

# The Holy Spirit Catholic Primary School

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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   | The Holy Spirit Catholic Primary School, Runcorn |
| Number of pupils in school  | 110  |
| Proportion (%) of pupil premium eligible pupils   | 72%  |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2021/2022<br>2022/2023<br>2023/2024              |
| Date this statement was published   | September 2021                                   |
| Date on which it will be reviewed   | September 2024                                   |
| Statement authorised by   | Lorraine Connolly<br>Headteacher                 |
| Pupil premium lead  | Lorraine Connolly                                |
| Governor / Trustee lead   | Kathy Keig                                       |

### Funding overview

| Detail  | Amount   |
|---|----------|
| Pupil premium funding allocation this academic year   | £99,185  |
| Recovery premium funding allocation this academic year  | £10,875  |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £0       |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £110,060 |

## Part A: Pupil Premium Strategy Plan Statement of Intent

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 (PP) strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

When making decisions about the use of the PP Funding, within the context of our school, we are considering the range of socio-economic factors and the barrier to learning, faced by our pupils, e.g. families, who have been allocated a **social worker, young carers, lack of aspirations and support at home, poor language and communications skills, lack of confidence and resilience, poor attendance and punctuality, as well as the personal, social and emotional difficulties** children experiences, as a result of the above. However, the strategy we have outlined in this statement is intended to support the needs of all our PP children, regardless of whether they are disadvantaged or not. Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils, whose education has been worst affected, including non-disadvantaged pupils.

### Principles

- High-quality first teaching is at the heart of our approach – teaching and learning opportunities meet the needs of all pupils (disadvantaged or not) and are flexible, when needed.
- High aspirations for all pupils - ensure disadvantaged pupils are challenged in the work that they're set
- Removing barriers to learning – being responsive to common challenges and individual needs of our children
- Proactive in meeting the needs of our pupils – acting early to intervene at the point need is identified
- Robust diagnostic assessment – regular pupil progress meetings with staff
- Recognition that not all disadvantaged pupils are registered or qualify for free school meals, so we reserve the right to allocate the PP funding to support any pupils, the school has legitimately identified as being socially disadvantaged
- Awareness that due to limited funding and lack of resources, not all free school meals pupils will be in receipt of PP interventions at one time.
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

## **Long Term Objectives**

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- All disadvantaged pupils in school to achieve or exceed the Age-related expectations of attainment across all subject areas and to make or surpass the nationally expected rates of progress.

## **Achieving The Objectives**

We have made the following provision for disadvantaged children in our school:

- Boosting staff to pupil ratio in some classes - improving opportunities for effective teaching and accelerating progress
- Reading + intervention
- National Tutoring Programme - Third Space
- Face to Face tutor - 15 hours of small group interventions to bridge gaps in learning.
- Talk-boost interventions
- Short and precise 'in-class' interventions with TAs - addressing gaps in learning (pre- or post-teaching)
- 1:1 ELSA work with children - addressing social and emotional difficulties
- Small group Nurture work - developing social/emotional skills, building confidence and resilience
- Small group or 1:1 work with a Family Support worker – addressing mental well-being and readiness to learn
- Purchasing additional learning resources and learning support

The list is indicative of the strategies we may employ but it is not exhaustive and we will change/adapt our approach with the needs of our children.

## Challenges

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

| Challenge number | Detail of challenge   |
|------------------|---|
| 1                | Social and Emotional needs, including mental health and well-being, low levels of resilience and stamina.                 |
| 2                | Poor attainment and attitude to learning, due to lack of parental engagement, aspirations or capacity to support learning |
| 3                | Low attendance and punctuality  |
| 4                | Poor language and communication skills  |
| 5                | Poor attainment in Phonics, which impacts on children's ability to read and access the wider curriculum                   |
| 6                | Lack of learning resources at home e.g. books, technology etc.  |

## 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  |
|--|---|
| 1. Improved speech, language and communication skills                | Children will show significantly improved language skills and understanding of rich and varied texts.   |
| 2. Improved phonics attainment                                       | Y1 pupils will achieve national average expected standard in the Phonics Check.   |
| 3. Improved reading attainment                                       | KS2 reading outcomes will show good levels of progress  |
| 4. Improved writing attainment                                       | KS2 writing outcomes will show good levels of progress  |
| 5. Improved maths attainment   | KS2 maths outcomes will show good levels of progress  |
| 6. To achieve and sustain improved wellbeing, stamina and resilience | Children will have greater resilience and stamina for learning and will feel good about their achievements and be motivated to achieve their full potential |
| 7. To achieve and sustain improved attendance                        | Children's attendance will improve to reach and exceed our school's attendance target of 96%.   |

