

Pupil premium strategy statement (primary)

1. Summary information					
School	Holy Spirit Catholic Primary School				
Academic Year	2020/2021	Total PP budget	£148,260	Date of most recent PP Review	January 2021
Total number of pupils	1	Number of pupils eligible for PP	82	Date for next internal review of this strategy	April 2021

2.	3.	4. Current attainment			
		Expected		Greater Depth	
End of KS2 Data		<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
% achieving in reading, writing and maths		No SAT taken	Covid		
% making progress in reading					
% making progress in writing					
% making progress in maths					

5. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Lower initial starting points and difficulties with language, phonics and mathematical development
B.	A number of PP children also have SEND which can affect progress
C.	Emotional and social difficulties such as making friends or relating to adults or behaving properly in school
D.	Communication problems, difficulty in expressing themselves or understanding what others are saying – including non-verbal
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
E.	Catching up on lost learning time, following the pandemic enforced 'closure' of the school March to September 2020
F.	Gaps in learning due to poor attendance or persistent lateness
G.	Limited home support with reading, spelling or homework; lack of trips or experiences to broaden and develop language and vocabulary
H.	Staff require upskilling to address the needs of the above more effectively to accelerate progress
6. Desired outcomes	

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Reducing the gap between Disadvantaged and non-disadvantaged in all classes, measured using O track through thorough assessment three times/year	Minimum of 70% achieving expected standard in R/W/M
B.	Increase attendance and reduce punctuality issues of pupils	Attendance to be 96%+ with persistent absenteeism to be less than 10 pupils. Punctuality issues to be reduced to on average less than 10 a day.
C.	Pupils with significant Social and Emotional needs will not have this barrier to their learning	Pastoral Support and skilling both support and teaching staff to ensure that pupils eligible for PP reach National Expected Standards or better by removing such barriers
D.	PP eligible children who have additional SEND will make progress from their unique starting points and will compare favourably to similar pupils nationally	Early phonics interventions put in place. PP children identified and interventions delivered to close gaps in reading, phonics, writing and mathematics.

7. Planned expenditure

Academic year

2020-2021

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Improve reading for all pupils in EYFS/KS1/KS2</p>	<p>Sourcing CPD for all relevant staff in RWI programme and source relevant resources</p>	<p>SATS data, internal data and work scrutiny highlights that reading is a priority within the school. Children need to make greater gains in their learning to catch up at an accelerated rate.</p>	<ul style="list-style-type: none"> • SDP – review half termly • Pupil and teacher discussion • Book looks • Learning walks • Data • Pupil progress meetings • Governor Walks 	<p>K Harris</p>	<p>Spring Term 2021 Summer Term 2021 Training for reading and writing completed. In-house work standardising activity completed. Subject leader standard of work monitoring to be completed. AR training for subject leader completed. Early reading training completed for all support staff. Children Star reading completed. Existing staff and those that have joined since September 2021 have received RWI training as well as guided reading training from M Barnes. M Barnes training £3000 Supply costs for release of reading lead £900 Impact: Children are reading more and Star reading</p>

					assessments show progress. Support staff have had early reading training. Most support staff are now either delivering phonics or 'Fresh Start' reading catch up programs.
Secure use of correct mathematics calculations methods throughout school and develop application.	Involvement in St Helen's Maths Hub and training for all staff including teaching assistants,	SATS data, internal data and work scrutiny highlights that reading is a priority within the school. <ul style="list-style-type: none"> Books show that calculations are not applied consistently throughout the school. 	<ul style="list-style-type: none"> SDP – review half termly Pupil and teacher discussion Book looks Learning walks Data Governor Walks Pupil progress meetings	L Chellew	Spring Term 2021 Summer Term 2021 Subject leader training ongoing. Subject leader monitoring of work to be completed (April 21) Early signs positive but this will need to be reinforced in Term 1 2021 Supply costs £900 Impact: Staff are now using the Maths hub materials as a spine. Results from Autumn term 2021 assessments will show the impact of the training. Subject leader and SLT identified different maths assessments that will show progress for children working below their chronological age.

