

Pupil premium strategy statement – Holy Family Catholic Primary School **REVIEW 2023**

This statement details our school’s use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

| Detail | Data |
|---|--|
| Number of pupils in school | 208 |
| Proportion (%) of pupil premium eligible pupils | 14% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021-2022 2022-2023 2023-2024 |
| Date this statement was published | December 2022 |
| Date on which it will be reviewed | December 2023 |
| Statement authorised by | Will Harding Headteacher |
| Pupil premium lead | Gemma Cullimore Deputy Headteacher |
| Governor / Trustee lead | Teresa Cross Lead for disadvantaged pupils. |

Funding overview

| Detail | Amount |
|---|----------|
| Pupil premium funding allocation this academic year | £41, 625 |
| Recovery premium funding allocation this academic year | £0 |
| Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) | £0 |
| Total budget for this academic year | £41, 625 |

Part A: Pupil premium strategy plan

Statement of intent

At Holy Family Primary School, we are aware of the attainment gap that is evident for our disadvantaged pupils. Our intention is that all pupils, irrespective of their background or the challenges that face, make good progress and achieve high attainment across all subject areas. The implementation of the pupil premium funds has assisted in working towards closing this gap, but there are still areas to work on. We recognise that high quality teaching 'is the most important lever schools have to improve outcomes for disadvantaged pupils.' (The EEF Guide to the Pupil Premium)

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. Research conducted by EEF should then be used to support decisions around the usefulness of different strategies and their value for money.

Common barriers to learning for disadvantaged children, can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all".

We will aim to increase attendance for those disadvantaged pupils, our school will work in conjunction with an Educational Welfare Officer to ensure that children and their families are being supported in their needs, and thus lessen the gap between our disadvantaged and non-disadvantaged peers by providing them with support to enable them to experience the full learning experience that Holy Family has to offer.

Our strategy is to use focused individual and group interventions to seek to develop skills in speaking and listening, reading, writing, spelling and mathematics for those children. Training for staff and use of wider strategies are key to supporting those who are leading as well as the children in progressing.

Our ultimate objectives for our disadvantaged pupils are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- To support our children's health and wellbeing to enable them to access learning at an appropriate level.

Our current pupil premium strategy plan works towards achieving these objectives by:

Pupils:

- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved.
- 1:1 priority reading sessions daily.

- Small group work for maths, related to Ready to Progress.
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Additional learning support within class.
- Support payment for activities, educational visits and residential trips. Ensuring children have first-hand experiences to use in their learning in the classroom.

Staff:

- Teachers' use of assessment in all areas of the curriculum to identify gaps in curriculum knowledge owing to disrupted learning in 2019/2020 and 2020/2021 leading to provide specific interventions aimed at gaps identified through assessment. Lowest 20% of readers to be read with daily.
- SLT and subject leads monitoring assessments across the school, analysing this information and identifying strengths and areas for improvement within the subject knowledge and understanding. To also lead moderation to ensure consistency and to share good practice within the school.
- Developing pupils' Oracy and vocabulary through the Building the Kingdom project.
- Implementing a clear and sequential programme of phonics teaching which link to decodable reading materials. All staff to be clear in the pedagogy of phonics, of the assessment framework, and the teaching of synthetic phonics through the school to ensure consistency of approach and increased subject knowledge.
- Adapt teaching of writing in KS2 to focus on key skills and short burst writes to apply these skills as well as opportunities for extended writing across the curriculum, with emphasis and time given to editing and improving writing.
- Monitoring attendance internally and with EWO to identify pupils with less than 96% attendance to address any issues, holding meetings with any child below 90%.