## 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: **£52,724**

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| £3400 Purchase of diagnostic tests - NFER  | 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.   | 2, 4                          |
| Embedding Talk Boost in EYFS & KS1 (internal)  | 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: <a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a>   | 4                             |
| £3,888 Purchasing Little Wandle Letters and Sounds (75% subsidised by DfE), including cost for Phonics CPD | 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: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>                                       | 2, 4, 5                       |
| £16,680 Maths Teacher & Maths CPD  | Teaching Maths in smaller, straight year groups, as opposed to mixed classes will accelerate progress in Maths and will aid teachers in addressing the specific needs of more children.  | 2                             |
| £15,300 Part-time Teaching assistant   | Part-time Teaching assistant employed to support large classes, so that the attention each student will receive will increase – improving outcomes for pupils.   | All                           |
| £756 Embedding ELSA 1:1 work, including training   | There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g. improved academic performance, attitudes, behaviour and relationships with peers): <a href="#">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a> | 1, 2, 5                       |
| £12,700 Part-Time Family Support Worker  | 0.5 Family Support Worker to be employed to ensure pupils will receive timely support and that referrals to outside agencies will be swift. FSW will support families to ensure we remove some barriers for learning for our vulnerable pupils. She will also deliver ELSA interventions.                            | 1, 2, 3                       |

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

Budgeted cost: **£21,863**

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| £259<br>Embedding NELI (free), including cost for Staff CPD                  | The Nuffield Early Language Intervention (NELI) is a programme for children in Reception (4-5 years) which has been found to improve children's language and early literacy skills. The programme involves a trained teaching assistant providing short small-group and individual teaching sessions to around 3-6 pupils for 20-weeks. Robust evaluations found NELI children made on average 3 months of additional progress in language. | 2, 4                          |
| £12,160<br>Staff employed 2 days a week                                      | School is paying an additional Teacher to support the delivering of our Guided Reading SOW (Pathways to Read) in Y1/2, Y3/4 and Y4/5<br><br>As the size of the class or teaching group gets smaller, it is suggested the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils.   | 2                             |
| £2,570<br>Engaging with the National Tutoring Programme (DfE subsidizes 75%) | Tutor will be partly funded throughout the year (4 days a week), delivering targeted support to tackle specific needs and knowledge gaps in Y1/2, Y3/4 & Y4/5, providing 15 hours of tutoring time per pupil. <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a><br><br>And in small groups: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>                        | 2, 4                          |
| £2,474<br>Engaging with the National Tutoring Programme (DfE subsidizes 75%) | Third Space provides 45min of online tuition to 15 x Y6 children once a week, every week  | 2, 4                          |
| £3900<br>Reading Plus  | Online reading intervention 20 min a day for every child  | 2, 4                          |
| £500<br>IDL Cloud  | Reading and Maths online intervention for certain KS2 children, who experience Reading and Maths difficulties.  |                               |

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

Budgeted cost: **£35,497**

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| £297<br>Staff CPD on Health and Well-being, Nurture group  | Both targeted interventions and universal approaches can have positive overall effects:<br><a href="http://educationendowmentfoundation.org.uk">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a>  | 1, 2, 4                       |
| £5,100<br>Embedding principles to Achieve and Sustain Good School Attendance   | Purchasing Prizes for the class with the best Termly Attendance. The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. DfE's advice on <a href="#">Improving School Attendance</a> . | 6                             |
| £3,000<br>Quiet/Prayer Garden in the outdoor area  | Having a quiet, reflective place for children to go to will have a positive impact on children's well-being and capacity to learn.   | 1, 2, 4                       |
| £9000<br>Outdoor Adventure Trail   | Improving children's enjoyment of the outdoors, physical and mental health, which will impact positively on their attitude for learning and attainment outcomes  | All                           |
| £18100 – Total IT Resources<br><br>£5600 - laptops<br>£6000 - i-pads<br>£2500 - IWB<br>£4000 - Microsoft Office Installation | Purchased IT resources to help staff and students with accessing intervention programmes, online learning etc.   | 2, 4                          |

**Total budgeted cost: £110,084**

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

### Pupil premium strategy outcomes

This details the impact that our PP activity had on pupils in the 2020 to 2021 academic year in achieving or exceeding ARE in %.

2020-2021 No data available due to COVID pandemic

| 2021 = 2022 Data   |   |         |   |
|--|---|---------|---|
| Year Group 6<br>15 pupils in total<br>12 pupils receive PP | Children in receipt of Pupil Premium who reached the expected Standard to National Average (NA) |         | Pupils in Receipt of Pupil Premium Who achieved a higher standard compared to National Average (NA) |
| Reading  | 58%   | NA= 74% | 25%      NA = 28%   |
| Writing  | 58%   | NA =69% | 8%      NA = 13%  |
| Maths  | 58%   | NA= 71% | 17%      NA = 23%   |

### Externally provided programmes

| Programme               | Provider         |
|-------------------------|------------------|
| Times Tables Rock Stars | TT Rockstars     |
| CPOMS                   | CPOMS            |
| IDL Cloud               | IDL Solutions    |
| Reading Plus            | Reading Plus LLC |