

# Pupil premium strategy statement – Holy Name Catholic Primary School

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	340 (incl Nursery)
Proportion (%) of pupil premium eligible pupils	98 children 29%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023 - 2024
Date this statement was published	September 2023
Date on which it will be reviewed	July 2024
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	£146,195
Recovery premium funding allocation this academic year	£
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )  <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
<b>Total budget for this academic year</b>  <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£146,195

# Part A: Pupil premium strategy plan

## Statement of intent

- *What are our ultimate objectives for our disadvantaged pupils?*

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 high achievers. We will strive year on year to reduce the attainment gap and focus on equity and ensure that this is a key part of whole school planning.

- *How does your current pupil premium strategy plan work towards achieving those objectives?*

A detailed analysis of what has and hasn't worked in the past. ([Wellcomm, First class at numbers](#), [Read Write Inc – data tells us these interventions have shown disadvantaged pupils have made significant progress](#). [Attendance procedures – data tells us that we still need to keep a heavy focus on school attendance](#).) Please refer to Part B.

Establishing clear starting points using baseline data.

Ensure all actions are evidence based, rooted in robust diagnostic assessment.

We will detail reference to EEF guidance

Put in place robust methods to regularly check for impact and adjust strategies where there is a need ([NFER results](#))

- *What are the key principles of your strategy plan?*

A relentless focus on providing a high quality curriculum running alongside high quality teaching and learning.

A clear and consistent pedagogy based on Ofsted and EEF research

A whole school approach. All staff are aware of the strategy and the roles they play in it. All staff to take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

We ensure the best use of all staffing through high quality training.

We have established regular monitoring and review processes; to act early at the point of the need being identified.

## Challenges

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

Challenge number	Detail of challenge
1	Attendance for disadvantaged pupils is lower than National, with more persistent absenteeism. Current data trend show the PP children are in danger of staying at a persistent absence level. <a href="#">This is evidenced by attendance data.</a>
2	A central need of the school and pupil premium children is to develop early language skills. Children have low starting points on entry to school, especially early language skills, among many disadvantaged pupils. <a href="#">This is evidenced by our wellcomm screening.</a>
3	Assessments, observations and discussions with pupils have identified gaps in reading ability and phonic skills. <a href="#">This is evidenced by our phonic assessment screening.</a>
4	The number of disadvantaged pupils meeting age related Mathematic levels is significantly lower than their peers <a href="#">as evidenced by NFER assessment.</a> It is still evident that due to partial and full school closures due to COVID, the disadvantaged children have gaps in their learning, especially for maths.
5	Post lockdown, we are beginning to return to normality in providing wider activities and enrichments. The school is within the Fazakerley East ward of the city. Ward data shows that domestic violence and adult mental health is a major reason why children are supported by Social Care. It is our challenge to ensure children are able to lead healthy lifestyles, have the tools for good mental health and are able to shine through enriched activities provided by the school. <a href="#">This will be measurable through SMSC and PSHE initiatives.</a>

## 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
<p>1. Children under 97% attendance from FSM families will be supported by receiving pastoral support and the offer of free out of hours care (before and after school). The school attendance officer and the SENCO will liaise with families and offer pastoral support / EHAT support.</p> <p>We will measure the impact through attendance data and punctuality.</p>	<p>Attendance data will show the gap closing towards National figures for FSM disadvantaged with a focus on Persistent Absence. Regular attendance will give the disadvantaged children greater access to a full curriculum.</p>
<p>2. From Early Years upwards, children will receive age appropriate interventions, for both home and school, to develop speech and language skills.</p> <p>EAL children also to be targeted to develop early language acquisition</p> <p>We will measure this through annual Wellcomm screening and ongoing monitoring.</p>	<p>Year on year reduction in the number of pupils below age appropriate standards for language.</p> <p>Wellcomm toolkit to be used as a screening tool that will identify children needing support. Wellcomm assessments will show impact – progress for the individual child.</p>
<p>3. From Early Years upwards, children will receive high quality phonics teaching and intervention.</p> <p>We will measure this through robust regular screening of every child.</p>	<p>Staff to be trained on delivering RWI.</p> <p>Children to pass the phonic screening test or complete interventions until all disadvantaged children are fluent readers.</p>
<p>4. From KS2 upwards, the lowest 10% of children will receive a high quality intervention 'First Class at numbers' to fill any gaps.</p> <p>We will measure this through robust regular assessments.</p>	<p>NFER data to be used as the screening tool to identify children. Progress data will show children have progressed to an age appropriate level after completing the intervention.</p>
<p>5. To achieve and sustain improved well-being for all our pupils at Holy Name, particularly for our disadvantaged pupils.</p> <p>We will measure this through qualitative data from student voice, student and parent surveys and teacher observations.</p>	<p>Sustained high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> <li>- a sustained participation in enrichment activities, particularly among disadvantaged pupils</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: £ 20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Staff to continue to receive training in the use of NFER to use as an effective baseline and progress measuring tool to raise challenge for all pupils in the classroom.</i>	Gives the school a consistency of approach when analysing data for impact and progress. This also includes the purchase of NFER software and resources	2,3,4
<i>Training on how to use intervention package WELLCOMM for any new staff to the school. This will be a targeted intervention to support language development.</i>	EEF guidance reports on the effectiveness of wellcomm for children, including EAL.	2,3

