

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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 Name
Number of pupils in school	336 (inc nursery)
Proportion (%) of pupil premium eligible pupils	99 pupils inc Nursery 29.5%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022/23 to 2025/26
Date this statement was published	November 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Mrs A Radford
Pupil premium lead	Mr Neil Morris
Governor / Trustee lead	Mrs Carol Deering

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 136,395
Recovery premium funding allocation this academic year	£ 15,066
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£ 151,461</b>

# Part A: Pupil premium strategy plan

## Statement of intent

At Holy Name Catholic Primary School, our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme and through use of the Recovery Premium to employ an excellent, experienced teacher to teach targeted interventions for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set,
- act early to intervene at the point need is identified,
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Closely monitor attendance and act early to address issues that arise (Attendance Officer).

## Challenges

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

Challenge number	Detail of challenge
1	Low starting points on entry to school, especially in early language skills, among many disadvantaged pupils especially following lockdowns due to COVID where speech and language skills may have been delayed due to lack of social engagement.
2	Assessments, observations, and discussions with pupils have identified gaps in reading ability and phonic skills.
3	Closing the gap in reading to enable access to the wider curriculum.
4	Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils (some of whom have specific educational needs (38)) have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.  This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths.
5	Pastoral and social support for vulnerable families.
6	Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.

## 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
From Early Years upwards, children will receive age appropriate interventions, for both home and school, to develop speech and language skills. EAL children also to be targeted to develop early language acquisition.  <a href="#">We will measure this through annual Wellcomm screening.</a>	Year on year reduction in number of pupils below age appropriate standards for language. Wellcomm toolkit used as a screening tool that will identify children needing support. Wellcomm assessments will show impact - progress for the individual child.
Percentage of children attaining the expected phonics pass mark to be in line with national average.	Staff trained in Read Write Inc. (RWI). Resources purchased for RWI. Staff

	following progression timetable and tutoring programme.
All children to have access to high quality reading materials in school, including digital.	Decrease the gap between disadvantaged and non-disadvantaged in reading. Develop reading for pleasure among all children, especially PP. Purchase subscription for Oxford Reading Buddy so that younger children have access to digital reading platform.
Improved maths attainment for disadvantaged pupils at the end of KS2.	Improved maths attainment for disadvantaged pupils at the end of KS2.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. Attendance Officer to closely monitor attendance and work with families to improve attendance.	Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>the overall absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2%.</li> <li>the percentage of all pupils who are persistently absent being below 5% and the figure among disadvantaged pupils being no more than 15%.</li> </ul>

## 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: £77233.34

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>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:</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	1, 2, 3, 4
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1, 2, 3, 4
<p>Continued use of a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils. (Read Write Inc).</p>	<p>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:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	2,3 READ WRITE INC - whole amount
<p>Enhancement of our maths teaching and curriculum planning in</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in</p>	4

line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).	the Teaching of Mathematics, drawing on evidence-based approaches: <a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a> The EEF guidance is based on a range of the best available evidence: <a href="#">Improving Mathematics in Key Stages 2 and 3</a>	
Purchase more Maths Manipulatives resources for use in every lesson.	EEF Oct 2022 document. Ofsted Report on 'Excellence in Primary Maths' (21/22)	4

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

Budgeted cost: £ 46083.31

Activity	Evidence that supports this approach	Challenge number(s) addressed
Wellcomm Speech and language, from screening to intervention	Developed by Speech and Language Therapists. EEF reports Supported by GL Assessments	1,2
Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: <a href="#">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a>	1,4
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in using Read Write Inc interventions by an	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: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	2

experienced teacher/TA.		
Engaging with the National Tutoring Pro-gramme and using Recovery Premium to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	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: <a href="https://www.educationendowmentfoundation.org.uk/one-to-one-tuition">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="https://www.educationendowmentfoundation.org.uk/small-group-tuition">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	2,3,4
Employing an experienced, outstanding teacher to deliver Maths intervention through the First Class at Number program.	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: <a href="https://www.educationendowmentfoundation.org.uk/one-to-one-tuition">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="https://www.educationendowmentfoundation.org.uk/small-group-tuition">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	4