The key principles of our strategy plan are:

- Reading and phonics
- Writing
- Mathematics
- Oracy

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | Narrowing the attainment gaps in mathematics, reading and writing. Assessments in these subjects show that many disadvantaged pupils are below age-related expectations throughout the school. |
| 2 | Narrowing the attainment gap in phonics. Assessments including the Phonics Screening Test has shown that children are scoring below the national average. This impacts on reading and writing results throughout the school. |
| 3 | Re-energise and fully engage pupils to be active learners after COVID19. It is evident that previous gaps have widened. Remote learning registers that were completed during lockdown in early 2021 showed that many disadvantaged pupils did not access as much of the learning as others. All were given laptops. There are many other children who were identified not accessing the remote learning so this too has impacted this challenge. |
| 4 | Attendance and Punctuality issues. During the previous academic year, the disadvantaged children have had poor attendance, on average 89.4%. |
| 5 | Through EYFS baseline and teacher assessments, speech and language is scoring below average as children enter our school. This is showing an impact on children's language skills and vocabulary throughout EYFS to Year 6. Gaps are developing, with vocabulary being underdeveloped. As a school we currently have 64% EAL, covering 25 languages, which effects our speech and language. |

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 |
|---|--|
| Disadvantaged pupils to progress in reading . | Achieve national average or above for progress. Disadvantaged children in KS2 who are falling behind in reading will receive additional 1:1 reading support at least 3x per week. Book scrutiny and continuous formative assessment. |
| <p>Review 2023</p> <p><u>Year 2</u> 5 out of 30 children were PP – 17% 2 children achieved the expected standard – 40% The National average in KS1 reading was 68% ??% was in our Local authority.</p> <p><u>Year 6</u> 2 out of 29 children were PP – 7% 1 child achieved the expected standard – 50% The National average in KS2 reading was 73% ??% was in our Local authority.</p> <p>All children have had additional reading at least 3x per week most terms. This continues this academic year too. Books have been monitored by the reading lead, alongside an adviser from the English hub.</p> | |
| Disadvantage pupils to progress in writing . | Achieve national average or above for progress. Book scrutiny and continuous formative assessment. |
| <p>Review 2023</p> <p><u>Year 2</u> 5 out of 30 children were PP – 17% 0 children achieved the expected standard – 0% The National average in KS1 writing was 60% ??% was in our Local authority.</p> <p><u>Year 6</u> 2 out of 29 children were PP – 7% 0 children achieved the expected standard – 0% The National average in KS2 reading was 69% ??% was in our Local authority.</p> <p>Books have been monitored by the English lead and through a partnership hub.</p> | |
| Disadvantaged pupils to progress in mathematics . | Achieve national average or above for progress. Disadvantaged children who are falling behind in mathematics (Ready to Progress) will receive additional intervention through TA support and use of LBQ (Learning by Questions). |

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|---|--|
| | Book scrutiny and continuous formative assessment. |
| <p><u>Review 2023</u></p> <p><u>Year 2</u> 5 out of 30 children were PP – 17% 1 child achieved the expected standard – 20% The National average in KS1 maths was 70% ??% was in our Local authority.</p> <p><u>Year 6</u> 2 out of 29 children were PP – 7% 1 child achieved the expected standard – 50% The National average in KS2 reading was 73% ??% was in our Local authority.</p> <p>Books have been monitored by the maths lead.</p> | |
| Disadvantaged pupils to progress in phonics . | Achieve national average or above on phonics screening check, Disadvantaged children in KS1 who are falling behind in phonics will receive additional phonics intervention and additional reading fluency support at least 3x per week. |
| <p><u>Review 2023</u></p> <p>New phonics scheme has been fully implemented along with the intervention to pick up children who have gaps/misconceptions from lessons in KS1. This has happened at least 3x a week unless staff have been needed for cover. Children in KS2 have also been identified and a small phonics group was introduced.</p> | |
| Disadvantaged pupils to improve attendance . | Improve attendance of disadvantaged pupils to national average (96%) |
| <p><u>Review 2023</u></p> <p>Attendance continues to be an area of concern for the PP children. On average, still below 96% across the year.</p> | |
| Improved oral and language skills and vocabulary among disadvantaged pupils. | Speech and language in EYFS are identified and outside agency used to address needs. Development of Oracy skills within lessons to improve pupil's communication skills and confidence in speaking/presenting. Language and vocabulary skills developed within all children. |
| <p><u>Review 2023</u></p> <p>Speech and Language was addressed by an outside agency who worked with identified children within EYFS/KS1, targets were set at each meeting which were covered by Tas. Review of targets and new targets set at each meeting. Oracy was a focus within lessons e.g. stand and deliver their work to the class, teachers using language prompts across lessons but specifically in maths.</p> | |

