



Holy Family Catholic Primary School, New Springs



Pupil Premium Statement

What is the Pupil Premium Grant?

The Pupil Premium Grant (PPG) is funding given to schools to help close the attainment gap between children from low-income and other disadvantaged families and their peers. Pupil Premium Grant is primarily aimed at pupils who are from low-income families and are eligible for Free School Meals (FSM). This category now includes any child that has been registered for FSM in the past 6 years (Known as 'Ever 6 FSM') This funding also covers Children Looked After (CLA), children adopted from care under the Adoption and Children Act 2002 and children who have left care under a Special Guardianship or Residence Order. Schools also receive a service premium for pupils whose parents either serve in the armed forces or are in receipt of a child pension from the ministry of Defence. Careful analysis including: internal and external pupil-level data, historical attainment and progress rates is undertaken on an annual basis to ensure that the Pupil Premium Grant is used to maximum effect.

The purpose of this document is to outline how the Pupil Premium Grant will be allocated to support pupils during the period September 2019 and July 2020.

This year's Pupil Premium Grant allocation amount = £37940.00

After analysing pupil results, consulting with teachers and interviewing the pupils, the following was found:

- Children wanted more help with their reading , writing and maths
- Pupils found it helpful to work in small groups or have 1-1 teaching
- Pupils sometimes worried about getting things right the first time
- Pupils said that they benefitted from school trips or having visitors in school to support their learning
- Pupils said that using the computers also helped with their learning
- Pupils found it helped to talk things through with an adult when they were suffering from low self-esteem or feeling anxious
- Children talked about how much they enjoyed art lessons and expressed a desire to have opportunities to do more
- Some children expressed a desire to learn a musical instrument after enjoying the wider curriculum opportunities offered in school

The main barriers to learning include:

1. Poor communication skills and vocabulary
2. Low self-confidence and self esteem
3. Poor subject knowledge
4. Lack of funding for school trips/visitors and residential trips



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In light of this we intend to spend this year's Pupil Premium allocation on:

| Expenditure and links to barriers 1,2,3 and 4 | Cost | Intended outcomes |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Part fund a HLTA for small group support work and 1:1 intervention (links 1,2,3) | £2989.08 | Additional support for groups/individual pupils to narrow the gap. Focused interventions include Maths and SPAG. Confidence and self-esteem of the pupils will increase due to this |
| Part fund a HLTA to deliver well-being sessions weekly | £996.36 | Children will gain confidence and their self-esteem will be raised |
| Part fund 1 teacher (links 1,2,3) | £7,500 | Additional teacher in KS1 in the mornings to allow children to be taught in small, single year groups, to narrow the gap |
| Part fund Teaching assistants to maximise learning opportunities and to deliver small group interventions (links 1,2,3) | £23,454.56 | Additional support for groups/individual pupils to narrow the gap. Focused interventions include Reading comprehension, sounds write, Love writing and Times Tables |
| To part fund the purchase of the Salford reading assessment scheme in order to support reading (links 1,2,3) | £60.00 | Children make good or better progress |
| Part fund payments for Empathy counselling service for children identified as needing play therapy for building self-esteem (links 1,2) | £1500 | Children receive counselling as identified resulting in improved self-esteem |
| Subsidising of school trips (links 1,2,3,4) | £600 | Children have the confidence to meet new friends, challenge themselves and work as a team. This will also improve children's subject knowledge as well as raising their self-esteem. |
| Part fund a local artist to work with the pupils in developing their artistic skills in the creative curriculum. This includes the production of a whole school time-line (links 1,2,3,4) | £465 | Children will experience working with an expert in the field of art. This will develop and improve their skills and enhance their love of learning. |
| To provide an after school art club to help children broaden their knowledge and experiences of different art mediums | £100 | Children will have the opportunity to experience a range of art mediums and broaden their experiences of art. |
| To fully fund a child in learning to play an instrument of their choice. | £200 | A child who has shown a passion and interest in playing a musical instrument is given the opportunity to have lessons and the loan of an instrument for 1 year, (after which time the suitability will be re-assessed) |



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| Part fund the training for the new Well-being champion (links 1,2) | £50 | Children who have low self-esteem or are anxious about issues at home or at school can access Well-being support allowing them to improve their confidence |
| Part fund the purchase of Spag.com (links 2,3) | £25 | Children have access to an on-line programme that they can use to raise their knowledge and confidence when answering SPAG questions |

Impact will be measured through half-termly assessment of intervention groups. Termly Pupil progress meetings will also address the issue of any children who do not make progress. The schools data tracking system will track children's progress and lesson observations and book scrutinies will also support this. Termly pupil discussions will take place to also evaluate the impact of not only their academic achievements but their personal well-being.