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

Budgeted cost: £ 28650

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DfE's <u>Improving School Attendance</u> advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance. Attendance Officer employed and training booked.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>The EEF has tested a number of interventions designed to improve pupils' outcomes by engaging parents in different types of skills development. The consistent message from these has been that it is difficult to engage parents in programmes. By contrast, a trial which aimed to prompt greater parental engagement through text message alerts delivered a small positive impact, and at very low cost.</p>	5
<p>Parental Engagement</p>	<p>The average impact of the Parental engagement approaches, is about an additional 4 months' progress over the course of the year. There are also higher impacts for pupils with low prior attainment.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p>	5
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	1,2,3,4,5

**Total budgeted cost: £ 151,966.65**



## Part B: Review of outcomes in the previous academic year

Autumn assessment Maths		End of Academic Year Maths	
Y1 14 pp	(4) Exp+29% (0) GD 0%	Y1 14 pupils	(7) Exp+50% (0) GD 0%
Y2 16 pp	(2) Exp+13% (0) GD 0%	16 pupils	(5) Exp+31% (3) GD 19%
Y3 20 pp	(7) Exp+ 35% (0) GD 0%	20 pupils	(8) Exp+ 40% (0) GD 0%
Y4 20 pp	(4) Exp+20% (1) GD 8%	20 pupils	(7) Exp+35% (0) GD 0%
Y5 PP 19	7 Exp+ 37% GD 0%	PP 19	10 Exp+ 53% 3 GD 16%
Y6 14 PP	6 Exp+ 43% GD 0%	PP 14	10 Exp+ 71% 0 GD 0%

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Autumn Reading		End of Academic Year Reading	
Y1 14 pp	(4) Exp+25% (0) GD 0%	14 pupils	(8) Exp+57% (0) GD 0%
Y2 16 pp	(4) Exp+25% (0) GD 0%	16 pupils	(4) Exp+25% (2) GD 13%
Y3 20 pp	(5) Exp+ 25% (0) GD 0%	20 pupils	(6) Exp+ 30% (0) GD 0%
Y4 20 pp	(10) Exp+50% (0) GD 0%	20 pupils	(10) Exp+50% (0) GD 0%
Y5 PP 19	(7) Exp +37% (0) GD 0%	PP 19	(10) Exp+ 53% (0) GD 0%
Y6 14 PP	(3) Exp+ 21% GD 0%	PP 14	12 Exp+ 86% GD 0%

## Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Our internal assessments during 2021/22 suggested that the performance of disadvantaged pupils was lower than in the previous 3 years in key areas of the curriculum. Despite being on track during the first year (2018/19), the outcomes we aimed to achieve in our previous strategy by the end of 2021/22 were therefore not fully realised.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by Oak National Academy.

Although overall attendance in 2021/22 was lower than in the preceding 3 years (93.4%), it was higher than the national average but we recognise that this needs to be improved and we have employed an Attendance Officer, who has attended training and is working closely with local schools to learn strategies for improving attendance. At times when all pupils were expected to attend school, absence among disadvantaged pupils was higher than their peers and persistent absence higher. These gaps are larger than in previous years, which is why attendance is a focus of our current plan.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

## 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
Enterprise activities – promotion of team work and development of English and Maths skills	Primary Inspirations
Read Write Inc.	Ruth Miskin Training

TT Rockstars	Play.ttrockstars.com
Doodle maths	
Reading plus	
Wellcomm	GL Assessment
JigSaw Scheme	JigSaw PSHE Ltd
Master the Curriculum (Maths)	Master the Curriculum
First Class at Number (Maths intervention)	Edge Hill University

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	n/a
What was the impact of that spending on service pupil premium eligible pupils?	n/a

## Further information (optional)

### Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- Embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- Providing time and funding to train two TAs in the Emotional Literacy Support Assistant (ELSA) scheme. ELSAs will help children learn to understand their emotions and respect the feelings of those around them. They can provide time and space for pupils to think about their personal circumstances and how they can manage them.
- Offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence and resilience, and improving fitness and skills through participation in sports. We also offer the opportunity for KS2 children to learn a musical instrument free of charge and provide instruments for disadvantaged children. Disadvantaged pupils will be encouraged and supported to participate.