

# Pupil premium strategy statement – HOLY SOULS CATHOLIC PRIMARY SCHOOL

*Before completing this template, read the Education Endowment Foundation's guidance on [using your pupil premium funding effectively](#) and DfE's [using pupil premium guidance](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.*

*All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.*

*If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement.*

*Before publishing your completed statement, delete the instructions (text in italics) in this template, including this text box.*

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	374
Proportion (%) of pupil premium eligible pupils	144 children (38.5%)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2022 to 2024-2025
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Canon Jonathan Veasey
Pupil premium lead	Rachel Girling/ Lisa Kielstra
Governor / Trustee lead	Canon Jonathan Veasey

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£216,060
Recovery premium funding allocation this academic year	£22,620
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>	£228,680

# Part A: Pupil premium strategy plan

## Statement of intent

At Holy Souls Catholic Primary School, we aim for all pupils, irrespective of their background or the challenges they face to make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils by implementing protective factors to outweigh the identified vulnerabilities to achieve greater equity for all pupils.

Consideration is given to the challenges faced so that we can implement effective protective factors that lead to the appropriate support at the right time. 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.

The strategy we have implemented is also integral to wider school plans for education recovery for all, including the targeted support provided through the School Led Tutoring Programme 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:

remove barriers to learning created by poverty, family circumstance and background

- 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
- ensure all pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- develop confidence in their ability to communicate effectively in a wide range of contexts

- enable pupils to look after their social and emotional wellbeing and to develop resilience
- access a wide range of opportunities to develop their knowledge and understanding of the world

In order to achieve our objectives and overcome challenges we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1 tuition
- Target funding to ensure that all pupils have access to trips, residential trips and first hand learning experiences
- Provide opportunities for all pupils to participate in enrichment activities including sport and music
- Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom.

This is not an exhaustive list and strategies will change and develop based on the needs of individuals.

## Challenges

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

Challenge number	Detail of challenge
1	Speech, language and communication (oracy)
2	Early Reading
3	Attendance and punctuality
4	Social, emotional and mental health and well-being.
5	Access to wider opportunities
6	Gaps in Reading, Writing and Maths
7	Parental / Carer engagement

## 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. Improve oracy and vocabulary acquisition among disadvantaged children – specific target in EYFS upon entry to ensure access to school curriculum.</p>	<p>Assessments and observations indicate EYFS require assessment of language needs for all pupils in Autumn Term 2022. (Also for any identified new starters or existing pupils across school)</p> <p>Implementation of intervention programmes for identified pupils require oral language. Evidence of success to include observations in in lesson engagement, quality of work and improvements from their given starting points.</p> <p>Aim to see an increase of pupils achieving expected standard in communication and language working towards in line with national standards. EYFS ready for successful transition to Y1 National Curriculum (see SIP)</p>
<p>2. Improvements in reading attainment for disadvantaged pupils.</p>	<p>Further embed the adopted phonics scheme to ensure effective phonics teaching from EYFS. Intervention for EYFS and KS1 identified and in place including where necessary pupils from other year groups.</p> <p>End of KS1/2 outcomes by 2024/25 show that most children who are disadvantaged meet the expected standard.</p> <p>Detailed half-termly analysis to ensure gaps are identified, intervention implemented and pupils have the necessary skills to access the wider curriculum and read fluently.</p> <p>End of autumn term Phonics Screening data for Year 1 / Year 2 to be analysed and on track to then line with national (July 2023).</p>
<p>3. To continue to sustain attendance in line with national figures</p>	<p>Sustain the schools positive attendance and low numbers of PA amongst disadvantaged children. The attendance figure by 2024 will be no less than 96% and the gap between disadvantaged and other children will not increase. The</p>

	percentage of pupils who are persistently absent improving to be in line with National Average including improvements for disadvantaged children.
4. To achieve and sustain improved wellbeing for all pupils but particularly our disadvantaged pupils	<p>Sustain high levels of wellbeing demonstrated by all staff at all levels able to identify and support families with barriers to learning.</p> <p>Early Help implemented to meet the needs of families and their individual child's needs.</p> <p>Progress plans for pupils and families (where quantifiable) recognises reduction in overcoming barriers to learning.</p>
5. Access to Wider Opportunities where the range pupils experience supports their learning with our broad and balanced curriculum plan and cultural capital.	External and internal visits / visitors to school that are planned and focused opportunities to experience learning beyond the classroom. Financial implications are not a barrier to access and support identified and provided to ensure all disadvantaged pupils have equal access.
6. Improved attainment particularly in Maths and English	<p>End of KS outcomes in 2024/25 demonstrate that more than 90% of disadvantaged pupils have made at least expected progress from previous end of year data. Where pupils have "fallen behind" a clear plan of action and intervention is in place enabling targeted support for accelerated progress.</p> <p>Detailed analysis of intervention will demonstrate an impact on learning.</p>
7. Parental / Carer Engagement – supporting parents in accessing learning for their child/ren and assisting with expected attendance.	Reintroduction of opportunities (online and in house) to support parents / carers with learning across the curriculum e.g workshops so they are confident to assist their child's learning in and away from school. This includes targeted attendance strategies.

