

Holy Souls RC Primary School Pupil Premium Strategy Statement



This statement details our school's use of pupil premium 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 Souls RC Primary School
Number of pupils in school	212
Proportion (%) of pupil premium eligible pupils	33 pupils 16%
Academic year/years that our current pupil premium strategy plan covers (3 Year plans are recommended)	2024-2027
Date this statement was published	December 2021 Re-published July 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Danielle Ellison
Pupil Premium Lead	Jane McCormack (PP) Adam Morris (Assessment) Joanne Smyth (SEND)
Governor / Trustee lead	Mr A Mathiya

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£51,800 allocation April 2024 - March 2025
Recovery premium funding allocation this academic year	N/A
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	£ 51,800

Part A: Pupil premium strategy plan

Statement of Intent

At Holy Souls we have high expectation and ambition for all our children irrespective of their background or the challenges they face. We provide high quality teaching to enable children to reach their full potential and to achieve the best possible outcomes. However, we recognise that our pupil premium and other vulnerable children may require additional support to enable them to achieve in line their peers or to make progress from their starting point.

It is our intention to:

- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally
- Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- Develop confidence in their ability to communicate effectively in a wide range of contexts
- Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- Access a wide range of opportunities to develop their knowledge and understanding of the world
- To prepare our children for the next stage of their education and the world of work
- To raise standards in attendance and punctuality

Achieving our objectives:

In order to achieve our objectives and overcome challenges to learning we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work,
- Target funding to ensure that all pupils have access to trips, residential and first-hand learning experiences
- Provide opportunities for all pupils to participate in enrichment activities including sport and music
- Provide appropriate nurture and counselling to support pupils in their emotional and social development.

At Holy Souls, we will ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data. Class teachers will identify through the class pupil premium plan specific intervention and support for individual pupils. Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1 Attainment progress	From our current assessment data, it would indicate that reading, writing and maths for some of our disadvantaged pupils remains below our non-disadvantaged pupils.
2 Mental health and well-being	Pupils are not in the best position to learn when they suffer with less developed social and emotional intelligence. ACES often require additional support and the interventions of outside agencies. Many of our families are at the forefront of the cost of living crisis. This has a huge impact on pupils health, social and emotional development.
3 Speech and Language	Children enter EYFS with significantly low levels of C&L skills. Some of our PP children have gaps in vocabulary and face challenges with speech and language development. This has impact in attainment in all areas of the curriculum.
4 Attendance and Punctuality	Attendance in Years 4,5 and 6 falls slightly below the non -disadvantaged Pupils. Attendance is key to success, therefore attendance will always be a focus for our strategy. Our pupils need to be in school and have the right mindset each day to ensure they are making 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. Curriculum learning gaps covered so children make rapid progress to remain on track to achieve expected or above outcomes.	Assessment and tracking will reflect progress made and children on track to achieve expected outcomes
2. To achieve and sustain well-being for all pupils in our school, particularly our disadvantaged pupils.	Improved outcomes from baseline. Conversations with children and families indicate an improvement and a positive impact on academic engagement and attainment
3. Improve language skills including widening vocabulary.	Improve oral language skills and vocabulary usage evident in lessons and children's work Disadvantaged children complete Wellcomm program and are assessed at age appropriate for their speaking and listening
4. To achieve and sustain improved attendance and punctuality for disadvantaged children.	Overall for attendance to improve- Aim 96%. The attendance gap between disadvantaged pupils and non disadvantaged pupils to narrow. All disadvantaged pupils will meet national expectations for attendance/persistent absence

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 and based on the menu of approaches as set out in the Using Pupil Premium Guidance for school leaders 2023 .

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £9000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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1. Continued CPD in RWI in order to provide high quality first teaching in phonics. (Orgill English hub supporting as well as continued development days with Michelle Owens from RWI Continued use of RWI in Key Stage 1 which is a DfE validated systematic synthetic phonics programme.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF DfE Menu of approaches	1 and 3
2. To continue with the use of the Blackburn with Darwen Communication and Language programme Welcomm for Pre-school and Reception children	EEF evidences the impact (+7 Months) for providing effective feedback "Pupils require clear and actionable feedback" in order to learn and improve https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches	3
3. To further develop maths teaching and curriculum planning in line with DfE and EEF guidance. To further develop LCC Red Rose curriculum including CPD for teaching a maths mastery approach. 4. Ongoing Maths CPD for Year 6 and to pilot the early years program of study	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	1 and 3
5. A relentless focus on our existing graduated attendance strategy	DfE improving school attendance guidance and support from the authority	4
6. CPD/ Empowerment for teachers and TA's across school- All staff engage with CPD in quality first teaching -	Quality first wave 1 and 2 teaching provides consistency that every child needs to thrive Monitoring to ensure quality first teaching across school	1,2 and 3

