

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	209
Proportion (%) of pupil premium eligible pupils	16.2% (34)
Academic year/years that our current pupil premium strategy plan covers (3 Year plans are recommended)	2021-2024
Date this statement was published	December 2021 Re-published July 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Danielle Ellison
Pupil Premium Lead	Jane McCormack (PP) Adam Morris (Assessment) Joanne Smyth (SEND)
Governor / Trustee lead	Lisa North

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£48,015 allocation April 2023 - March 2024
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	£ 48,015

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

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,
- 1-1 tuition
- 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 support 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	Assessments and observations indicate that reading, writing and maths attainment for some disadvantaged pupils remains below non disadvantaged children. The impact of Covid can still be seen particularly with the younger children which is reflective of the national picture.
2	Our assessments, observations and discussions with pupils and families have identified that some of our pupil premium children have social and emotional issues which can impact on their confidence, social interaction and ability to learn.
3	Some of our PP children have gaps in vocabulary and face challenges with speech and language development. This can lead to greater difficulty in learning and applying language skills across the curriculum, especially in English.
4	Our assessments and observations indicate that some PP children are at risk of not achieving age related expectations or above in English and Maths.

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
4. Improved English and Maths attainment.	Reducing the attainment gap in English and Maths and good progress from children's starting point.

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: 9,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
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	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	3 and 4

Continued use of RWI in Key Stage 1 which is a DfE validated systematic synthetics phonics programme.		
2. Continue to train staff the Steps to Read and Read to Write curriculum and evaluate impact on outcomes.	Reading comprehension +6months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	3 and 4
3. Continuation of the Blackburn with Darwen Communication and Language programme WellComm	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
4. 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. Ongoing Maths CPD	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	4
5. CPD on how well being can affect children's' learning behaviours.	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
6. <i>Sharing of metacognition teaching strategies (ongoing)</i>	EEF toolkit metacognition is +7months impact	1,3 and 4

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

Budgeted cost: £31,715

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 • National tutoring programme to be targeted to PP children in maths and English. • Short term rapid interventions based on lesson evaluations for PP children •	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 4
• Targeted in class support for children in English. • Teaching Assistants working alongside teachers to supplement the classroom teaching and provide on live	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

feedback for improvement. • Same day catch up		
Small group intervention to challenging children to move towards GDS (30mins x 3 times a week)	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 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 4
• Implemented WelComm 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
• Catch up funding and the national tutoring programme are being used for targeted children in core subject.	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 4

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

Budgeted cost: £6,800

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. Breakfast and afterschool club.	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.	Extending school time +3 months	3

A range of curriculum and enrichment activities including homework.	Homework+5 months	
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Total budgeted cost: 48,015

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 in 2023 indicate that children have made good progress towards closing gaps. Interventions led by Teaching Assistants in reading, speaking and listening and maths were effective. Reading interventions had the good impact, especially daily 1-1 reading and fast track phonics.

Most 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.

The targeted support to move children to greater depth will continue to be a school focus.

The national tutoring programme led to the closing of gaps for targeted children and to ensure it is even more effective the interventions will be implemented by school staff rather than external tutors.

We are committed to supporting children with social and emotional 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.

Having reviewed the strategy, we are confident that the challenges intended outcomes and activities with minor amendments are still appropriate for the 2023-24 academic year.

<u>Attainment</u>				<u>Progress</u>			
N ^o s	PP			N ^o s	PP		
31	R	W	M	31	R	W	M
5	60	40	20	5	100	100	60
2	50	0	100	2	50	50	100
9	44	44	57	9	77	100	100
3	33	0	0	3	100	100	100
7	58	57	71	7	86	86	100
5	60	40	20	5	100	80	100

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
	Edgehill University
British Picture vocabulary scale	GL assessments
Red Rose Mastery	Lancashire maths
Accelerated reader	Renaissance learning INC
	Blackburn with Darwen
Wellcomm	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