet Teaching Alliance Schools.</p>	<p>Greater whole school impact in the subject leader roles within the core subjects across the school. Improvement in standards of teaching and learning. Evidenced through progression and data analysis. <i>Rationale:</i> Previous experience has shown that pupil progress meetings that discuss barriers for learning of individuals and groups has a positive impact.</p>	<p>Core subject leaders to undertake regular lesson observations, provide constructive feedback and analyse the data.</p>	<p>Head, DHT &amp; SLs</p>	<p>Ongoing</p>
<p>All pupils have access to educational visits/ clubs which provide memorable and enjoyable experiences which enrich the curriculum.</p>	<p>Monitor registration of pupils and payment for educational visits and attendance at breakfast club and after school clubs.</p>	<p><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.</p>	<p>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.</p>	<p>SMT</p>	<p>Review of this document July 2017.  £127</p>

<p>All Year 6 pupils have access to a residential trip which provides memorable and enjoyable experiences which enrich the curriculum.</p>	<p>Monitor registration of pupils and payment for the residential trip.</p>	<p><i>Rationale:</i> Previous educational residential trips have enriched pupils' learning through a range of physical and curriculum based activities. A carefully planned residential trip for this year aims to provide a similar experience.</p>	<p>Yearly monitoring will ensure that the residential trip is carefully planned, taking into account the needs of individuals and a detailed risk assessment.</p>	<p>HT</p>	<p>Review of this document July 2017.  £200</p>
<p>Rapid progress made in reading, writing and maths for current Year 3 and Year 6 Pupil Premium pupils.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>SMT</p>	<p>Pupils' reading assessments updated accordingly. Review of this document July 2017.</p>
<p><b>Total budgeted cost</b></p>					<p><b>£15817</b></p>

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	When will you review implementation?
Rapid progress made in reading, writing and maths for current Year 3 and Year 6 Pupil Premium pupils	<p>One to one tuitions and small group interventions for disadvantaged pupils who are not currently working at age related expectations.</p> <p>Implement booster groups, which include those pupils identified as more able.</p>	<p>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)</p> <p>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.</p>	<p>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.</p> <p>Monitoring will ensure that:</p> <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	<p>Individual pupil assessments updated accordingly.</p> <p>£14,313</p>
The social and emotional needs of pupils eligible for Pupil Premium are well supported in a timely manner.	<p>Access to BCCS counselling</p> <p>Access to Play Therapist</p>	<p>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.</p> <p><i>Rationale:</i> EEF Social and emotional learning gain of 4 months</p>	<p>Monitoring by the SMT will ensure that:</p> <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	<p>Monitoring by SMT and feedback to staff. Records updated accordingly. Review of this document July 2017.</p> <p>£6500</p>

Pupils in EYFS and Year 1 to engage in speech and language sessions to improve their communication skills.	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	Pupil records updated accordingly.
<b>Total budgeted cos</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>When will you review implementation?</b>
Improved attendance for pupils eligible for Pupil Premium.	Arrange regular monitoring of attendance with the School's Admission and Attendance Officer.	Continue: <ul style="list-style-type: none"> <li>To liaise with identified families to promote regular attendance at school.</li> </ul>	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	Pupil records updated accordingly. Review of this document July 2017.
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	Workshops & training
Improved pupil progress in reading and maths.	Train LSAs to deliver maths interventions, Phonics and Grammar, Punctuation and Spelling.	Well trained teaching assistants support pupils learning intervention. Identified pupils are observed to be more confident.	Weekly monitoring and regular data analysis to monitor impact. Rigorous pupil progress meetings every half term.	Subject leaders / SMT	Workshops and training £325

Improve fine and gross motor skills for pupils.	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 Mentor provides a written report on the progress of individual pupils every half term.	DHT	£685
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	Pupil records and assessments updated accordingly. Review of this document July 2017.
<b>Total budgeted cost</b>					<b>£21823</b>

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