

Holy Spirit Catholic Primary School, Sefton.

Pupil Premium Projected Spending 2021-22

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Pupil premium strategy statement

Before completing this template, you should read the guidance on [using pupil premium](#).

Before publishing your completed statement, you should 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 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 Spirit Catholic Primary School
Number of pupils in school	201
Proportion (%) of pupil premium eligible pupils	59%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	
Date this statement was published	
Date on which it will be reviewed	1/10/22
Statement authorised by	C McCoy
Pupil premium lead	M O'Brien
Governor / Trustee lead	L Fay

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£137,845
Recovery premium funding allocation this academic year	£
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£140,014

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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Part A: Pupil premium strategy plan

Statement of intent

At Holy Spirit, decisions made regarding the use of Pupil Premium funding are based on the context of the school and the challenges faced. Common barriers to learning for the disadvantaged children include: less support at home, low/weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance/ punctuality. There are many children who have complex family situations. Therefore, many approaches are required.

All teaching staff will be involved in the analysis of data and the identification of pupils so that they have a clear picture of strengths and weaknesses across school.

Underpinning principles.

- *Teaching and learning must meet the needs of the children at Holy Spirit.*
- *Appropriate provision is made for pupils who belong to vulnerable groups. This includes that the needs of socially disadvantaged children are adequately assessed and addressed.*
- *In making provision for socially disadvantaged children, we recognise that not all pupils who receive free school meals will be socially disadvantaged.*
- *We also recognise that not all children who are socially disadvantaged are registered for free school meals. Therefore, we reserve the right to allocate pupil premium funding to supports individuals or groups that the school identifies as legitimately disadvantaged.*
- *Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individual children.*

School context and the demography of Holy Spirit school.

Holy Spirit Catholic Primary School is a one-form entry primary school with 202 children on roll. It is situated in Bootle, which is a suburb of Liverpool with high unemployment. There is significant deprivation in the catchment and within its pupil base. (Both area and pupil base are in Quintile 5 of most deprived of all schools.)

Holy Spirit has a much higher than average number of disadvantaged children (59%) than other schools. In addition, a higher than average number of our children have SEND needs (29%). Some SEND needs are severe and 5 % are currently awaiting EHCP's.

There is a significant overlap between our disadvantaged pupils and our SEND pupils. (15% have dual needs and in some classes between 30 and 43% have dual needs).

We currently have two looked after children, 6 children on a child protection plan and 5 children on a Child in Need plan.

Bootle is very much a white British community. There are very few pupils from ethnic minority backgrounds in the locality or at our school. (5%)

Relevant statistics

- *20% of pupils on roll are identified as coming from financially stretched households. (Acorn data)*
- *9% of pupils on roll are identified as coming from families facing urban adversity. (Acorn data)*
- *The school's Income Deprivation Affecting Children Index (IDACHI) score is 0.13. (Local and National score of 0.21)*
- *6% (14) of children are identified as disadvantaged.*
- *2% (1) of children are identified as EAL.*
- *12% (25) of children are identified as having SEND needs.*
- *7 children have a social worker and 1 family is working with Startwell.*

Our pupils join with skills significantly below those of other pupils nationally. We aim for children to make good progress across the school because of our broad and balanced curriculum provision and good teaching.

Lockdown presented huge challenges for Holy Spirit as it did for most schools. Pupil progress and well-being was maximised through a range of strategies including live lessons, activities accessed through See-Saw, Education City and the availability of paper work packs. Vulnerable children (as identified by the school) attended school with all families well supported through the provision of technology, food and other identified areas of need.

Main Objectives

- *To narrow the attainment gap between disadvantaged and non-disadvantaged pupils – both nationally and applying internal school data.*
- *For all disadvantaged children to make good progress in order to ultimately meet/exceed National Age Related Expectations at the end of KS 2. Therefore giving the best opportunities to achieve GCSE English and Mathematics.*

The range of provision that the Governors consider making for this group would include and not be limited to:

- *Additional learning support*
- *Paying for activities, educational visits and visitors. Ensuring that children have first hand experiences to better apply learning in the classroom.*

- *Behaviour and nurture support during lunchtime by providing staff and activities to engage and promote Holy Spirit values, improve positive communication and enhance learning. This includes staff training for future continuity and embedding skills.*
- *Transition from primary to secondary.*
- *Counselling.*
- *Nurture training for key staff.*
- *Behaviour support for targeted individuals and key year groups, within the classroom and around school.*

Challenges

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

Challenge number	Detail of challenge
1	<i>Weak language and communication skills</i>
2	Low attainment on entry to the EYFS in all areas
3	More frequent instances of challenging behaviour
4	Attendance and punctuality
5	Low aspiration from home and children lack self confidence

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
<i>Improved attendance</i>	Ensure attendance of disadvantages children is above 95% minimum
Progress in reading	Achieve national average progress scores in KS 2 reading For children in Y2-6 to show measured improvement and make rapid progress from their unique starting point.
Progress in mathematics	Achieve national average progress scores in KS 2 maths. For 85% of Y4 children to pass the Y4 MTC.
Phonics	Achieve at least national average standard in PSC
Attendance and punctuality	Ensure that the attendance of disadvantaged children is above 95%. To ensure that the whole school attendance is 96% or above.
Improved behaviour within classrooms, especially improved behaviour for learning.	Reduced external and internal exclusions. Reduction in number of incidents recorded on Safeguarding database.

