

Pupil premium strategy statement

The Holy Spirit Primary School 2023-2026

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	109
Proportion (%) of pupil premium eligible pupils	69%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2023 – 2026
Date this statement was published	Academic year 2023-24
Date on which it will be reviewed	September 2026
Statement authorised by	Lorraine Connolly
Pupil premium lead	Lorraine Connolly
Governor / Trustee lead	Kathy Keig

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£120,765
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£11,165
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</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>	£131,930

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, regardless of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, and keep up with their peers

At The Holy Spirit we consider the challenges faced by vulnerable pupils, and families including those who have a social worker and are young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Quality first teaching and high expectations for all is at the heart of our approach, alongside assessment and evidence based strategies. We provide a nurturing environment and an inclusive ethos to enable our most vulnerable to thrive and focus on areas in which disadvantaged pupils require the most support. We are a small school with a large percentage of children who receive pupil premium, because of this, there is a whole school approach to raising outcomes so that 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.

Our strategy is also integral to wider school plans for education recovery following the COVID-19 pandemic, notably in its targeted support through the National 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:

- Support pupils who face social, emotional and mental health to enable them to learn
- Ensure disadvantaged pupils are challenged in the work that they're set
- Quickly identify needs and intervene at the point of need
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.
- Pupil premium will be used to provide additional educational support to improve outcomes for our pupils
- Funding will be used to enable pupils to keep up with their peers.
- We will ensure that funding is used for the pupils who need it most to make a significant impact to their education and lives including enrichment experiences.

Challenges

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

Challenge number	Detail of challenge
1	<p>Speech and Language: Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.</p>
2	<p>Attendance and Punctuality</p> <p>62 % of our cohort are disadvantaged, our attendance of those pupils is 3.9% lower than non-disadvantaged. Disadvantaged pupils who are persistently absent are significantly higher than non-disadvantaged</p> <p>Our assessments and observations indicate that persistent absenteeism is negatively impacting disadvantaged pupils' progress.</p>
3	<p>Social and Emotional, Mental Health</p> <p>As an inclusive school we have a high proportion of pupils with SEND needs (34%) the majority of these pupils are also receiving pupil premium. The level of SEMH needs, post –pandemic continues to increase amongst our pupils.</p> <p>Pupils and families who have been identified as having social and emotional issues for many pupils, lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment. Disadvantaged currently require additional support with social and emotional needs, including small group interventions.</p> <p>Children experiencing high levels of anxiety, attachment and trauma have difficulties when accessing the curriculum and lack motivation and stamina - observations have shown that pupils who are disadvantaged are reluctant to learn and develop avoidance strategies</p>
4	<p>Readiness to learn and an ability to sustain learning and progress.</p> <p>From our assessments, observations and discussions with disadvantaged pupils indicate that pupils have limited exposure to vocabulary and quality learning experiences that is required for them to immerse themselves in education and develop intrinsic motivation and independence. Pupils lack resilience and self- esteem and has a detrimental impact on all outcomes.</p>
5	<p>Comprehension</p> <p>Our assessments, observations, and discussions show that comprehension skills are not in line with reading ages. Disadvantaged pupils generally have greater difficulties with reading than their peers.</p> <p>On entry to Reception our disadvantaged pupils arrive below age-related expectations compared to other pupils. This gap narrows but remains significant to the end of KS2. Pupils, vocabulary, and inference skills have a negative impact on fluency and reading outcomes.</p>

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>Improve speech and language skills and vocabulary so that disadvantaged pupils achieve in line with their peers,</p>	<p>All children will have a baseline WellComm screening check on entry to EYFS to indicate areas of need Pupils will be able to communicate effectively Provision mapping will show impact of interventions An increase of pupils achieving ELG in Speaking and Listening and Communication and lead to those children achieving GLD Assessments and observations show improvements across the school in speech and language and vocabulary. Evidence will be in book scrutiny, learning walks and formative assessment</p>
<p>Attendance of disadvantaged children will improve therefore increase learning time</p>	<p>Attendance of dis-advantaged pupils improve and is at least in line with national Average and non-disadvantaged pupils. A decrease in percentage of persistent absence of pupil premium pupils</p>
<p>Children become more confident and resilient through developing a positive mind-set</p>	<p>Reduced negative behaviour because pupils feel secure An increase in pupil engagement Pupil voice shows impact and shows an increase in positive attitudes to learning Children achieve high outcomes in lessons</p>
<p>Children develop resilience and confidence and are motivated to enjoy learning</p>	<p>Pupils take ownership of their learning and independence improves over time Pupils are exposed to experiences that will inspire them to want to learn more and remember more. Improved engagement shows an increase in pupil performance across the curriculum</p>

