

HOLY NAME CATHOLIC PRIMARY SCHOOL - Pupil premium strategy statement

1. Summary information					
School	Holy Name Catholic Primary				
Academic Year	2016/2017	Total PP budget	£107,173	Date of most recent PP Review	Sep 16
Total number of pupils	320	Number of pupils eligible for PP	72	Date for next internal review of this	Jan 17

2. Current attainment			
2016 is the first year under the new NC assessment procedures and reporting. Comparative data therefore can only be shown with effect from 2017.	PP % NS	Overall % NS	PP % NS (Nat)
End of Key Stage 2 2016			
Reading	77%	80%	71%
Writing	62%	66%	79%
Maths	54%	66%	75%

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Poor oracy and communication skills, SEND, EAL
B.	Gaps in learning – Lower ability/SEND
C.	External children – social factors, lack of parental support

External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Attendance and punctuality/complex family situations that prevent children from reaching their potential

4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	Early identification of speech and language difficulties – support will increase rate of progress	Accelerated progress for identified children.
B.	Early identification of areas of under achievement – interventions put in place to improve performance	Narrow the gap with not PP and National other
C.	Baseline Reception assessment on entry will identify areas of weakness – support given to close the gap	Narrow the gap at the end of EYFS
D.	Increased attendance of PP children/more support from home	More rapid progress made

5 Planned expenditure for academic year 2016/17

Desired outcome	Quality of teaching for all	Targeted support	Expected outcomes for PP children	Expected cost	Review dates
<p>Oracy and communication skills to accelerate quickly, early intervention for SEND and support for EAL so that the gap in progress and attainment made at the end of Reception between PP and not PP children will close.</p>	<p>Greater understanding of how to support children with EAL. Bank of resources purchased for Nursery/Reception to encourage speech and communication development. Explicit teaching of EGPS in all year groups. Misconceptions in spoken English are correctly modelled by adults.</p>	<p>Bank of resources purchased for Nursery/Reception to encourage speech and communication development. Pre teaching of key vocabulary ICT resources to support language acquisition.</p>	<p>Closing the gap between progress and attainment of PP and not PP children with EAL/SEND.</p>	<p>Bank of resources (ongoing throughout the year) INSET and CPD.</p>	<p>Half termly through pupil progress meetings.</p>
<p>Attainment of lower ability children becomes more in line with age related expectations through quality first teaching and appropriate interventions to accelerate learning.</p>	<p>All staff aware of expectations for their year group. CPD for staff to ensure best teaching/learning opportunities are provided. Broad and balanced curriculum Marking and feedback policy that supports progress and children's future learning. Mastery approach to be adopted across the school in maths. Assertive mentoring in maths to provide rigorous assessment and planning to suit needs of pupils. Focussed interventions in Year 2, 3 and 4.</p>	<p>Use of pupil progress meetings to identify children at risk of underperforming. Full programme of interventions Booster classes for Y2 and Y6 Recruitment and deployment of support staff.</p>	<p>Closing the gap between progress and attainment of PP and not PP children. Closing the gap between progress and attainment of PP and national other children.</p>	<p>1 x teacher 4 x Teaching Assistants ½ x TLR role for monitoring of PP assessment on a half termly basis 86000.</p>	<p>Pupil progress meetings with TLR/SENDCo/SLT on a half termly basis.</p>

Desired outcome	Quality of teaching for all	Targeted support	Expected outcomes for PP children	Expected cost	Review dates
To improve performance and attainment of external children in EYFS profile scores.	EYFS staff aware of expectations for early years learning goals and how best to achieve them through a balance of teacher led and child initiated learning.	Daily one to one and small group support in CLLD to improve language and social skills.	Accelerated learning and progress. Attainment will be more in line with not PP children and children who have attended nursery.	TA support for one to one and small group support £11000 Ongoing throughout the year as purchases are made to suit needs of children.	Termly assessment and pupil progress meetings. Annually.
To work closely with families and children to provide to improve attendance and punctuality and build up self esteem of children with poor social skills.	Involve appropriate agencies to support families and children experiencing difficulties Continue to develop links with agencies and charities Class and individual reward and incentive schemes to celebrate good attendance and punctuality.	Continue with an early intervention approach to improve matters speedily through agency referrals Weekly monitoring of attendance and punctuality. Track support and monitor intervention and outcomes Offer wrap around care at no cost such as breakfast and after school club. Offer alarm service. Tuition in musical instruments.	Support will improve attendance and punctuality which will in turn benefit children leading to improved attainment and progress. Children learn to play an instrument and build up confidence in their own ability and self esteem grows.	EWO £950 Rewards £500 £2000	Ongoing, weekly, termly, annually.