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| <p>Improved attitudes to learning.</p> | <p>Engaged pupils within lessons which impact on achievement. Positive pupil conferencing comments. Evidence through progress/attainment and interaction within lessons observed.</p> |
| <p>Review 2023 This is something that was noted within our Ofsted report that children were engaged in their learning. Through pupil conferencing across the subjects, children's attitudes towards learning was improving. Many PP children are less positive about their attitude towards learning in one or more subjects, and/or some children found it challenging to talk about their learning.</p> | |
| <p>Disadvantaged pupils experience and access a rich curriculum offer which is joyful and developmentally appropriate. Activities, supplementary to the curriculum to provide a stimulus for learning.</p> | <p>Invitation to join breakfast club and after school clubs e.g. Forest School, sports, Fox Cubs. Supplement cost towards class school trips and residential trips.</p> |
| <p>Review 2023 This is something that all of the families are offered, some take up the offer, however many do not.</p> | |

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: £8213.92

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Quality first teaching for all pupils | <p>EEF tiered approach stated that quality first teaching is a top priority and will have the biggest impact.</p> <p>https://educationendowmentfoundation.org.uk/news/introducing-eef-school-planning-guide-2020-21?utm_source=/news/introducing-eef-school-planning-guide-2020-21&utm_medium=search&utm_campaign=site_search&search_term=tiered</p> <p>This will continue to be a priority this year. Monitored through observations for appraisals and by subject leads in monitoring visits.</p> <p>CSP will lead training for all staff around this aspect in 2023-2024.</p> | 1, 2, 3, 5 |
| All staff to access CPD through Building the Kingdom training. | <p>Continue the use of Building the Kingdom and Catholic Social Teaching aspects throughout the curriculum in order to inspire children be a change maker.</p> <p>This will continue to be built on and developed as a school within planning, curriculum and Catholic life events. BIG questions introduced within History and Geography units, develop this further next year.</p> | 3, 5 |
| <p>Teaching assistant to lead intervention for disadvantaged in Year 4 reading and writing and Year 6 writing. Social skills intervention across the school. 3 days a week.</p> <p>Cost: £5367.96 writing intervention.</p> <p>Cost: £2013.96 Social skills.</p> | <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>(EEF+6) Through the oral language interventions with the EAL children within the school, the children develop the skills of speaking the language, building their vocabulary as well as their confidence in communicating with those around them. Through these interventions, the children are questioned and complete specific language activities with the teaching assistant.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p> <p>(EEF+6) Within this time, the teaching assistant works with Year 6 children and spends time going through aspects of reading and writing which the children can use as well as giving feedback and supporting the children in their editing and improving, giving them specific feedback and the chance for them reflect on what they have produced and how to achieve more. Through this the aim is that the children get 'clear and actionable feedback ... as this information informs their understanding of their specific strengths and areas for improvement, thereby indicating</p> | 1, 2, 3, 5 |

