

Holy Spirit Catholic Academy: Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
Number of pupils in school	172
Proportion (%) of pupil premium eligible pupils	66.28%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	14 th November 2023
Date on which it will be reviewed	31 st October 2024
Statement authorised by	Michelle Forrest
Pupil premium lead	Michelle Forrest
Governor / Trustee lead	Dennis Hardman

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£167,270
Recovery premium funding allocation this academic year	£15,570
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
Total budget for this academic year <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>	£182,840

Part A: Pupil premium strategy plan

Statement of intent

Holy Spirit Vision

Our vision is for every child and adult to thrive and achieve their full potential- *the Holy Spirit Way*.

The Holy Spirit Way is to inspire and nurture:

	Christ	School	Community
Respect	Understand our faith and beliefs and follow the teachings of Christ	For self, others, our school, our faith and the wider community and world	Treat all others the way we would like to be treated
Resilience	Use prayer and reflection to deepen our connection with Christ and ourselves	By teaching self-awareness, self-regulation, perseverance, courage and a positive mind-set and attitude	Live sustainably, protecting the world and the people who live in it
Love of Learning	Enjoy learning about our faith, asking big questions to deepen our knowledge and understanding	Ensuring opportunities to develop curiosity, creativity and thirst for knowledge through an engaging and ambitious curriculum	Explore local and global groups and charities who support those in need
Excellence and Achievement	Put Christ at the centre of all we do	Through a culture of high expectations for all in teaching and learning and taking responsibility for ourselves and the whole school team	Build a worshipping community that supports and nurtures everyone in their journey of faith

We are committed to supporting all children, regardless of background or individual barriers to success, to make excellent progress and achieve strong outcomes across all areas of the curriculum. To achieve this, our Pupil premium strategy takes a tiered approach to ensure that all pupils, including those who are disadvantaged, consistently experience the highest possible quality of teaching, have access to the targeted academic support and benefit from a range of wider strategies including pastoral support for social and emotional difficulties, attendance and behaviour, impacting on success in school.

Evidence shows that high quality teaching has the greatest impact on closing the disadvantaged attainment gap. Consequently, ensuring the Highest possible quality of teaching is our primary objective. Not only will continuing to develop the quality of teaching directly impact the progress and attainment of our disadvantaged pupils, our non-disadvantaged pupils will also benefit.

The strategies we implement will reflect the common challenges and barriers to success and pupils' individual needs through careful assessment and partnership working with pupils and families.

Challenges

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

Challenge number	Detail of challenge
1	Communication skills- Oral and written communication skills are preventing our disadvantaged children from accessing all learning opportunities and is evident from entry into EYFS and throughout the school
2	Reading fluency and comprehension- Lower progress through our phonics programme and reading curriculum impacts negatively on our disadvantaged pupils being able to access the full and wider curriculum
3	Maths basic skills and accessing Mastery maths curriculum- lack of basic skills and slower progress can prevent our disadvantaged children's ability to access the mastery approach in maths
4	Assessment data shows a gap between outcomes for disadvantaged and non-disadvantaged children at all assessment points
5	Low self-esteem and mental health – higher numbers of our disadvantaged and vulnerable pupils are accessing social and emotional support in school. This low self-esteem and mental health problems negatively impacts upon their progress and developing positive and effective learning behaviours
6	Lower attendance rates than non-disadvantaged pupils. Our persistent absentees are far more likely to be disadvantaged and therefore miss more school time due to absence.

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 for disadvantaged pupils:	Success criteria- by end 2024/2025:
Communication skills improved across the school	Monitoring shows increased progress made by disadvantaged pupils due to: <ul style="list-style-type: none"> Interventions put in place due early identification of communication difficulties impact upon progress towards EYFS Oracy strategies embedded across school
Reading fluency and comprehension improved	Phonics outcomes rapidly improving to meet National figures Outcomes at KS2 show that disadvantaged pupils achieve as well as non-disadvantaged pupils
Maths basic skills and accessing Mastery maths curriculum improved	Outcomes at KS2 show that disadvantaged pupils achieve as well as non-disadvantaged pupils

Greater depth/ exceeding outcomes in KS2 increased	Outcomes at KS2 show that disadvantaged pupils achieving GDS/ EXC in all areas has increased closer to National
Low self-esteem and mental health improved	Impacted data (or similar) shows an improvement in self-esteem and mental health from starting points
Improved attendance rates, especially in persistent absentee figures	Attendance rates for disadvantaged children is in line with non- disadvantaged children overall. Numbers of disadvantaged children classed as persistent absent reduced

