



Holy Family Catholic Primary School

Pupil Premium Impact Report 2020-2021

2020-2021 Pupil Premium Allocation

In the 2020-21 academic year the pupil premium allocation was as follows:

Year Group	% of Year
Reception	50%
1	64%
2	52%
3	60%
4	63%
5	50%
6	67%

Total number of pupils in school: 234

Total number of PP pupils: 136

58% PP in school (R-Y6):

Purpose

The aim of this report is to provide a review of pupil premium expenditure for 2020-2021 including evidence of the impact of that expenditure and any lessons learnt to further improve opportunities for pupil premium children. Due to the national lockdown from January 2021- March 2021 as well as whole class bubbles and individual children requiring to isolate during the academic year, it has not been possible to evaluate the full impact of the pupil premium funding.

In-school barrier:	Desired Outcome:
Poor language acquisition due to limited experiences in early childhood and beyond. A higher percentage than in	Improve oral language skills for children in EYFS.

previous years have entered the Reception year with speech, language and communication needs.

Headlines:

Wellcomm assessments were carried out on all children in EYFS. Although interventions were put in place for those children who were identified as needing extra support, bubble isolations along with individual staff and pupil periods of isolation have had an impact on the frequency of the interventions. Talk About Town carried out further assessments for the children with the greatest needs. Where necessary, referrals have been made to Speech and Language Therapy for further assessments and advice.

Lessons learnt:

- Continue to ensure early identification of children with speech, language and communication needs by assessing all pupils in EYFS using the WellComm Speech and Language Assessment.
- Continue to use Talk About Town to carry out assessments, write reports with advice and carry out interventions.
- Continue to ensure support is in place for children with lower levels of communication.

In-school barrier

Poor phonic knowledge resulting in lower than national standards in phonics at the end of Year 1.

Desired Outcome

% of pupils in Year 1 achieving the expected standard in phonics will be closer to the national standard than in previous years.

The phonics lead ensured that regular assessments were carried out. The assessments were analysed rigorously to ensure that pupils were in the correct phonics groups. Unfortunately, due to class bubbles being in place, the number of different phonics groups were limited. Pupil's next steps were clearly identified for all teachers of phonics.

Headlines:

Year 2 Phonics Screening Autumn 2 2020

58% of pupil premium children reached the expected standard in the phonics screen in Year 2. 71% of the pupil premium children who did not achieve the expected standard made at least good progress from their starting point. Attendance was an issue for the 2 children who did not make good progress.

Year 1 Phonics Screening Summer 2021

Although the National Phonics Screening did not take place in June 2021 the Year 1 children completed a previous year's phonics screen. 64% of pupil premium children reached the expected standard.

Lessons learnt:

- Continue to ensure phonic assessments are carried out regularly and children are placed in the correct phonics group.
- Ensure that all teachers of phonics groups are aware of the gaps for the children that are in their group.
- Phonics sessions will continue to take place 5 times week, 30 minutes per session.
- 1:1 phonics interventions will take place for children who need additional support to narrow the gap.

In-school barrier:

There is an attainment and progress gap between PP and non-PP pupils across the school.

Desired Outcome:

Attainment and progress in Reading, Writing and Maths will be the same for PP pupils and non-PP pupils in every year.

To ensure quality first teaching, teachers planned in phase groups working collaboratively to share good practice and ensure that the objectives taught and the learning outcomes were specific to individual learners.

Instant quality verbal feedback providing support and challenge was given to pupils. Weekly team meetings were scheduled to ensure that there was rigour in plugging gaps in learning. Where appropriate interventions were put in place including 1:1 priority readers, additional phonics support, spelling interventions, Times Table Rock Stars and additional S&L support.

Teachers and support staff were provided with training in a wide range of subjects to support pedagogy and the sharing of good practice. Triads were set up which enabled all teachers and TA's to plan, teach, observe and feedback on guided reading sessions.

Each class has a full time HLTA to provide focused support for pupils who were not on track to reach their targets.

Headlines:

Although statutory assessments did not take place during the academic year 2020-2021, teacher assessments show that across the school, all pupil premium children made at least expected progress in reading, writing and maths. In writing and maths the gap between pupil premium and non- pupil premium in Y1, Y2 and Y6 was not narrowed as much as in the other year groups. Year 1 and Year 2 had the lowest

number of children attend school during lockdown (1 pp child in Y1 and 1 pp child in Y2). The Year 6 bubble had to isolate 3 times in addition to the national lockdown.

Lessons learnt:

- Ensure staff receive CPD in all curriculum areas
- Good practice will be shared amongst staff
- Ensure interventions are timely and well matched to pupils needs
- Ensure pupil premium children are a specific focus during pupil progress meetings

In-school barrier:

A significant number of our PP pupils have SEMH difficulties resulting in poor attitudes to learning and wellbeing.

Desired Outcome:

To significantly improve levels of pupils mental health and wellbeing, self-esteem, self-regulation, engagement and attitudes to learning.

A counsellor is employed by school to work individually with pupils in the mornings and with classes in the afternoons. This means that all children have access to a range of supportive programmes and workshops to support mental health and emotional wellbeing.

The school counsellor has completed 'Drawing and Talking Therapy' training.

A recovery curriculum was implemented across the whole school to support

Within school there are four mental health first aiders.

Referrals have been made to CAMHS and YPAS.

RP has also been used to support children within school.

'Think Yourself Great' programme was used for some pupils.

Lego Therapy was used for some pupils.

Headlines:

Pupil wellbeing questionnaires, counselling data and Think Yourself data show evidence of increased levels of positive wellbeing, self-awareness and confidence.

There has been a reduction in the number of red and yellow cards issued to pupils.

Lessons learnt:

- Continue to employ a school counsellor to work with individual pupils and whole classes.
- Ensure regular meetings are held within the pastoral team to discuss vulnerable pupils and the support they require.
- Continue to use Restorative Practice.
- To develop staff awareness on mental health.
- Introduce 'Drawing and Talking Therapy' sessions with individual children.

External barrier:

Desired Outcome:

There are some examples of family disengagement in the learning process resulting in reduced opportunities for home learning and curriculum enrichment.

To increase parental engagement and involvement in their children's learning.
To improve home learning opportunities and increase parental skills.

A Child Parent Community Mentor (CPCM) is employed to support our vulnerable families and children in school.

Due to the pandemic, parents have been unable to attend school for events such as class collective worships, craft mornings, coffee mornings and stay and play sessions. A number of courses which would have been made available to parents have had to be postponed.

Attendance Officer has worked closely with parents and the EWO to improve the attendance of pupils.

Free breakfast was made available for all children.

Headlines:

During the National Lockdown and throughout the academic year families were contacted regularly to check if they needed support. Our most vulnerable families were contacted at least once a week. A number of families received food parcels on a regular basis.

Although Breakfast Club was not open during 2020-2021, school opened at 8:30am and provided toast, fruit and a drink for all children.

Our CPCM has gained support for 11 families through The Granby Toxteth Development Trust and The Greggs Foundation Hardship Fund.

14 PP children were referred to the EWO, this accounted for 58% of referrals.

Between September 2020 and July 2021, PP pupil's attendance was 94.21% compared with 94.85% for non-pupil premium children. 48.8% of the school population had to isolate at some point during 2020-2021.

Lessons learnt:

- CPCM to continue to work with vulnerable families and children
- Courses will be offered to parents
- Free breakfast will be made available for all children
- Attendance Officer to continue to work closely with parents and the EWO