

## 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	Holy Souls Catholic Primary School.
Number of pupils in school	386
Proportion (%) of pupil premium eligible pupils	161 children (41.7%)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2022 to 2023-2024
Date this statement was published	November 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Canon J Veasey
Pupil premium lead	Mrs L Kielstra (DHT) Mrs L Wade (AHT) Mrs R Girling (HT)
Governor / Trustee lead	Canon J Veasey

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£192,335
Recovery premium funding allocation this academic year	£20,735
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	N/A

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils, irrespective of their background, make good progress and achieve high attainment across all subjects. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve their goal. All members of staff and the governing body are committed to meeting their pastoral, social and academic needs within a caring and nurturing environment. We hope that each child will develop a love for learning and acquire skills and abilities they will be able to transfer in their years beyond primary school.

Our Pupil Premium Plan aims to address the main barriers our children face and through rigorous tracking, careful planning and targeted support and intervention, provide all children the access and opportunities to enjoy academic success.

We will ensure that teaching and learning opportunities meet the needs of all the pupils and that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.

## Challenges

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

Challenge number	Detail of challenge
1	From observations and pupil voice, children have had a lack of opportunity to work alongside others and have had no experiences outside their family home due to COVID. Due to the demographic of our area, there is limited access to safe outdoor space for children to develop their adventurous play.
2	Teacher Assessments and observations demonstrate the % of children achieving Age Related Expectations in Writing is lower compared to Reading. Due to COVID, teachers feel that this is an area that has seen the largest gaps form.
3	Formative Assessments, informal assessments, observations, and discussions with pupils and teachers suggest disadvantaged pupils

	generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
4	Our assessments show that many of our disadvantaged pupils have been impacted by the 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 behind age-related expectations.
5	The involvement of Pupil Premium children in extracurricular activities and trips.
6	The use of staffing to provide targeted interventions with the use of Teaching Assistants and quality first teaching within the classroom setting.

## 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
Improve the quality of the 'holistic' development of children including those from a disadvantaged background. (Forest School places an emphasis on self-reflection, which equips learners with emotional and social skills that can stay with them into adulthood and permeate into other areas of their life)	<ul style="list-style-type: none"> <li>• To create a thirst for learning</li> <li>• To improve both fine and gross motor skills.</li> <li>• To improve communication skills.</li> <li>• to expand their emotional vocabulary and understand how they feel (emotional intelligence).</li> <li>• To support the mental health and the social and emotional development of PP children so that they are ready to learn.</li> <li>• To enhance team work</li> </ul>
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment, role play activities etc

Improved writing attainment for disadvantaged pupils at the end of KS2.	KS2 writing outcomes in 2024/25 show that 100% of disadvantaged pupils achieve expected progress.
Improved phonic screening check pass scores at the end of Year 1.	Year 1 phonic screening check outcomes in 2024/25 to show more than national average. To ensure all staff have up to date training.
To regulate emotions and feelings and behaviour for all children and integrate children back into the classroom setting.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• a increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>
To close the gaps and improve the % of ARE in Reading, Writing and Maths.	Improve the % of children achieving ARE expectations at the end of each academic year in Reading, Writing and Maths in all year groups by using the recovery funding for small group booster interventions. Reduce the % of children who are working BARE.
Pupil Premium learners are fully engaged and participating in the school's extracurricular activities and trips	All children are able to access trips through 100% or a subsidised reduction of the final costings.  Monitoring of extra curricular activity attendance to show that at least 20% of attendees are PP.
To provide all children with quality first teaching within the classroom setting.	All children to access the curriculum and receive the same teaching experiences. Any children that are behind Age related expectations, to receive interventions to close any gaps.

## 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: £ £10,440.082

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Invest in external experiences to enhance children's excellent and enjoyment in writing.</p> <p>eg Chatterbox £65 External visitors £1000 Author visits £300</p>	<p>All children have different learning styles and it is important to understand that some children need a different approach for them to succeed. Adapting learning styles may improve how a learner succeeds.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/learning-styles">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/learning-styles</a></p>	3
<p>Purchase of a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils.</p> <p><a href="https://www.essentiallettersand sounds.org/">https://www.essentiallettersand sounds.org/</a></p> <p>Training for all staff.</p> <p>= £8000.00</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
<p>Third Space maths tuition</p> <p>= £1,075.08</p>	<p>EEF: Research supports tutoring as an effective way to help children improve academically. Children who receive high-quality tutoring may make more progress in their learning than children who do not receive this; this could be as much as 4-5 months' extra progress over the course of a year</p>	4,

Staffing = £163,484	<p>Targeted deployment of Teaching Assistants used to deliver trained interventions has a positive impact.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p> <p>Access to high quality first teaching is the most important tool schools have to ensure all children receive the same experiences so all children can achieve their best outcomes.</p>	6
---------------------	---	---

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

Budgeted cost: School to provide 25% of hourly tuition rate through PP.