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

Budgeted cost: £ 100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Increased support for the disadvantaged pupils with SEND who are needing extra TA support. SEND children are also needing the development of a sensory room to meet their needs.</i>	DFE EEF	1,2,5
<i>OSSME will give 1:1 child support and parental support for disadvantaged children who are also on the pathway.</i>	DFE. National Autistic Society	1,5
<i>Language Box for the EYFS (communications skills delivered by a qualified teacher)</i>	EEF	2
<i>Raise the profile of reading through continued Read, Write Inc training and support. This includes daily spotlight readers and daily</i>	Liverpool wide approach	2,3

<i>First Class at Number (lowest 10% KS2 to complete intervention led by a qualified teacher).</i>	EEF Edge Hill University	4
<i>Buy in of 'My Maths' to support Maths learning at home. Use of interactive videos to help parents understand and be an effective support to the child at home.</i>	University of Oxford	4

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

Budgeted cost: £30,000

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<i>Trips to library, museums, art galleries, religious buildings etc (questionnaire of experiences)</i>	OFSTED Pupil Premium Research	1,5
<i>After school sporting / computer clubs to be offered (link to sports premium planning)</i>	Sports Council Linked to Sports Premium Planning	1,5
<i>PP children offered wrap around care to encourage attendance to school.</i>	DFE, EEF, OFSTED	1,5
<i>PP children will have the cost of residential trips heavily subsidised or free of charge.</i>	Pupil Premium Research	1,5
<i>The school will provide the school uniform for any PP children as and when needed.</i>	Pupil Premium Research	1,5
<i>The school will provide additional music lessons via resonate for those children wishing to learn an instrument</i>	Pupil Premium research	1,5

**Total budgeted cost: £ 150,000**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### Activity: Use of Wellcomm toolkit and intervention for early language acquisition

Nursery Screening 2022-2023 showed that 62% of children were below age appropriate levels for language. After the intervention, re-assessment showed 75% of the children completing the intervention had made progress to or towards age appropriate levels. [Wellcomm will continue to be used 2023 – 2024 for new Nursery children and especially for EAL children and will continue for the 25% of children who did not progress to age appropriate levels.](#)

Reception Screening 2022 – 2023 showed that 32% of children were below age appropriate levels for language. After the intervention, re-assessment showed that 76% of the children completing the intervention had made progress to or towards age appropriate levels. [Wellcomm will continue to be used 2023 – 2024 for Reception children and especially EAL children. Training will continue for staff this academic year so the intervention can continue to be rolled out to all KS1 children 2024 – 2025.](#)

#### Activity: Read, Write Inc interventions from trained staff

##### 2022 – 2023 Phonics Screening Test

Year Group	At or Above National	Below National
Year 1 PP	66.7% (10)	33.3% (5)
Year 1 Non PP	81.3% (26)	18.8 % (6)
Year 2 PP	93.8% (15)	6.3 % (1)
Year 2 Non PP	96.6% (28)	3.4 % (1)

[This tells us the daily Phonic Interventions are having an impact and will therefore continue to be embedded 2023 – 2024.](#)

#### Activity: 1:1 Tuition and small group tuition

The focus 2022 – 2023 was towards Year 5 and Year 6 children to catch them up with any missed learning and basic skills to ensure a smooth transition to Secondary Education.

#### Activity: Employment of a Maths Intervention teacher to deliver First Class at Numbers

##### 2022 - 2023 Data scores

All cohorts	Every child made progress. Children baselined at beginning of intervention and given an age in months. After the intervention all children made at least 6 months progress, with most children making up a year and 6 months progress. All children made progress in years from 8 months to 1 year 6 months.
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[This tell us the intervention programme has had an impact on children's basic skills and will therefore continue to be embedded 2023 - 2024](#)

Activity: Attendance Officer to work closely with families to improve attendance of PP children.

2018 – 2019 attendance Data Pre Covid showed our PP children’s attendance was at 93.5% (National figures recorded at 94.3%)

	Attendance FSM	Attendance Non FSM	PA FSM	PA Non FSM
2020 - 2021	92.6%	96.5%	25%	6.7%
2021 - 2022	91.3%	94.7%	33.7%	14.4%
2022 - 2023	89.1%	95.1%	37%	8.9%

The 2021 – 2022 data tells us 34 (33.7%) PP children had an attendance percentage under 90%.

This has not improved in 2022 - 2023. The data tells us 45 (37%) PP children had an attendance percentage under 90% (National Average 30.7% 2021 - 2022). The data tells us that the Year 1 children in 2022 – 2023 (currently Year 2) had the most PP children under 90%.

The data also tells us that this must continue to be the focus for PP improvement, to improve outcomes for our disadvantaged pupils.

## 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
Read Write Inc,	Ruth Miskin Training
Jigsaw Scheme	Jigsaw PHSE LTD
TT Rockstars	Play.TTrockstars.com
Reading Plus	Dream Box Reading
Wellcomm	GL Assessment
First Class at Numbers	Edge Hill University
Music Lessons Service	Resonate



## Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b></i>
N/A
<b>The impact of that spending on service pupil premium eligible pupils</b>
N/A

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*

### Attendance Strategies

First response phone calls on the first day of a child's absence.

Escalation to SLT for any vulnerable / PP children.

Regular meetings with the EWO. This includes parent meetings and home visits.

Parents regularly informed of child attendance via letters and parents evenings.

Individual children and are tracked for improvements in their attendance.

Reward strategies to be developed over 2023 – 2024.