<p>Progress in Reading, Writing and Maths will improve due to improved comprehension skills,</p>	<p>Children are exposed to rich curriculum specific vocabulary and are able to access and understand key knowledge of the National Curriculum</p> <p>Increase in reading fluency scores</p> <p>An increase in disadvantaged pupils accessing library services</p> <p>More children are able to talk about their favourite authors and show a love for reading.</p> <p>Pupils receiving pupil premium will improve their combined RWM results and be in line with National Average.</p> <p>Pupil Premium pupils will achieve high outcomes alongside their peers without pupil premium.</p>
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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: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Additional teacher to cover PPA 7030</i>		1,3,4,5
<i>Music Specialist</i>		
<i>Additional Teacher</i>		
<i>Additional TA Teaching Assistant led Interventions Speech & Language teacher led</i>		

<p><i>interventions. Daily maths and reading pre-teaching and keep up interventions. Daily emotional check ins for specific children. Small intervention groups..</i></p>		
<p>Pathways to read All staff to complete refresher training as appropriate. New staff to complete year group training with The Literacy Company. Purchase quality class sets of guided reading books.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	
<p>Reading solutions £4000 To ensure disadvantaged pupils are exposed to bespoke reading based on diagnostic assessments. Children to improve reading fluency</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	

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

Budgeted cost: £ 9,310

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Add or delete rows as needed.</i></p>		

<p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition Teaching and Learning Toolkit EEF</p> <p>And in small groups:</p> <p>Small group tuition Teaching and Learning Toolkit EEF</p>	<p>2 , 3, 4</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 35.718

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Pupil Welfare</i> Provide uniform and resources. Funding to contribute to school residential trips and other seasonal trips and activities. Funding to allow our disadvantaged pupils to take part in clubs such as breakfast club</p>		
<p>TA ELSA / Next Steps support for specific children – 1:1 and small group sessions to support children in managing their feelings and behaviour, addressing barriers to learning</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p>	
<p><i>Family Support Worker</i> Pastoral support for disadvantaged children and their families via 1:1 sessions with children</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	

<p>developing their skills to manage emotions and self-regulation –to improve attitudes to learning, increasing parental engagement via family learning, supporting families practically (e.g. support to bring children to school, Food Bank vouchers, support at meetings, signposting to other agencies, and referrals for additional support etc.)</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p>	
<p>Outside Agency support additional time to be used for pupil assessment/observation, staff training and supervision. Pupil Mental Health</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p>	
<p>EWO support Purchase of additional time as part of LA Attendance SLA – one meeting per month, support with Attendance Planning Meetings and Penalty Notice Warnings.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	<p>2, 3 ,4</p>

Total budgeted cost: £ *[insert sum of 3 amounts stated above]*

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:

<i>Year 6 Cohort=27 PP= 20 pupils 74% of total cohort</i>	<i>Children in receipt of Pupil Premium who reached the expected standard compared to national average</i>	<i>Children in receipt of Pupil Premium who reached the higher standard compared to national average</i>
<i>Reading</i>	<i>NA = 73% 80%</i>	<i>NA =29 15%</i>
<i>Writing</i>	<i>NA = 71% 55%</i>	<i>NA=13 15%</i>
<i>Maths</i>	<i>NA=73% 45%</i>	<i>NA=24 15%</i>
<i>RWM combined</i>	<i>NA = 59% 45%</i>	<i>NA=8 10%</i>

The Year 6 Cohort totalled 27 pupils, 20 of which received PP =74%

2 children were working below KS2 and therefore did not sit the tests.

40% of families receiving PP had additional support from outside agencies and FSW

2 pupils were included in our data who had English as an Additional Language who arrived in the Spring Term and were included in our data.

If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.

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
Language Angels	Nubridge Publishing
Reading Plus	Reading Solutions
TTRockstars	Maths Circle

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**

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The impact of that spending on service pupil premium eligible pupils

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Further information (optional)

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