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Use recovery premium for weekly catch up sessions.</i></p> <p><i>All groups of learners will be able to benefit from this activity however a significant proportion of the pupils who receive this will be disadvantaged pupils.</i></p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</a></p> <p>There is some evidence to suggest that disadvantaged pupils might benefit more from additional school time. Most evidence relates to Literacy and Numeracy with similar effects in both subjects.</p> <p>After school programmes, with a clear structure, a strong link to the curriculum and well trained staff, are more clearly linked to academic benefits.</p> <p>Small group tuition has an average impact of 4 months additional across the year.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	4

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

Budgeted cost: £ £6000 + £2150= £8150

Activity	Evidence that supports this approach	Challenge number(s) addressed

<p><i>Forest School led by an experienced practitioner.</i></p> <p><i>Training for school staff to become either Level 2 or 3 certified Forest School practitioners.</i></p>	<p>Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. The application of these non-cognitive skills in the classroom may in turn have a positive effect on academic outcomes. There is still not enough evidence to support the effectiveness of outdoor learning.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</a></p>	<p>1</p>
<p><i>Wider curriculum opportunities and trips.</i></p>	<p>Pupils have access to a wide range of activities within and beyond the curriculum experience to enhance their cultural capital.</p> <p>Physical activity has important benefits in terms of health, well being and physical development</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</a></p>	<p>5</p>

**Total budgeted cost: £ 182,074.08**

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

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

*The COVID-19 Pandemic caused a massive disruption to schools in the school year 2019/2020 with a significant lockdown from March to June 2020- there were only a small number of children that attended school during this period. This again was the case in the lockdown in the 2020-2021 academic year where children were unable to attend school between January and March. This has had an inevitable impact on our ability to reach effective standards for all pupils but especially our targeted pupil premium children. This has been taken into account when setting new targets and intended outcomes for the current academic year. When reviewing our targets we are mindful that not all outcomes and completion of tasks were met to their full potential.*

Funding focus	Intervention	Outcomes
<p><b>Intervention:</b> Provided for those pupils who are not making expected progress or who are below expected attainment in Reading, Writing and Maths. Intervention provided for those pupils who may have the potential to work at greater depth.</p>	<p>Disadvantaged pupils from Y1 to Y6 who are not making expected progress or who require extra help to reach expected standards. Intervention will mean that all PP pupils will make at least expected progress and reach expected standards in Reading, Writing and Maths and that the more able PP children will work at greater depth.</p>	<p>As a school in Reading 68% of Pupil Premium children achieved ARE+. In writing 64% ARE+ and in Maths 65% ARE+</p> <p>As a school, we feel Writing is an area we need to focus on. We feel this has been due to the effects of COVID.</p> <p>This will be an area we will focus on during our RADY interventions in 2021/22.</p> <p>The RADY initiative has been a focus in the Summer Term 2021. Each adult within school has worked with 2 Pupil premium children over the course of a half term. Interventions ranged from social, emotional, speech and language and academic focus. Some of these areas of focus aren't measurable through tests, however the aim is to build on a child's confidence which in turn will lead to better interaction and confidence and then the academic results will follow. Most year groups chose to focus on speech and language and interaction.</p>

		<p>During summer 1, the impact was minimal which we believe was due to the previous terms lockdown and having to refill gaps from loss of learning time. Most teachers chose to continue with the same children during Summer 2.</p> <p>At the end of Summer 2, from data and ongoing evidence sheets:</p> <p>Year 1 pp: 50% of the children showed improvement in concentration and ability to tackle new situations. The remaining children can be followed up in Year 2.</p> <p>Year 2 pp: children who were targeted, made progress through interaction and participation. Support was given through pre tutoring with questioning and some role play opportunities. This led to the children in question willing to participate more in whole class discussions.</p> <p>Year 3: 4 children targeted. 75% of children made progress with concentration and participation.</p> <p>Year 4: 1:1 guided reading focus 1: Children will still need this as an area for improvement.</p> <p>Year 5: intervention through reading and handwriting. Evidence of progress in MATHS, especially through fluency. Skills evident of editing work.</p> <p>Year 6: main focus for children was around reading. Evidence from end of year scores suggests there has been an improvement in retrieval questions. With some children this has been verbally but others written. Extra maths support with homework has helped children feel more confident in lessons as they have had extra practise.</p> <p>During the Summer term, our direct intervention (other than RADY) were limited throughout the school due to strict bubbles, isolations and bubble closers. This meant that all interventions, including pupil premium children, were covered mainly within lessons and by their class teacher.</p>
<p><b>Re-visiting:</b> To provide regular intervention which will develop learnt skills and ensure these skills are retained.</p>	<p>Identified PP pupils in A- and BA sets and provide short but targeted intervention in either Reading, Writing or Maths every day for half a term for 20-30 minutes.</p> <p>The impact of this will be that they will continue to re-visit skills and methods that they have been taught but have difficulty retaining or are not fully confident in and as a result make greater progress.</p>	<p>Set/ measured interventions run through the school from EYFS to the end of KS2. These include precision, direct phonics, handwriting, cued spelling, social groups, fine motor skill groups, 6 pocket, GGR reading interventions and 1:1 reading. As well as Mathematic based interventions to close the gap which also</p>