To ensure every disadvantaged pupil experiences quality first inclusive learning	Sutton Trust found that 'The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds over a school year'	
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Targeted academic support (for example, tutoring, one-to-one support and structured interventions)
Budgeted cost:£33,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
• Reading interventions delivered over a half or termly period • Targeted 1-1 reading x daily • RWI 1-1/ small groups • Activities to develop inference skill/ • 1:1 reading daily with in class teaching • Fast track phonics- pupils are assessed half termly therefore a fluid approach to target pupils	EEF evidences the impact (+4 months) for group tuition. A smaller group offers "an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum" Collaborative learning approaches (+5 months) 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: Phonics Toolkit Strand Education Endowment Foundation EEF Phonics approaches have a strong EEF evidence base indicating the positive impact of +5 months Maths mastery (+5 months) (Year 5 have been added this academic year) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning	1 and 3

- Targeted in class support for children in English. - Teaching Assistants working alongside teachers to supplement the classroom teaching and provide on live feedback for improvement. - Same day catch up	EEF evidences the impact (+4 months) of teaching assistants interventions in the classroom supporting and working with the teacher. EEF evidences the impact (+6 Months) for providing effective feedback "Pupils require clear and actionable feedback" in order to learn and improve	1 and 4
- Writing intervention x2weekly - Small group intervention modelled writing from TA	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	1 and 3
Implemented WellComm in September baseline July progress assessment	EEF evidences the impact of oral language interventions(+6 Months) "Approaches that focus on speaking, listening and a combination of the two all show positive impact on attainment"	3
PP/SEND individual support programmes: 1:1 Phonics WellComm (Assessment and language tool) Same day targeted intervention	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	1 and 3

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £9,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
School counsellor providing 1-1 support based on individual needs. 3 qualified mental health first aiders provide 1-1 support.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	2
Enrichment Activities Cultural capital, enrichment activities provide first hand learning and social experiences which can be used across the curriculum. PPG funds will be used to allow access to trips and residential weekends. Outdoor Educational provision, e.g. Forest school will be developed, and training provided for staff. French teacher employed for Key Stage 2	Extend childhood experience of PP children and therefore impact on their learning and well-being. Provide further inspiration for pupils academic achievement and progress	2
Sports clubs provided by Blackburn Rovers. A range of curriculum and enrichment activities including homework.	Extending school time +3 months Homework+5 months	3

Total budgeted cost: £51,800

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 2022 to 2023 academic year.

Internal and national assessments indicate that children have made some progress towards closing gaps. Interventions led by Teaching Assistants in reading, speaking and listening and maths were effective. Reading interventions had the greatest impact, especially talk - tastic, daily 1-1 reading and fast track phonics.

The majority of our Pupil Premium children passed the phonics screening check at the end of Year 1 and the majority are on track and working in expected age group phonics phases.

Staff from the early years team trained on the Wellcomm as part of the BWDBC pilot scheme across all PVI, pre-schools and primary schools. Results from the start of the program showed marked increase in the language skills of our disadvantaged children.

We are committed to supporting children with social and emotional needs.

Our school counsellor has provided 1;1 and small group sessions to engage our disadvantaged pupils and those requiring additional emotional support. Our pupils were given a calm, quiet space when they needed it, a familiar person to share and discuss concerns, access to resources and equipment to meet the pupils' needs. Forest school has been effective in building language development, social skills, engagement in learning and gaining independence.

Children had first-hand learning and social experiences which they used across the curriculum including,

Y6 Bikeability

Y4- Musical wider opportunities

Yr 1 - Clitheroe Castle

Y6 - Robinwood

All year groups Blackburn Rovers sport

All year groups Panto

Having reviewed the strategy, we are confident that the challenges intended outcomes and activities with minor amendments are still appropriate for the 24-25 academic year.

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
RWI programme/ Ruth Miskin	Ruth Miskin
First Class @ number	Edgehill University
British Picture vocabulary scale	GL assessments
Red Rose Mastery	Lancashire maths
Accelerated reader	Renaissance learning INC
Ted talk?	Blackburn with Darwen
Talktastic	Blackburn with Darwen
NFER	National foundation for educational research
Nuffield Language Programme	Nuffield
NESSY reading and spelling	NESSY
Talkabout Social Skills	Routledge
Derbyshire Language scheme	Derbyshire language scheme
Steps to Read and Read to Write	Literacy Counts