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: £ 24,355

Activity	Evidence that supports this approach	Challenge number(s) addressed
Effectively implement a systematic phonics programme (RWI)	Phonics EEF (educationendowmentfoundation.org.uk)	1, 2 and 4
To develop pupils' speaking and listening skills and wider understanding of language - Use high-quality structured interventions to help pupils who are struggling with their literacy Voice 21 – Oracy Hub Wellcom ELKLAN	Oral language interventions Toolkit Strand Education Endowment Foundation EEF	1, 2 and 4
To develop good number sense using Maths Mastery (NW Maths Hub 3 There is strong evidence that a mastery approach supports all pupils to achieve their potential in mathematics regardless of their starting point or background.	Mastery learning EEF (educationendowmentfoundation.org.uk)	3 and 4

<p>Enhancing of teaching and curriculum planning for English and Maths in line with EEF guidance. Teacher release time and CPD funded to embed key elements of guidance</p> <p>Continue to purchase high quality curriculums and workbooks for English and Maths:</p> <p>Ark Power Maths</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</p>	1 and 4
<p>Continue to develop the SEL (RULER) curriculum, update and implement new work booklets Staff CPD to develop confidence and consistency.</p>	<p>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):</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</p>	1,5 and 6
<p>Implement model of instructional coaching for staff to develop quality of teaching. Teachers will be trained in carrying out Instructional coaching</p>	<p>Instructional coaching is currently the highest quality CPD which allows for the most progressive and rapid change in teaching.</p> <p>https://journals.sagepub.com/doi/abs/10.3102/0162373720906217</p>	1,2,3,4 and 5

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

Budgeted cost: £ 7,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Wellcom and Elklan Interventions Speech and Language -Intervention for children in the EYFS to support them in making progress with their talk.</p> <p>- Identify children who need speech and language assessments.</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	1 and 5
<p>DESTY Island Emotional Literacy Intervention - Intervention programme to</p>	<p>There is strong evidence to suggest that DESTY has a significant impact upon children who display difficulties with SEMH:</p>	5 and 6

support children in KS1 and KS2	https://www.educationdesty.com/	
Support Staff to run targeted support for: - Social and emotional skills - curriculum based targeted support - Early Language - Phonics - Reading -	Research suggests that one to one and small group targeted intervention can add between 4 and 5 months progress to the children involved. One to one tuition EEF (educationendowmentfoundation.org.uk) Small group tuition EEF (educationendowmentfoundation.org.uk) https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	1, 2, 3, 4, 5 and 6

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

Budgeted cost: £ 33,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral Team (2) for: - First day response and attendance support -support for vulnerable families and those on Early Help or CP - Daily support for disadvantaged and vulnerable children in school -Social and emotional learning on a one to one and small group level	Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. Social and emotional learning EEF (educationendowmentfoundation.org.uk) Improving school attendance: support for schools and local authorities – GOV.UK (www.gov.uk)	5 and 6
Support for disadvantaged children to access enrichment activities	Adventure education usually involves collaborative learning experiences with a high level of physical (and often emotional) challenge. Practical problem-solving, explicit reflection and discussion of thinking and emotion may also be involved. See the links below for the research to support this strategy: Outdoor adventure learning EEF (educationendowmentfoundation.org.uk) Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)	5 and 6

Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	1-6
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Total budgeted cost: £33,600 + £24,355 + £7,700

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 2022-2023 academic year.

Our internal assessments show disadvantaged children achieving lower than their non-disadvantaged peers lower down the school across the school. Although this is a trend for our school across a number of years, we are still working hard to close the gap.

Attendance continues to be a focus of our current plan with our disadvantaged children having poorer attendance than their non-disadvantaged peers. Our PA figures are still too high and our pastoral team continue to work with families and the Local Authority to put in place support in the form of attendance plans or social care/ early help where necessary. Although we did not see an overall increase for 22-23, Summer 23 data had improved to 93.2% which was a 2.2% increase from Summer 22

Our focus on phonics last year showed great impact with an increase from 16% (Y1 2022) to 73% (Y1 2023). We also increased our Y2 cumulative phonics screening pass rate to 93%. Our PP eligible children achieved higher pass rates (73.7%) than our non PP eligible children (63.7%)

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
Ark Curriculum	Ark
Voice 21	School 21
DESTY Island	DESTY
RULER	Marc Brackett Yale University

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.