



Pupil Premium Strategy Statement 2017-18

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	2017/18	Total estimated PP budget Summer 2016 – 2017 £15,267	£53,186	Date of most recent PP Review	January 2017
Total number of pupils	197	Number of pupils eligible for PP	32 (16%)	Date for review of this strategy	July 2018

2. Current attainment – End of Key Stage 2 2017				
In KS2 SATS 2017 six Year 6 pupils were entitled to support from Pupil Premium. Each pupil = 20% in the PP column, each pupil= 3.3% of the cohort One of the six Pupil Premium pupil joined in June in Y5 while two others joined in Y6 Spring 2017.		<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		50%		
In 2016 % achieving expected level or above in reading		50%		
In 2016 % achieving expected level or above in grammar, punctuation and spelling		50% (1 pupil GD)		
In 2016 % achieving expected level or above writing		50% (1 pupil GD)		
In 2016 % achieving expected level or above in maths		50%		

3. Barriers to future attainment (for pupils eligible for PP including high ability)

In-school barriers *(issues to be addressed in school, such as poor oral language skills)*

A.	Delayed oral language and listening skills that impact on independent and reflective learning.
B.	Basic skills in reading, writing and maths for current Year 3 and Year 6 Pupil Premium pupils.
C.	Social and emotional issues which impact on concentration, motivation and resilience.

External barriers *(issues which also require action outside school, such as low attendance rates)*

D.	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.
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4. Outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	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.	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.
C.	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.
D.	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 well above the national average for this group.

5. Proposed expenditure in 2017 - 2018

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 quality first teaching to improve outcomes.	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 with feedback 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.	HT DHT English SL Maths SL	£2675	
SENCo to work with teachers and classroom support staff to ensure quality first teaching. Appropriate interventions in place to support and challenge	Regular meetings with all teachers, 1-1 LSAs and SENCO. Advice sought and implemented from specialist teachers.	Improvement in standards of teaching and learning. Evidenced through progression and data analysis. <i>Rationale: Interventions will include meta-cognition (learning to learn) to help learners reflect on their own learning. EEF 8 months learning is gained</i> <i>Rationale: Behaviour interventions seek to improve attainment by reducing challenging behaviour Targeted interventions for those diagnosed or at-risk of emotional or behavioural disorders produce the greatest effects.</i>	The SENCO will timetable regular meetings throughout the academic year. Weekly monitoring and half-termly data analysis to monitor impact. Rigorous pupil progress meetings every half-term Targeted training provided by designated LSAs to deliver specific interventions eg Lego therapy, SMART THINKING	SENCo Learning Support	£22773	
Rapid progress made in reading for all pupils.	Subscription to BUG CLUB and Phonics BUG CLUB	Pupil Motivation - increase in the number of pupils reading at home. Improved rate of progress across all year groups and an increase in number of pupils reaching (and exceeding) ARE in reading <i>Rational</i> <i>An independent study by UCL Institute of Education revealed that Bug Club has a</i>	Rigorous pupil progress meetings every half term Learning observations, book scrutiny and learning walks. Pupil views	SMT English SL	£1180	

Rapid progress made in reading and GPS	All staff to teach structured grammar and spelling lessons and ensure inference skills are taught regularly.	Reading comprehension strategies Rationale: <i>Education Endowment Foundation Teaching and Learning Toolkit-evidence shows that these strategies have moderate impact for very low cost, improving learning by an additional five months' progress over the course of a school year. They are particularly effective for older readers (aged 8 or above) who are not making expected progress.</i>	Arrange for LA specialist to 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.	SMT English SL	£325	
The social and emotional needs of pupils eligible for Pupil Premium are well supported in a timely manner through the use of trained counsellors.	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 SENCO/ HT will ensure that: <ul style="list-style-type: none"> • Staff are deployed effectively • Timely intervention is provided • Behaviour records are up to date • Appropriate action is taken immediately to ensure positive outcomes for pupils. • Whole school approach is taken through the use of STAR Analysis training by specialist teacher from the Local Authority. 	SMT	£2676 £3929	
Provide differentiated literacy instruction for PPG and SEN students of all abilities	Subscription to LEXIA on-line program	Individual, personalised on-line reading activities motivate pupils. Rational <i>Overall, studies consistently find that digital technology is associated with moderate learning gains (on average an additional four months)</i>	Monitoring by the SMT will ensure that: <ul style="list-style-type: none"> • Staff are deployed effectively • Timely intervention is provided • Behaviour records are up to date Appropriate action is taken immediately to ensure positive outcomes for pupils.	SENCO English SL Maths SL	£3860	
Total budgeted cost					£24411	

iii. Other approaches						
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
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"> Improve attendance for identified pupils Consider alternative ways of promoting the importance of good attendance (MECES resources) 	HT and all staff Link Governor		
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. Rational <i>Parental involvement Moderate impact for moderate cost, based on moderate evidence. +3 months</i>	Subject leaders will conduct parent support workshops. Feedback will be regularly collected from parents. Staff to be trained in the use of tapestry.	SMT		
Improve fine and gross motor skills for pupils by attendance at Gym Trail .	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 / LSA	£711	
Use of on-line service to identify pupils entitled to PPG funding	Subscribe to Pupil Premium data provision	Rational <i>Experience proved that there were a number of parents who did not realise their children were entitled to PP funding.</i>	Admin staff provide all parents with relevant information and follow up enquiries.	Admin staff	£250	
Total budgeted cost					£961	

Expenditure yet to be decided

£1186

Total planned expenditure	£53,186
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