<p>Parents will be invited in to school (Inspire workshops) to work alongside their child to enable them to continue to work with them at home</p>	<p>Greater parental involvement will ensure that there is a better understanding of the areas they need to improve and for them to know what they need to work on at home.</p>	<p>include mental maths and timetable interventions. Some TAs have used their skills across multiple year groups e.g. In Autumn Term ML taught precision with both Year 1 and Year 2- Year 2020/21 which had an impact on Year 2 phonic screening results. Those who didn't achieve the pass score in December, 50% passed an informal test at the end of Year 2. This was due to the intervention they had received throughout the year and the direct teaching that was involved for the individual. Teaching Assistants are working with KS1 delivering 6 pocket intervention and 1:1 reading with pp children in Year 2. This has led to more confidence and building up fluency in their everyday reading.</p> <p>Due to Covid, we have been unable to offer any parent workshops however with use of monster phonics logins for parents and power points, we were able to support the parents to deliver phonics at home over lockdown which the parents have found informative and easy to navigate. Once able to do so, inspire workshops will be an important part to help parents support their child at home.</p> <p>Online powerpoints and information will be given to parents in Autumn Term to help support them to support their children if workshops are unable to happen in the Autumn Term. The Early Reading and Phonics Lead will take a lead role with these from reception to Year 2 and Year 3 parents will be included if their child is struggling to decode.</p>
<p><b>Mentoring:</b> The purpose of this approach is to provide some of our most disadvantaged and vulnerable pupils the chance to discuss any issues</p>	<p>Teaching Assistants are assigned to a selection of disadvantaged pupils who have been identified as those who would benefit from mentoring. These pupils will then be more 'ready to learn' as the emotional issues that they may bring in to school can be discussed with their mentor. This will allow them to be able to concentrate on their learning without emotional distractions. As a result, these pupils will make greater progress.</p>	<p>Children are starting the day quicker and more settled and any issues are quickly addressed using TA support. This consistent approach helps children to become more settled and calmer when arriving to their class so they are ready to start their day. Most children are settled down to work by 8.40. This also has a positive impact on parents as they have an access point for any queries or</p>

<p>which they may have in school or outside school. Each mentored pupil has an adult that they know they can go to if and when they need to as well as allocated time during the school week to spend with their mentor.</p>		<p>worries regarding their child, which can be relayed back to the class teacher quickly.</p> <p>St Teresa Hub to open in Autumn Term to help children who struggle to start the day positively.</p>
<p><b>Maths hub</b></p>	<p>Pupils identified as underachieving in Maths and those who have been identified as having weak mental recall of multiplication facts. PP Pupils making at least expected progress in maths due to improved mental recall of number facts, in particular times tables. Children to feel confident in mastery maths through an appreciation of awe and wonder and greater understanding of conceptual, practical and analytical methods.</p>	<p>Maths subject leaders have received 5 training sessions from the MATHS HUB (teaching with mastery lead).</p> <p>Maths Hub delivered whole school CPD. (Delivered in September 2021) Maths subject leader will lead on targets directly linked to mastery in the near future.</p> <p>We have employed an experienced teacher who has begun maths booster once a week – unfortunately this didn't happen due to COVID.</p> <p>Pupil Premium children are mixed with different abilities to help build confidence and learning.</p> <p>A HLTA is working with a small group maths booster- 75% are PP children. 66% of these children achieved ARE at the end of the year.</p> <p>My Maths and Timetables Rockstars were purchased to enhance computer skills and build on children's understanding of rapid recall of timestable facts.</p> <p>KS2 daily multiplication recall facts and rote learning. Discussion about ability groups and mixed ability pairs. Intervention groups for maths needed in KS1 has improved basic skills and calculations skills. This was evident in</p>