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| | <p><i>which learning strategies have been effective for them in previously completed work.'</i></p> <p>This will also impact on the EAL children too, seeing where they can improve and learn from misconceptions/mistakes and progress further.</p> <p>This began but due to staffing, the HLTA was used to cover a class from term 2. This intervention was led once a week. Impact was evident from the intervention even through one day a week.</p> | |
| <p>Insight</p> <p>Cost: £832</p> | <p>Continue to use and build upon accessing Insight is an assessment programme which the school has subscribed to so that all children can be monitored and tracked, thus making it easier for all subject leads/class teachers/SLT to monitor data for disadvantaged children throughout the curriculum and use this to inform interventions and support where needed.</p> <p>This has had a significant impact on monitoring the data of children throughout the school in all areas and for all staff. Comparing results of groups of children as well as identifying gaps and those for intervention and pupil progress meetings.</p> | 1, 2, 3 |
| <p>CPD for all staff on the implementation of Oracy.</p> | <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>(EEF+6) It is stated in the above article that oral language interventions refer to approaches that emphasise the importance of spoken language and verbal interaction in the classroom. This will benefit comprehension and reading skills for all children as well as develop language and vocabulary.</p> <p>Teaching staff had training for Oracy at the beginning of the year to introduce the concept. Aspects of this have been used within classes. Continued work on this is needed.</p> | 1, 2, 3, 5 |
| <p>CPD for all staff on metacognition and self-regulation</p> | <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p> <p>(EEF+7) CPD to be given to all staff – audit what is in place and how, as a school, we can develop this further for our children and within our practice.</p> <p>Share the EEF information with staff and using training that the PP lead went on from previous year.</p> <p>Develop the staff's use of modelling within all lessons as this supports the children in their thought processes and learning. These will need to be explicitly taught so staff will need to have the tools they need to do this.</p> <p>This did not happen as specific training through the year. Modelling within lessons has been emphasised to support all children and this has come through staff meetings by subject leads.</p> | 1, 2, 3, 4, 5 |

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

Budgeted cost: £15,481.05

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| <p>Targeted TA intervention for maths related to Ready to Progress in KS2. (1x TA 5 afternoons per week)</p> <p>Cost: £5674.50</p> | <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/ https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p> <p>(EEF+4) This intervention offers support to children who are falling behind within their academic knowledge within maths. Diagnostic assessment is used by teachers to identify gaps with the RTP criteria for their year group. Training given by the maths lead to the TA involved.</p> <p>(EEF+5) By working on the RTP criteria as a school we are aiming to 'master' these objectives so that the children are ready to progress to the next stage of their education.</p> <p>When in place, this intervention was successful and was used to work on gaps/misunderstanding within maths lesson through the week or assessments completed linking to RTP.</p> <p>At times the TA used for this was needed for cover in classes. Targeted support was given to Year 2 and 6.</p> | <p>1, 3</p> |
| <p>1:1 Reading with lowest 20% daily. (2x TA 5 mornings a week – one in KS1 and one in KS2)</p> <p>Cost: £6075.81</p> | <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <p>(EEF+4) Targeted instruction through 1:1 reading, gaps in reading skills can be identified with the specific child as they read. The TA can pause and model reading correctly or explaining the meaning of a word to the child. On the last day, the TA will read part of a chosen book to the child/group of the children from the class so they are experiencing being read to, in addition to the class book which is read throughout the week and focussed on for two out of the five reading lessons a week.</p> <p>(EEF+4) The research states that the impact of teaching assistants is higher when they are deployed to a targeted group and having had appropriate training. Those deployed to listen to the lowest 20% read have had training through the reading lead and additional training through 'Unlocking Letters and Sounds' as this threads through the reading scheme, especially for those children focusing on phonics.</p> | <p>1, 2, 3</p> |

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| | <p>Due to staff illness, the children did not always read daily, but at least 3 times a week in Key Stage 2. This happened more often within EYFS and Key Stage 1.</p> | |
| <p>Targeted TA intervention for phonics. (1x TA 5 afternoons per week in KS1) (1x TA 2 hours a week in KS2)</p> <p>Cost: £1939.86</p> | <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>(EEF+5) This intervention offers support to children who have not understood the phonic teaching within the daily lesson. They are being identified during a lesson, and having additional phonic intervention to support them ready to move on the following day.</p> <p>In addition to this, a need for phonics in Key Stage 2 was identified. This year, a targeted intervention for specific Key Stage 2 children who need phonic interventions has been introduced to support these children.</p> <p>Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning.</p> <p>This 1:1 intervention supported many children, and this is clear through the data of the Year 1 phonics screening. As this is part of the school's scheme, it will continue next year and continue to impact the results. This intervention linked in with the new phonics scheme, which was introduced during the year, encouraging children who had misconceptions within the lesson to recap within the intervention.</p> | 2 |
| <p>Handwriting intervention.</p> <p>(1 TA 5x a week 15 minutes)</p> <p>Cost: £1790.88</p> | <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <p>(EEF+4) This intervention offers support to children who form letters incorrectly and have inconsistent presentational skills. The use of 'Bubble Writing' structure will be introduced to model the correct formation of letters.</p> <p>This intervention showed an impact on some of the children within the group. This was not always reflected in books/lessons following the intervention. Continue next year.</p> <p>As with other interventions, this did not happen everyday due to staffing.</p> | 1 |

