



Pupil Premium Strategy Statement Summary Information					
School	Holy Name Catholic Primary School				
Academic Year	2020-21	Total PP Budget	115,513	Date of most recent Internal PP Review	September 2020
Total number of pupils	331	Number of pupils eligible for PP	69	Date for next internal review of this strategy	April 2021

Current attainment (based on end of KS2 results 2017-18)			
	<i>Pupils eligible for PP (Holy Name Primary School)</i>	<i>Pupils not eligible for PP (national average)</i>	<i>Pupils not eligible for PP (Holy Name Primary School)</i>
% achieving expected standard in reading, writing, maths combined	N/A due to COVID 19	N/A due to COVID 19	N/A due to COVID 19
% achieving in expected standard in Reading	N/A due to COVID 19	N/A due to COVID 19	N/A due to COVID 19
% achieving in expected standard in Writing	N/A due to COVID 19	N/A due to COVID 19	N/A due to COVID 19
% achieving in expected standard in Maths	N/A due to COVID 19	N/A due to COVID 19	N/A due to COVID 19

Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Following Lockdown, a higher proportion of pupils have got significant delays in their phonological development on entry to Reception and children in KS1 have returned to school with gaps in their phonological knowledge.
B.	Percentage of Pupil premium children have additional SEN 5/30 – 16%
C.	The progress of high attaining pupils who are eligible for PP to narrow against high attaining pupils in KS2.
D.	Poor speaking and listening skills, social and communication skills.
External barriers (issues which also require action outside school, such as low attendance rates)	



E.	Increase in children with emotional/ mental health issues such as anxiety (some related to Covid-19/lockdown) negatively affecting performance in school and school punctuality and attendance
F.	Attendance of PP children.

Desired Outcomes		
	Desired Outcomes and how they will be measured	Success criteria
A.	Pupils read regularly and have access to high quality texts within guided reading and English lessons and opportunities to be involved in speaking and listening.	Pupils achieve (or exceed) expected levels in reading and writing and make (or exceed) expected progress.
B.	Narrow the gap between SEN PP children and non-SEN PP children. Gaps are identified and targeted teaching/interventions teach to gaps through high quality interventions.	Narrow the gap between SEN PP children and non-SEN PP children at the end of each key stage.
C.	Year 5 & 6 PP pupils to narrow the gap between themselves and non-PP children.	High ability PP children to increase % attainment against their peers.
D.	Improve the % of PP children achieving GLD at end of EYFS To improve oracy throughout the school and develop analytical approaches to writing.	Increased % PP children achieving GLD Increased % of children reaching age related expectation at end of Key Stage 1 and Key Stage 2.
E.	To increase the attendance and improve the punctuality of PP children.	Increased attendance and improved punctuality for PP Children.
F.	Children have a great scope of life experience and a wider understanding of the world. Pupils are exposed to a wide range of social/cultural and sporting experiences.	Children take part in extracurricular activities, trips and experiences to talk and write about – narrowing the gap between PP and non PP children in writing be end of Key Stage 2.



5. Planned Expenditure					
Academic Year		2020-21			
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality teaching for all					
Desired outcome	Chosen action/ approach	What is the evidence and rationale for this choice?	How will you insure it is implemented well?	Staff lead and costing	When will you review implementation?
To improve reading and writing skills for all pupils.	<p>High quality reading materials.</p> <p>Training of Reading Champions.</p> <p>Reading and Writing Interventions lead by T.As.</p> <p>Have time for reading before registration when doors open 8.45am.</p> <p>Reading awards at Golden Assembly every Friday.</p>	<p>To provide a reading scheme for families to access at home during isolation periods so that children will have constant supply of books to access</p> <p>Peer support and modelling.</p> <p>Children benefit from targeted support when they are struggling. Encourage systematic approaches to reading to decode, analyse and interpret text.</p>	<p>Progress data analysis.</p> <p>Child tracking sheets for intervention.</p> <p>English co-ordinator to oversee peer mentoring.</p> <p>Progress meetings with TA delivering intervention.</p> <p>Half termly assessment.</p>	<p>SLT</p> <p>English Lead</p> <p>£7900.50</p>	Termly data review.