		March calculation test. At the end of Year 2, just under half of PP children achieved ARE. However, the skills built upon during interventions have improved the children's independent skills ready for KS2. All these children have made good progress from their starting points.
<p><b>Play Therapy:</b> To provide specialist 1:1 emotional support for pupils who have emotional difficulties for a variety of reasons.</p>	<p>Pupils who have been identified as requiring specific emotional support. This will enable pupils to be supported emotionally to allow them to develop an awareness of their emotions and strategies to deal with them.</p>	<p>Hearts and Minds Play therapist has been employed for 1 day per week since Spring Term 2021. This enables 5 disadvantaged children to receive essential provision.</p> <p>We are seeing an increasing need for this external agency support which we project will be supported by PP funding moving forward.</p>
<p><b>External Agencies:</b> Educational Psychologist/ CAT team/ Independent Support Worker/COBS to be employed by the school to help those children who need help with psychological issues that are affecting their ability to take a full and positive role within school and who may require a range of strategies to allow them to access the curriculum.</p>	<p>Children identified who are having difficulties in accessing the curriculum for a variety of reasons. The Educational Psychologist/CAT team/ Independent Support Worker/COBS will work with PP children who have emotional and/or behavioural difficulties. This may result in further referrals and assessments made to identify the most appropriate action to take to ensure each child is catered for. As a result, children are provided with the support they need to ensure they are able to take a full part in the school curriculum.</p>	<p>Access to and intervention provided by external agencies has been led excellently by SENDCo providing vital help to disadvantaged children and families who require additional support.</p> <p>As school recognises a growing need to support children who are disadvantaged we are using PP funding to buy in extra hours from Ed Psych/ CAT etc.</p>
<p><b>Lunchtime Library:</b> To develop a love of reading and to increase the</p>	<p>Identified PP pupils from Year 5/6 to be a reading buddy for a reluctant reader in Year 2. At the end of each session, the younger pupils choose an extra book to take home and return once it has been read. This will increase in reading participation for disadvantaged pupils who are</p>	<p>Children are enjoying the outside library with a range of fiction and non fiction books. This has led to a calmer atmosphere during outside play and children who are unable to go to the library to have the opportunity to choose a range of books. As restriction allow,</p>

<p>amount of reading for disadvantaged pupils in Year 6 and 2.</p>	<p>reluctant readers or who rarely read at home. The older pupils will be reading and asking questions, helping the younger pupils to understand the book they are reading. As a result the Y6 pupils are also developing their comprehension of reading as well as developing their questioning skills and improving the pupil exposure to reading a range of texts.</p>	<p>disadvantaged children will be targeted to access this resource with support. Due to COVID, the reading buddy system was postponed in the Summer Term.</p> <p>This will continue into September 2021. As we are still limited with 'bubble mixing', Confident Year 2 readers will read to younger KS1 and reception children.</p>
<p><b>HANDWRITING:</b> Identified pupils are given Handwriting intervention to improve their fine motor skills and to develop their ability and enjoyment of writing. Focus on identified pupils in Key Stage 2 who need extra intervention to improve their handwriting skills and develop the fluency of their writing.</p>	<p>Pupil Premium boys particularly are given the opportunity to develop their fine motor skills and handwriting each morning. As a result, they will become less reluctant writers and enjoy writing which will provide them with the skills to make at least expected progress in writing.</p>	<p>Summer Term: Of the children that do the intervention there are 5/8 that are Pupil Premium children. These are across Year 4 and Year 5.</p> <p>In terms of impact, they are more aware of their handwriting and their concentration is more focussed. This continued in Summer 2 with more of a handwriting from fine motor focus.</p>
<p><b>PHONICS</b> Ensure relevant staff (including new staff) have received paid-for training to deliver the phonics scheme effectively.</p>	<p>Identified PP children in both Year 1 and 2 to receive intervention either 1:1 or group to ensure they achieve their phonic screening.</p>	<p>New staff received training in June 2021 across both KS1 and KS2.</p> <p>Training for Early reading in September 2021 for key staff.</p> <p>85% OF Year 2 children passed their phonics screening test in December 2020.</p> <p>18/58 of those children are disadvantaged.</p> <p>14/18 (72%) of these children achieved the pass mark.</p>

		<p>Of those that didn't achieve the pass mark, all of these children are receiving extra support.</p> <p>50% of the Pupil Premium children who did not pass the screening in December, passed the informal test in June 2021. The Pupil Premium children who still did not pass, will receive further targeted support in Year 3.</p>
--	--	---