## 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: £ 100,185

Activity	Evidence that supports this approach	Challenge number(s) addressed
Wider Curriculum Lead / Core Leads to coach and mentor teachers to further develop teaching and learning within subject areas.	Our broad, balanced and personalised curriculum enables our children to make progress and keep up. Coaching and mentoring techniques are widely recognised strategies.	1,2,5,6
HT/DHT to engage with EEF Recovery Curriculum EEF programme resulting in metacognition and self-regulation ideas and strategies within daily practice. Long-term plan to embed the idea of a growth mind set so pupils develop the skills of adaptation and resilience.	The project (18 month time frame) from EEF research shows the positive impact by focusing on learning behaviours. Through the development of strengthening learning behaviours in pupils they become more engaged, motivated and determined to succeed. This includes behaviours towards attending school.	1-7
Phonics lead to ensure teachers across EYFS and KS1 focused on planning and delivery of high quality phonics teaching. Phonics lead and teacher to run a coaching programme for teaching assistants / new staff focused on phonics intervention	EEF evidence outlines the importance of phonics teaching and fidelity to a named provider across the whole school embedded from EYFS will support early reading and develop a love of reading for life.	1,2,6,7
Employment of Pastoral Manager for addressing social, emotional and	Post pandemic evidence from reports and the EEF and information from Local Authority indicate the need to address	3,5,7

attendance including support and training for staff.	childhood social and emotional skills enabling pupils to achieve better outcomes in school, through transition and into their career pathway and later life.	
Purchase of standardised diagnostic assessments (NFER) assessments administered and data analysed and interpreted in readiness for subsequent term.	The use of who school Standardised Tests to provide reliable information on individuals strengths and weaknesses so that the correct intervention is in place. Use of school based Statutory Testing acknowledges the evidence to support this approach.	1,2,6
Teachers, HLTAs AND Support Staff supporting in target year groups focused on keeping up to enable disadvantaged pupils to make accelerated progress towards end of key stage targets in Communication & language, Phonics, Reading, Writing and Maths.	EEF TA review and toolkit to demonstrate how additional support and high quality teaching supports pupils boosting attainment and progress to close gaps and enable pupils to keep up.	1,2,5,6

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

Budgeted cost: £ 72,125

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions and interventions targeted at disadvantaged pupils who require further phonics support. This will be delivered throughout the day in and through extra-curricular lessons	EEF evidence suggests that disadvantaged pupils with sound phonics impacts on the accuracy of reading.	1,2,6



delivered by teaching staff and support staff.		
<p>Purchase of WellComm language programme to improve communication and language skills for disadvantaged pupils who have relatively low language skills. Employment of trained staff member to deliver project across whole school.</p> <p>Early identification of children with a speech and language need and appropriate support given. Improvement in speech and language skills leading to improved confidence in understanding language resulting in improvements in all areas of learning.</p>	<p>Local DLP Project and training of an in school Speech and Language Assistant through reports e.g EEF acknowledge the positive impact this can have on pupil's communication and language skills.</p> <p>Oral skills from early life are necessary for success in social interaction, literacy and numeracy, future learning and skills for life.</p>	1,2

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

Budgeted cost: £ 66,010

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Implementation of the 2023 DFE Attendance approach.  <a href="https://www.gov.uk/government/publications/working-together-to-improve-school-attendance">https://www.gov.uk/government/publications/working-together-to-improve-school-attendance</a>            Pastoral Leader to lead policy and practice engaging families.</p>	DFE information and webinars from DFE led schools approach.	
<p>Employment of full time Pastoral Manager and named ELSA to work with identified families and individuals on developing social skills, emotional</p>	School self-evaluation.	

intelligence, interaction, skills to develop perseverance and resilience.		
Allocation of resources to allow all children to take part in educational visits (on / offsite) focused on experiences wider curriculum opportunities reinforcing and developing learning.	School self-evaluation. Pupil voice and feedback. Outcomes linked to learning.	3,5,7
Use of Behaviour 360 DPL Strategy to support parents through workshops and online training provision. Use of resources to assist with home learning / parent learning as required.	Engagement of working with school has a positive impact on outcomes. By providing parents with the knowledge and skills to support their children they can engage fully with their children and actively support learning.	3,4,7
Emergency Fund	Post pandemic and cost of living have identified the current need to offer assistance (financial) to aid travel, housing, food etc. We are aware this can happen and wish to offer a rapid response.	3,4

**Total budgeted cost: £ 238,320**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Internal data from 2020-2021 showed that school closures had a significant impact on disadvantaged attainment and broadened the gap between disadvantaged pupils compared with non-disadvantaged pupils. The school had been working hard to close this gap and in 2019 the gap had broadly closed and attainment trends over the previous three years.

Following the pandemic, we have again started to work hard to close the gap and address the issues that school closures caused for disadvantaged pupils.

In Maths by the end of key stage 2 in 2021 – 2022, disadvantaged pupils were broadly inline with their non-disadvantaged peers (53% achieved national expectations compared to 57% non-dis). At greater depth, 3% of disadvantaged pupils achieved the higher standard compared with 6% of non-disadvantaged pupils. One of our disadvantaged pupils was incorrectly marked as absent and no grade was given.

In Reading, 54% of disadvantaged pupils achieved national expectations.

At greater depth, 13% of disadvantaged pupils achieved the higher standard compared with 21% of non-disadvantaged pupils.

In Writing, 62% of disadvantaged achieved national expectations compared to 67% non-dis. At greater depth, 3% of disadvantaged pupils achieved the higher standard compared with 16% of non-disadvantaged pupils.

Year 1 Phonics: 66% of all pupils were working at the expected standard in Year 1 with 55% of pupil premium children working at expected standard.

### 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
Maths Tutoring Programme	Third Space Learning
Wellcomm EYFS	DLP Assessment
Times Table Rockstars	Ed Tech Impact
My Maths	Oxford University Press

## 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