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

Budgeted cost: £17,620.00

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p><i>EWO appointed to work with the school to analyse attendance and contact low attenders.</i></p> <p>Cost: £1,500 per annum</p> | <p>https://schoolleaders.thekeysupport.com/pupils-and-parents/absence-and-attendance/strategies-for-managing-attendance/research-into-how-attendance-can-impact-attainment/</p> <p>By having the EWO in school, we are supported when identifying areas of/pupils with poor attendance, speaking to the families involved as well as supporting them where it is needed. Many of the disadvantaged children in school have poor attendance.</p> <p>These meetings happened every 4/6 weeks, attendance monitored, and meetings held with parents. Attendance improved during the year.</p> | 4 |
| <p><i>Release time for PP lead. (One day a week)</i></p> <p>Cost £13,000</p> | <p>Having this time out of class will mean that disadvantaged pupils can be monitored through analysing data to see progress/attainment being made as well as time to liaise with the pupils and teachers throughout the year.</p> <p>A chance to monitor the interventions and activities that have been put into place. Thus seeing the impact and making changes when/if they are needed.</p> <p>This has meant that the lead can look at data on Insight and produce a tracker document for teachers to complete looking at data as well as interventions and after school clubs.</p> | 1, 2, 3 |
| <p><i>Offer supplements towards trips, pay for breakfast club, after school club.</i></p> <p>Cost: £10 per child x3 trips a year. £720</p> <p>Cost: £5 per day x5 mornings. £600</p> | <p>Supporting the wellbeing of disadvantaged pupils and families ensuring pupils are ready to learn through having breakfast and socialising with their peers, developing life and social skills.</p> <p>Ofsted research (2019) places an emphasis on improving cultural capital, particularly for disadvantaged pupils.</p> <p>Supplements were offered to support children/families throughout the school where needed.</p> | 3, 4 |

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| <p>Book in a box scheme – Reading Rocks</p> <p>Cost: £75 per year per child. All Pupil Premium children to have this (24) Total cost: £1800</p> | <p>https://wherereadingrocks.com/pupil-premium-grant-book-services/</p> <p>“Secure strong outcomes for disadvantaged pupils – use your Pupil Premium Grant to give quality books for disadvantaged pupils to keep, read and love each half term, building their own diverse book collection.”</p> <p>Each child receives:</p> <ul style="list-style-type: none"> - Two books, including one brand new title and one back title release. - One magazine chosen to provide a fun and different reading experience. - Books and magazine selected to match the pupil’s individual reading level. - Five deliveries a year straight to the school. - The first exciting delivery will be in a Reading Rocks tote bag with other goodies to spread the joy of reading! - Books are beautifully wrapped for an exciting unwrapping experience. <p>Reading can have a great impact on all children's lives. By giving the gift of reading we hope to engage more children and give them exposure to high quality texts to help them on their reading journey.</p> <p>Unfortunately, this came to our attention too late in the year to set up. Something to investigate next year.</p> | |
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Total budgeted cost: £41314.97