Pupil Premium Grant 2018-2019 – Based on the January 2018 census

The main barriers included:

1. Poor communication skills and vocabulary
2. Low self-confidence and self esteem
3. Poor subject knowledge
4. Lack of funding for school trips/visitors and residential trips

The grant was spent as follows:

£32320.00 (this includes additional LAC funding received)

| Expenditure | Cost | Impact |
|---------------------------------------------------------------------------------------------------------------------------------------------------|------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Part fund a HLTA for small group support work and 1:1 intervention, including working with new children in KS2 with poor attainment (links 1,2,3) | £2,551.00 | The work that the HLTA did with the children was directly tailored to their needs. This resulted in the children's confidence increasing and subject knowledge improving. See end of Key stage results below |
| Part fund 1 teacher (links 1,2,3) | £6,520.00 | The funding allowed our Infant pupils to be taught in single year groups in the mornings. This enabled them to progress at a faster rate and to begin to build confidence and resilience. By the end of key stage 1, 100% of our pupils passed the phonic screening. Achievement for the end of key stage 1 can be seen below. |
| Part fund Teaching assistants to maximise learning opportunities and to deliver small group interventions | £24,450.92 | Children were supported in a range of interventions including sounds write, IDL spelling and reading |



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| (links 1,2,3) | | comprehension. The children were closely monitored and interventions changed as the need arose. Children's confidence increased and were more willing to attempt independent work in class. (See end of Key stage results below) |
| To part fund the purchase of Literacy shed plus to support the 'Love writing' intervention (links 1,2,3) | £50 | Children had access to wide range of quality texts and images that were used to broaden their vocabulary and helped them to improve their writing. (See results below) |
| Part fund payments for Empathy counselling service for children identified as needing play therapy for building self –esteem (links 1,2) | £480.00 | Children received counselling as identified resulting in improved self-esteem. In discussions with the pupils, they said that this helped them to develop coping strategies when faced with worries and concerns. |
| Subsidising of school trips (links 1,2,3,4) | £400 | Children had the confidence to make new friends, challenge themselves and work as a team. Discussions with teachers and pupils have highlighted that this has supported the subject knowledge of the pupils and their self-esteem. |
| Part fund a local artist to work with the pupils in developing their artistic skills in the creative curriculum. This includes the production of a whole school timeline (links 1,2,3,4) | £400 | Children had the opportunity to work with an artist in school producing a number of pieces of work. They had the opportunity to use a wide range of art mediums and it helped to build their confidence and subject knowledge. |
| Part fund the renewal of the IDL spelling programme (links 1,2,3) | £50 | Children were able to access an on-line spelling programme set at their ability. This allowed them to build up their confidence when attempting spelling. |
| Part fund the purchase of Times Tables Rockstar's (links 2,3) | £25 | Children had access to an on-line Times Table programme where they were able to practise their spellings and improve on their own scores and abilities. This allowed the children to become more confident when asked to apply Times tables knowledge in their Maths lessons |



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Impact of Pupil Premium at end of Key stages

| | | | Reading | Writing | Maths |
|-------------------|------------------------|---------------------|----------------------------|-----------------------------|-----------------------------|
| Year Group | No. of children | Of whom SEND | Summer 2019 | Summer 2019 | Summer 2019 |
| Y2 | 3 | 0 | 100% | 100% (33% greater depth) | 100% (33% greater depth) |
| Y6 | 4 | 1 | 75% (25% greater depth) | 75% (50% greater depth) | 100% (50% greater depth) |

The date of the next review of the schools Pupil Premium statement will be summer 2020.