	Writing competitions each term.	<p>Opportunity to practice or to simply read for pleasure.</p> <p>Promote reading as a whole school initiative. Promote reading at home.</p> <p>Promote independent writing for a purpose.</p>	<p>Monitoring by SLT.</p> <p>SLT delivery of Golden Assembly.</p>		
To improve oracy and the impact on writing through improved thinking.	<p>Introduction of Philosophy for Children.</p> <p>Time to Talk intervention</p>	<p>To encourage debate, discussion and critical thinking skills, suitable from Nursery.</p> <p>Directive from outside agencies to support pupils</p>	<p>Lesson observation</p> <p>Learning walk</p> <p>Discussions with students</p> <p>Pupil target and progress sheets and weekly TA monitoring</p>	<p>SLT</p> <p>P4C lead</p> <p>PP Champion</p> <p>£2000</p>	Termly progress data
To provide a wide range of enriching and educational experiences.	Support families financially with costed activities/trips.	PP pupils have enriched experience in school with extra-curricular experiences and opportunities.	Participation in activities will develop more positive attitudes and confidence growth, increase self-esteem and motivation.	<p>SLT and relevant staff</p> <p>Residential - Educational visits – Workshops</p> <p>£3000</p>	Termly review
To develop improved reading skills among all children through variety of suitable	<p>Reading plus</p> <p>Phonics</p>	Promote independent reading both at home and in school with a wide choice of texts suitable for all ability levels.	Choice of books and reading programs for children to participate in at both home and school	<p>SPT</p> <p>English Lead</p> <p>£8062.45</p>	Termly Review



texts both online and in book format					
To develop children's maths skills and understanding using a new whole school approach.	Power Maths	Developing mathematical skills and concepts through the use of focused lessons			
ii. Targeted support					
Narrow the gap of PP pupils with SEND to non-SEND PP children.	Targeted intervention	Specific interventions to target gaps in pupil's knowledge.	Half termly monitoring of individual targets. Progress data analysis.	SEND Co £66,452	Termly data
Improve reading opportunities for PP children.	Purchase of the Oxford Owl scheme and more books available for children	Oxford Owl enables children to have continued access to books at home, will also allow parents to access home reading books in the event of having to isolate during COVID.	Monitor children's independent access to this scheme	LL £200	Termly
Improve reading opportunities for PP children.	Books purchased across all reading levels to ensure all children are able to have access to books at all times.	A wider level of updated books helps to keep children interested in texts, whilst ensuring they have continued access to all book band levels.	Children are encouraged to change their books regularly and awards given for book reports in relation to their independent reading.	LL £200	Termly
To improve attendance and punctuality of PP pupils.	First response call on first day of absence. Cal before 9.30am for pupils who are regularly late. Offer an alarm call. EWO visits	Supporting parents. Improved attendance to lead to improved attendance. Children in school for the first part of the day and not missing first lesson input or group work.	Monitor attendance and children who are continually late	Administrative Officer PP lead EWO Breakfast Club £3000	Half-termly monitoring



iii. Other approaches					
To improve family connection to school and involvement in pupil progress.	Stay and Play, Curriculum afternoons, Charitable events, Hosting relevant drop-in sessions	Increased involvement of parents. Feedback from parents.	Monitoring attendance and feedback from families.	SLT and PP Champion £2,500	Year on year attendance at events
To increase enrichment opportunities and further develop home learning.	Specialist teaching in Music and PE Trips and visits, Y6 residential	PP pupils have enriched experience in school/extra adults provide extracurricular opportunities.	Monitoring levels of uptake Participation to develop more positive attitudes and increase self-esteem	SLT and PP Champion Music Military School £4800	Termly
To raise levels of resilience and provide opportunities for children to learn about their mental health	ROAR training for a second member of staff Delivery of Mental Health and well-being sessions	Increased prevalence of mental health in Primary School	Staff feedback Counselling referrals	Mental Health First Aider SENDCO PSHE Co-Ordinator £2,500	Termly



To raise levels of self-esteem among PP children	Military school	Activities carried out by Military School provide an enrichment of the curriculum which develops PP pupils enjoyment of school	Staff and parental feedback	A Radford £10,200	Termly
PP Children feeling part of the school community.	Purchase new PE uniform for PP children	Improve children's self-confidence having the same uniform as the rest of the school.	Staff and parental feedback	PP champion £400	Yearly
PP children being able to take part in online learning in instances of isolation or another lockdown	Purchase of Laptops, iPads and remote internet access	Ensure that PP children are able to keep up to date with their learning if needing to isolate or school returns to lockdown,	Staff	Budget officer, PS, HP CH £1500	Termly
Year 2 two PP pupils to join in with activities in their class with confidence	One member of staff specifically assigned to supporting each child needing additional support with their learning.	PP children's ability to join in with class work and routines to improve over time.	Monitor children's work, feedback from class teacher, support worker and parents.	G £660.50	Termly