All pupils have full access to an enriched curriculum whilst having access to precision teaching when gaps are identified.	Development of the wider curriculum involving all staff. Teaching assistants used to support precision teaching as identified in PPM.	Children flourish more when they have access to a curriculum that values their talents and skills. At Holy Spirit, all children have the right to develop their own individual gifts and passions whilst receiving support on individual targets.	<ul style="list-style-type: none"> • SDP – review half termly • Pupil and teacher discussion • Book looks • Learning walks • Data • Class and individual pupil timetables • Governor Walks 	C Roberts M O'Brien	<p>Spring Term 2021 Curriculum audit and compliance/ challenge level within the HSCPS curriculum. Liaison with other schools in how to develop and build a curriculum around the needs of the learners.</p> <p>New curriculum built and developed to begin September 2021 with correct hourly allocation</p> <p>Supply costs for DHT release £820</p> <p>Cornerstones curriculum £3000 for Autumn Term 2021.</p> <p>Impact: HSPS now has a curriculum in place. There have been adjustments in timetables/ order in the early stages. Feedback from children has been positive in the early stages of pupil interviews.</p>
All children to be lesson ready and have high expectations of themselves and others – both within class and the wider school community.	Learning Mentor to liaise with school, parents and outside agencies as necessary. To review and update the behaviour policy in consultation with all stakeholders. To introduce school assemblies to establish strong links between different year groups.	Lesson observations and observations around school. Recognition that children do not always make the right choice. Strong relationships between home and school allow children to feel safe, supported and needs to be identified and addressed quickly. Extra staff during covid lockdown.	CPOMS Minutes of meetings Observations of behaviour PPM Data Individual behaviour plans	C Profitt SENCO M O'Brien C Roberts	<p>Spring Term 2021 Extra staff have been brought in to support 1:1 or small group to support children who require additional help with choices and routines. Figure below exceeded due to extra staffing.</p> <p>See section 8</p>
Total budgeted cost					£ 1500
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
PP children achieve in line with National Expectations	All teachers know who PP children are and ensure that they continue to make at least expected progress. When needs arise, support is put in place	Data. 2019 SATS: Achievement and progress not in line with LA/ National outcomes.	<ul style="list-style-type: none"> • SDP – review half termly • Pupil and teacher discussion • Book looks • Learning walks • Data 	C Roberts M O'Brien	<p>Spring 2021 Monitor O-track data base and cross reference to PP children. Staff to baseline children in September 2021 and add in support if needed. Impact- Autumn term 2022 tests.</p>

<p>All pupils to have additional reading opportunities working independently to develop critical reading and language skills through individualised, motivating learning paths.</p>	<p>High quality texts to encourage children to read. Accelerated reader program</p>	<p>Data shows that children's attainment and progress is significantly below National and local outcomes British Journal of Education Psychology (2016): "<i>An early-intervention, computer-based literacy program can be effective in boosting the phonological skills.</i>"</p>	<p>Termly reviews of progress by class teachers</p>	<p>All class teachers SENCO</p>	<p>Feb 2021 Texts purchased and new library complete. AR assessments to begin w/b 19.4.21. Library timetable to be shared 20/4/21. Early data from AR showing that majority of children are making ZPD progress. Impact : as above supplemented by phonics and Fresh Start reading</p>
<p>Attendance across the school will be 96%+</p>	<p>Weekly reminder of importance of attendance; awards when required</p>	<p>Poor attendance and punctuality by some children has affected progress and their well-being of the child.</p>	<p>Weekly interrogation of attendance data; regular meetings with parents; all holidays unauthorised; focus on persistent absentees. First response and use of SLA with an EWO. Review attendance policy.</p>	<p>M O'Brien C Profitt H Bromilow</p>	<p>Feb 2021 This was achieved but attendance fluctuated around the 95% - 96% mark. More work to be done in 2021-22. Impact : LM and SLT to collect children who are reluctant to attend. Families with persistent absenteeism to be challenged</p>
<p>All pupils to have strong on-line learning provision and support. To have on line homework to foster independence.</p>	<p>Education city platform and training .</p>	<p>Many PP children did not engage with learning beyond the classroom. Some parents have sought support from school with homework. School have also reached out to families who have not engaged with home learning.</p>	<p>Deputy Head to check engagement figures every fortnight. Class teachers to offer support to non-engaging families with PP children at forefront.</p>		<p>April 2021 No further lockdowns or bubble closures as of 19/4/21. Ofsted highly praised data collection and school efforts to maintain learning in lockdown situation. A different learning platform was purchased for the end of the year and to be used for the following year as it offered a wider curriculum coverage.</p>