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Being new to the role, the last academic year has been spent researching and training to learn about Pupil Premium and the role of 'disadvantaged' as a whole but also within our school context. Spending three days focusing on 'Tackling Educational Disadvantage' with Marc Rowlands and Shaun Allison was inspiring and informative. Reading Marc Rowlands' book: 'Addressing Educational Disadvantage' and researching on the EEF website and reading their guidance documents and reports meant the knowledge was there to assist in writing the strategy. Sharing this knowledge was the challenge, and is an area that is still to be done to support the school staff in supporting the children in our school, providing the best we can with what we can offer. A journey that continues and has become increasingly harder since Covid. As evidenced by EEF Professor Becky Francis: *"Covid has potentially reversed a decade of progress in closing the attainment gap. The evidence is clear that disadvantaged students have fallen further behind during the pandemic. And we know that these students will also face the biggest challenges in educational recovery."*

For all children to progress, first quality teaching is needed. This continues to be an area to keep as a top priority – monitoring teaching and learning in all subjects by subject leads as well as assisting and support ECT and new staff members. Without this, the intended outcomes would not be achievable.

The introduction of Insight, an assessment programme has worked well for the school. All subjects are on the system and all subject leads use this programme to monitor their subject and can see how groups of children are getting on. As the Pupil Premium lead, it is clear how our children can be monitored alongside information from teachers and a Pupil Premium tracker that staff complete so that the 'whole picture' can be seen and worked on. The programme has assisted in data analysis that feeds into pupil progress meetings with strategies to be placed to support children in the key areas of the curriculum.

Progress for our intended outcome: Disadvantaged pupils to progress in reading.

To begin the year, disadvantaged children were identified to have daily 1:1 reading with a TA. Due to staff illness, this was not always viable if the TA was needed to cover a class or they themselves were ill. So children read at least three times a week in Key Stage 2, daily reading was more evident in Key Stage 1. Parent volunteers were invited in to assist in hearing the readers, after having training with the reading lead where they observed a child reading with an adult, questions shared and a video to view from Unlocking Letters and Sounds – the scheme which was introduced within the school for phonics teaching. All staff who listened to children read, also had this training through an in-service day. When this is in place, it works well and the children enjoy the 1:1 and areas to work on are identified – during this next year, the choice of TA will change so that they are not needed in other areas so the focus can be put on the children.

Within classes, 'Drop everything and read' was introduced, and twice a week, the children were to stop all work and read for 10-15minutes. In this time, teachers were to listen to children read, so all children would be heard and assessed throughout the term. This has been successful for all children to have the chance to read to an adult.

Year 2:

17% of the cohort were PP children (5 out of 30).

20% of the PP children (1) achieved the expected standard.

The national average in Key Stage 1 reading was 62%. 46% in our Local Authority.

Year 6:

10% of the cohort were PP children (3 out of 29).

67% of the PP children (2) achieved the expected standard.

The national average in Key Stage 2 reading was 62%. 60% in our Local Authority.

Books that these children were reading have been monitored by the school's reading lead, alongside an adviser from the local English hub, as well as this being observed during our Ofsted visit (September 2022). Formative assessment within Key Stage 2 was an area to work on from Ofsted, which has already been put into place within Key Stage 2.

"The books for early readers help pupils to grow in fluency and confidence. Adults regularly read aloud to pupils. Pupils recognise the value of reading, to gain new vocabulary and for enjoyment. Teachers' accurate assessment of phonics and early reading enables them to adapt the curriculum quickly to meet the needs of pupils." Ofsted report September 2022.

Progress for our intended outcome: Disadvantaged pupils to progress in writing.

Books have been monitored by the writing lead. English overviews have been reviewed and changed to fit progression across year groups and across the school. Formative assessment within Key Stage 2 has been adapted to monitor coverage of objectives and evidence progression.

Year 2:

17% of the cohort were PP children (5 out of 30).

20% of the PP children (1) achieved the expected standard.

The national average in Key Stage 1 writing was 55%. 39% in our Local Authority.

Year 6:

10% of the cohort were PP children (3 out of 29).

67% of the PP children (2) achieved the expected standard.

The national average in Key Stage 2 writing was 68%. 52% in our Local Authority.

Progress for our intended outcome: Disadvantaged pupils to progress in mathematics.