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: £ 39,089

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff CPD	<p>High quality CPD to follow EEF principles. New learning to be shared at INSET and Staff meetings. We are part of the St Helen's maths hub. (900)</p> <p>A member of staff is to be trained in Excellent English. (450)</p> <p>Staff are released to monitor their subjects once a half term. (1,000)</p> <p>Staff CPD with the principles of de-escalation and helping children with self-regulation. (2,250)</p> <p>Staff CPD to apply the principles of the AET framework and social stories. (576)</p> <p>Improved technology and staff CPD to improve Computing curriculum delivery and enhanced delivery of the wider curriculum. (20,613)</p>	1, 5
<i>SENCO additional two days per week plus another member of staff to complete targeted assessments.</i>	<p>Classes have high numbers of SEN children (Ranging from 35 %to 56%) and many children have dual PP and SEND vulnerability. (7000)</p> <p><38 days supply costed at £180 per day – LC></p> <p>Expert staff to support in improved curriculum delivery and best practise to support their learners with SEND or those who are disadvantaged. Precise assessments carried out to inform best practise within classrooms for children with SEND or identified as in danger of not meeting National Expectations. (6,300)</p> <p><CM @ £86 x 2 x 39 = £6708 with £6,300 from PP></p>	1,3,5

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

Budgeted cost: £ 39,089

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Phonics teaching from a qualified teacher for identified children. Precision Interventions for children who require social skills.</i>	Following assessments, many children in EYFS and Y1 are significantly behind and require the best teaching to close the learning gap. Tuition linked to gap analysis from a highly skilled teacher. Following the return to full attendance, identified children have required social skills interventions to improve attendance and resilience within the classroom. (9,900) <KH release 106 days @£150 pd>	1,2,4,5
<i>Times Tables Rockstars</i>	Children to continue to work at and improve basic skills. (150)	3,5
<i>Accelerated Reader and library stock</i>	Children to improve a basic skill, be motivated to read and develop a love of reading. (10,000) <£8000 books £2000 towards AR>	1,4,5
<i>EYFS resourcing</i>	To improve communication and language development in EYFS, improved resources for the indoor and outdoor provision. (5000)	1

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

Budgeted cost: £ 101,875

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Counsellor to be employed for key children.</i>	Identified children who display distress or have challenges beyond school have improved behaviour and resilience. (5850) <Cost per session x number of days>	3,5
<i>Learning mentor to support individuals, families and challenge low attendance. Mentor</i>	School are aware of persistent absentees and patterns in attendance and non-attendance. Learning mentor to support and challenge families where	3,4,5

<i>to collect and drop off children from families with this as a barrier.</i>	necessary. She will also bring/take children home for families who are struggling to get their children to school or for children who are reluctant to attend. (27000) ++	
<i>Singing dance and drama teacher for identified children</i>	Identified children with low-self esteem have been invited to partake in an activity that they have expressed an interest in. (Including costs to drop off specific children who attend after school) (2025)	4,5
<i>Employing additional staff in high PP classes</i>	Extra learning support for children who require additional curriculum access or reinforcement. (16000) <School to contribute the remaining funds>	2,5
<i>Breakfast club</i>	School to fund places as an attendance incentive and to ensure a smoother start to the day. (500)	4
<i>Behaviour support staff</i>	Following full return, some classes have a number of children who have not settled and require support to enable curriculum access for themselves and for the class. (16000) <38 days supply costed at £180 per day>	3,4,5
<i>Trips and experiences</i>	Following pupil voice interviews, many of our children do not visit beyond their immediate locality. School to offer wider experiences to engage children and open up the wider world to them. (Visits and visitors) (8,000)	1,4,5
<i>Food</i>	Many children do not have access to enough food at home. School to pay for additional food to send home or offer within the school day. (500)	4

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

Please see attached document for last year's Pupil Premium spend and review.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Purple Mash	Purple Mash
Counselling Service	Brighter Horizons

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	We do not have any Service children at this time.
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)

This year, we recognise that many of our children have lost the opportunity to learn through physical activity and have outdoor opportunities in their formative years. We intend to invest in development of the outdoor areas to enable children to develop confidence through other skills, such as edible classroom and climbing walls. School have recognised that suitable physical play will help develop gross and fine motor skills, which many of our children lack. School also offers mindfulness and relaxation classes to specific children who we know will benefit from this.

We are working closely with the LEA to develop a Nurture Space, with two staff, in school. This is intended to be a legacy project and will continue beyond the initial two-year project.

