

Holy Souls RC Primary School Pupil Premium Strategy Statement



This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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	206
Proportion (%) of pupil premium eligible pupils	20%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Danielle Ellison
Pupil premium lead	Jane McCormack, Adam Morris and Joanne Smyth
Governor / Trustee lead	Mr A Mathiya

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£61,525 allocation April 2021 - March 2022
Recovery premium funding allocation this academic year	£2,900
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
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	£64,425

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 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,
- National tuition programme starting in January 2022
- 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	<u>Increased gap in learning evident after partial school closure.</u> Assessments and observations indicate that reading writing and maths attainment among disadvantages pupils is below that of non- disadvantaged pupils. Assessments and observations indicate that the education and well-being of some of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.
2	SEMH impacts on the ability to learn, confidence and social interaction. Our assessments, observations and discussions with pupils and families have identified social and emotional issues. Some pupils, including a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment and progress. Our observations and discussions with pupils and families have identified social and emotional issues for many pupils, including enhancement opportunity. Teacher referrals for support have increased during the pandemic,
3	Speech and language internal assessments and observations indicate oral language skills and vocabulary gaps for some children including disadvantaged and vulnerable children. These children generally have greater difficulties with phonics, these issues are evident from reception through to Key Stage 2
4	our assessments and observations indicate that attainment and progress in English and Maths, some children are at risk of not achieving age-related expectations or above in English and Maths, this was impacted by partial school closures due to the pandemic

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
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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.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 15,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Purchase of CPD for RWI in order to provide quality first teaching in phonics. Continued use of RWI which is a DEF validated systematic synthetic phonics programme</i>	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	3 and 4
<i>Purchased steps to read and read to write scheme to provide a structured teaching approach to writing and reading which is vocabulary rich and is based on reading through to writing.</i>	Reading comprehension +6months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	3 and 4
<i>CPD for the introduction of 'Live feedback' to be established across school</i>	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

<i>CPD for the introduction to maths mastery Enhancement of maths teaching and curriculum planning in line with DEF and EEF guidance. Purchase of LCC Red Rose Maths mastery including CPD for teaching maths mastery</i>	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
<i>CPD on how well being can affect childrens' learning behaviours</i>	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
<i>Purchase of standardised diagnostic assessment. CPD for staff on assessment and analysis of data</i>	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	1, 3 and 4
<i>CPD training in metacognition</i>	EEF toolkit metacognition is +7months impact	1,3 and 4

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

Budgeted cost: £ 25,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching assistant led intervention for	EEF evidences the impact (+4 months) for group tuition. A smaller group offers "an opportunity for greater levels of interaction	1 and 4

Small group/1-1 Intervention in English and Maths with high quality pupil and adult interaction x3 weekly 20 mins half termly	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) Maths mastery (+5 months) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning	
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.	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
<i>Reading interventions delivered over a half /term period</i> <i>Targeted 1-1 reading daily</i> <i>RWI 1-1/ small groups</i> Activities to develop inference skill/ 1:1 reading daily with in class Teaching Small group intervention to challenging children to move towards GDS (30mins x 3 times a week)	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 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:	1 and 4

	Small group tuition Toolkit Strand Education Endowment Foundation EEF	
Writing intervention x2weekly <i>Small group intervention modelled writing from TA</i>	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
Speech and Language therapy and Nessy programme Ted Talk and Talktastic BPVS Nuffield language programme	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 to support children who education has been most impacted by the pandemic	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

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

Budgeted cost: £ 20,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Emotional literacy programme and social skills group in Key Stage 2 2 qualified Elsa staff will have shared oversight with the Senco of provision for pupils identified by staff 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, eg. 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 A range of curriculum and enrichment activities including homework	Extending school time +3 months Homework+5 months	3

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 2020 to 2021 academic year.

Internal assessments during 2020-2021 indicated that the performance of children including disadvantaged and vulnerable was disrupted as a result of partial closure as reflected in schools across the country, with writing being the most affected. School or partial closure was most detrimental to our disadvantaged children as they were not able to benefit from planned targeted interventions. Staff continued to deliver high quality remote teaching and child engagement was monitored carefully. On return to full school opening, school leaders, governors and staff were determined to mitigate this through a catch up curriculum designed to bring about rapid progress and this has continued into this academic year

Assessments and observations indicated that pupil well-being and mental health was affected by Covid related issues. The impact was particularly acute for some disadvantaged pupils. On return to full school opening additional funding was allocated for our school counsellor to support our most vulnerable. Before and afterschool club gave additional support for children experiencing social and emotional difficulties.

There was whole team approach to ensuring that children felt happy and secure on their return. Staff worked hard to maintain communication and partnership with parents and carers who appreciated the blend of remote learning that was offered. Most of our vulnerable attended school during the period of lockdown

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 read to write	Literacy Counts

Total budgeted cost: £ 60,000.00