Within maths, the school continued to use the NCETM Curriculum Prioritisation document, which is a term-by-term framework to support planning and teaching:

"This resource provides coherent sequencing for the primary maths curriculum. It draws together the DfE guidance on curriculum prioritisation, with the high quality professional development and classroom resources provided by the NCETM Primary Mastery PD materials." NCETM.

The school uses this document to plan and teach, adapting where necessary for the pupils in the class and their needs. The maths lead has developed 'Ready to Progress' assessments, based on NCETM objective focus, which the children complete and these are used to identify areas of misconceptions or a gap in understanding. In addition to this, the children complete 'Five and Thrive' tasks each week, which are based on the NCETM RTP statements and are used as revision for the children. These formative and summative assessments assist the teachers in identifying the areas of need, which through intervention can be addressed and corrected.

Interventions were run each afternoon by a TA focussing on areas of mathematics identified by the teacher's formative assessment within lessons and through RTP assessments at the end of term/unit. When in place, this was a successful intervention. The TA was clear on the task/objective and the use of LBQ on the tablets to assist additional practice as well as the TA

sharing examples and talking through the maths. Due to staff sickness and cover being needed across the school, this intervention was not always able to be running. Focus was given to Year 2 and Year 6 in Autumn and Spring terms. This continues to be an area to secure in place next year.

LBQ (Learning by Questions) was used in Key Stage 2, within maths lessons as well as being used to set homework. The chance to view the answers given by children and have the time to work through misconceptions was helpful to the children. The chance to talk meant that the children had the chance to learn from mistakes and from each other. The tablets purchased were used for maths intervention and the use of LBQ. By using LBQ within interventions, children have had the opportunity to continue to practice and have the chance to question aspects that they may not in class.

Using the recovery premium money, the school used 'Third Space Learning 1:1 tuition' for the PP children in Key Stage 2. The children had an hour a week online and the maths lessons were personalised to them with a tutor who helped the children with the focus of the week. For many of the children, this was successful and they spoke highly of the sessions that they had. Other children, unfortunately did not see the benefits.

Year 2:

17% of the cohort were PP children (5 out of 30).

20% of the PP children (1) achieved the expected standard.

The national average in Key Stage 1 maths was 62%. 50% in our Local Authority.

Year 6:

10% of the cohort were PP children (3 out of 29).

0% of the PP children (0) achieved the expected standard.

The national average in Key Stage 2 maths was 67%. 52% in our Local Authority.

"Leaders have identified and sequenced the mathematics curriculum effectively. Learning is broken down into small steps. This helps pupils, including those with SEND, to learn well."
Ofsted report September 2022.

Progress for our intended outcome: Disadvantaged pupils to progress in phonics.

A new phonics scheme has been introduced in EYFS and Key Stage 1, 'Unlocking Letters and Sounds'. This is being used across Key Stage 1 for lessons and interventions. All staff were trained in this for CPD last year, so that any member of staff could support phonics teaching where needed.

Phonics interventions were put in place for those in Key Stage 1 who had any gaps and were in need of support with their phonics. These were held every afternoon and were 1:1 with a TA. This intervention has been successful for all children and staff are confidently using the scheme. Starting from the beginning of the year, September 2022, will benefit all children.

20% of the cohort were PP children (6 out of 30).

67% of the PP children (4) achieved the expected standard. The national average in the phonics screening check was 71%. 60% in our Local Authority.

"Phonics is taught effectively. Teachers are quick to identify any pupils who struggle. Pupils receive immediate additional help. This means that pupils can keep up with their peers. Pupils who speak English as an additional language quickly gain the phonic knowledge they need to become successful readers." Ofsted report September 2022

Progress for our intended outcome: Disadvantaged pupils to improve attendance.

Attendance continues to be an issue with many of the PP children in the school <90%.

The EWO visits school each term and works with the head teacher, analysis of the attendance of children/families and offering support to assist families at the school. Letters are sent out and meetings provided with parents, and support offered/put into place where needed. This relationship that has been built between EWO, head teacher and families will continue.