Improving self-esteem of all pupils	Interventions run by Pastoral Support – following training and resources regarding raising self esteem; Development of Nurture Room – available to all pupils; Mental Health Leaders in school	https://educationendowmentfoundation.org.uk/about/tenders/social-and-emotional-learning/	Class teachers and parents will identify children who need additional support. Training and resources acquired where necessary. Outside agencies/consultants engaged whenever necessary. Learning Mentor to deliver pastoral support or liaise with other agencies as needed.	C Profitt M O'Brien SENCO	November 2020 Outside agencies have been paid for by PP money for specific children or families. Staffing was the main cost for this project. However, in partnership with our LEA, we will develop the Nurture space differently in 2021-22. Impact: Bid with LA secured funding with appointments to be made in 2022.
Support for all families	Involvement of Pastoral Support to support families and to lead Early Help interventions	Parents to feel welcome and supported by the school, fostering good relationships and excellent communication, surrounding pupils with the necessary support rooting all of our children in the ethos of excellence, aspiration and achievement.	Pastoral Support involved as a DSL; point of contact for parents and for external agencies	C Profitt	April 2021 Learning mentor to take the role of home visitor rather than use outreach. This will continue in 2021-22 as parents have spoken to school about how well supported they are. LM routinely offers pick up and drop off of children who struggle with attendance or when parents request help from school.
Accelerated reader £3609 and grant for books so £5000 saving*****Total budgeted cost					(was £21.439.98) £16475.98 5.2.21
iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

Improved behaviour on playground, with all pupils having opportunities to interact	Social & Communication on playground. There is now a consistent approach across school.	Improved mental health, social and communication for all pupils. School to use PP funding	Development of KS 2 and KS1 playgrounds, using TAs as play leaders using improved resources.	F Smith	April 2021 Implemented and on-going. Resources review required in May 21. In targeted year groups, CPOMS data showed less incident by the end of the year. Effective and will use in 21-22. Impact: More money needs to be invested in the outdoor spaces and 2021-22 PP money will help do this.
Development of library space as a quiet area for reflection and reading	Involvement of pupils and wider community in fund raising for new books for library and in development of the space as a welcoming area	Pupils who are involved in the development of a special area will treat it with much more respect than otherwise. Pupils need to feel respected and that they can take ownership	Review of space and questioning of pupils. Before and after pupil questionnaire.	K Harris	June 2021 Library and books pupil voice interviews/survey monkey to be completed by English lead in June '21. Library now in daily use for book changing, linked to AR or as a quiet place for targeted pupils.
Total budgeted cost					£2,000
i. Other approaches					
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)		Cost

<p>Improved behaviour on playground, with all pupils having opportunities to interact; improved self esteem and ability to self-regulate</p>	<p>Purchase of playground equipment. Engagement of external yoga tutor; classes involved are chosen depending on need</p>	<p>Significant reduction in behaviour issues; reduced external exclusions</p>	<p>Approach will continue. Development of the Nurture Hub. Time for lead TA to model and support other TA's with the delivery of the games sessions.</p>	<p>£1,521 (Extra lunch time staff in class with high PP for social development and improved playtimes. Effective spend and a similar model will follow in 21-22. Further opportunities to be sought to enhance outdoor play in 21-22. Impact: Less incidents recorded on safeguard system and less lunchtime exclusions as a result.</p>
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8. Additional detail

Other costs linked to Pupil Premium:
Circus skills day for self-esteem building for whole school - £680
Archery and Multi sport skills in Paralympics style - £300
Additional staffing costs for classes/ individual pupils with high PP support needs £ 14.810
Extra Staffing costs, that PP contributed towards : £110, 482