Progress for our intended outcome: Improved oral and language skills and vocabulary among disadvantaged pupils.

A speech and language specialist worked in the school once a week. They worked with identified children within EYFS and Year 1 alongside their TA. This meant that the TA could see the modelling of the specialist and then in turn, repeat this during the week with that child.

Oracy has been introduced to staff and is being fed out through the school and within lessons. More work to be completed on this throughout the next two years within classes and the school. Additional training will be given as the school progresses.

There has been an increased emphasis on children's vocabulary knowledge and skills throughout the curriculum and within all lessons, repetition of words and definitions that are modelled by staff and pupils in speech and written work.

As a school we had EAL training from EMAS, which was successful for all involved, the trainer giving a clearer thought process about those children who join us as EAL and the challenges that they face academically but also mentally and emotionally. Since the training, a new EAL lead was introduced, as well as a relook at the induction booklets produced for parents, with the thought of some of our EAL parents to assist in translating into other languages for the school to share with new parents.

An assessment document was also shared with staff so that a clear understanding of the child's level of understanding and ideas of ways to develop them in all areas has now been put into place. Supporting and resourcing what these children need within all classrooms is an area to work on next, supporting these children in the best way.

Progress for our intended outcome: Improved attitudes to learning.

All staff had Building the Kingdom training as part of an in-service day at the beginning of the academic year (September 2021). This gave all staff the opportunity to think about our school's curriculum and assist in making changes and develop 'Big Questions' to inspire the children in their thinking and as their role within the world as a person and as a Catholic.

Further work was introduced about Catholic Social Teaching, each class had a representative from CAFOD come in and talk and lead activities about the seven aspects and how they fit into our lives and actions.

These will continue to be threaded throughout our curriculum and the day to day teaching and modelling in the school.

There has been an improvement in the children's attitude towards learning, but is an area that continues to be built on especially within Key Stage 2. Within pupil conferencing, the children share their love and interest in learning. When looking at individuals, it is clear they are making progress within their year group, however, more evidence is needed within books and their end of year attainment.

Progress for our intended outcome: Disadvantaged pupils experience and access a rich curriculum offer which is joyful and developmentally appropriate. Activities, supplementary to the curriculum to provide a stimulus for learning.

All children have a forest school day once a term with their class. They are also invited to join the after school sports clubs, which school has offered to pay for some children as well as breakfast club and Fox Cubs.

Supplement costs were given to a couple of children through the year to assist in paying for residential trips.

Letters for a class trip/residential state that assistance in financing is available, whether this is setting up a payment schedule or supporting them through school or a charity to pay. Parents are given the opportunity to contact school and discuss this in confidence if needed.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

| Programme | Provider |
|---|--|
| Learning by Questions (Maths/English/Reading/Science) | Learning by Questions |
| Spelling Shed (Spellings KS2) | Education Shed |
| Developing Experts (Science) | Developing Experts |
| Times Table Rock Stars (Maths) | Maths Circle |
| BoomReader (Reading) | GoApps |
| Teach Computing (Computing) | National Centre for Computing Education (NCCE) |
| White Rose (Maths) | White Rose Maths |

Further information (optional)

Bibliography:

- Rowland M, Addressing Educational Disadvantage in Schools and Colleges: The Essex Way, John Catt Educational Ltd Publication 2021
- Quigley, Alex Closing The Vocabulary Gap David Fulton Books 2018
- <https://educationendowmentfoundation.org.uk/>

Guidance reports:

A School's guide to Implementation

Metacognition and Self-Regulation Learning

Using Pupil Premium Funding effectively

Using Digital Technology to Improve Learning

- Rowland M, The Pupil Premium John Catt Publication 2015
- Major L and Higgins S, What Works?: Research and evidence for successful teaching Bloomsbury 2019

The above texts have been purchased and read to use the research for two reasons, to improve the understanding of Pupil Premium and the effects of disadvantage and how to best support those pupils and their families.