

Holy Cross Catholic Primary School



Pupil Premium Impact Statement 2018-19

1. Summary information

School	Holy Cross Catholic Primary School				
Academic Year	2018/19	Total PP budget	£146,520	Date of most recent PP Review	NA
Total number of pupils	142	Number of pupils eligible for PP	111 pupils	Date for next internal review of this strategy	Jan. 2019

Current attainment

	<i>Pupils eligible for PP (in our school) 10 pupils</i>	<i>Pupils not eligible for PP</i>
% achieving the expected standard in reading, writing and maths at the end of KS2	63%	83.3%
% making progress in reading	56%	83.3%
% making progress in writing	56%	83.3%
% making progress in maths	33.3%	83.3%

Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers (*issues to be addressed in school, such as poor oral language skills*)

A.	Low levels on entry particularly in communication, literacy and language skills.
B.	Pupil premium pupils are underachieving compared to other pupils at the end of KS2.
C.	Low attainment in reading, writing and Mathematics at the end of KS2 of children eligible for pupil premium.
D.	A large majority of PP pupils are also SEN pupils.

External barriers (*issues which also require action outside school, such as low attendance rates*)

E.	Low attendance, persistent absenteeism and poor punctuality.
F.	Lack of parental engagement and parents own barriers including poor literacy skills, unemployment etc. that can result in a lack of understanding of how to support their children.
G.	Financial - leading to children's limited social, cultural and life experiences, which would enhance their knowledge, Skills and understanding.

Quality of Teaching for All			
Desired Outcome	Action/Approach RAG Rated	Impact	How will you ensure it is implemented?
All pupils have access to quality first teaching to improve outcomes.	Targeted Intervention Targeted support from TA and CT. Cost = No Additional Cost	There is a gap between school attainment and the national figures for PP pupils at the end of KS1 and KS2. The designated PP leader will be able to monitor and track the progress of PP children and ensure appropriate interventions are in place for off track children and monitor the impact of these interventions.	Half termly data and ongoing gap analysis to be monitored and impact of provision measured against set criteria.
To close the gap in attainment between PP and other children at the higher levels in reading, writing and maths.	Additional Target Support Additional working in Year 3, 4, 5 and 6 in the mornings to enable children to be in smaller group. Smaller group sizes – allowing for work to be well focused and children to be appropriately challenged. Cost = No Additional Cost	Targeted teaching matched to pupils needs ensures all learners are appropriately challenged. EEF Toolkit: As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils. Reducing class size appears to result in around 3 months additional progress for pupils, on average.	Half termly pupil progress meetings to be held between Assessment Leader & year group teachers Intervention impact and value for money will be measured half termly Lesson
Narrow the attainment gap between Pupil Premium children and non-Pupil Premium children at the higher levels at both ends of KS1 and KS2.	Software Licenses Ongoing assessments and data tracking to monitor progress – use of target tracker – software licenses for pupil tracking and assessment Cost = £1250	Developing efficient and effective strategies to identify gaps in prior knowledge and assess effective teaching. Identified children will make accelerated progress as a result of the early identification of gaps in learning and focused interventions being put in place. <i>EEF - The attainment Gap Research Jan. 2018</i> Effective assessment helps teachers identify pupils in need of additional support so they can catch up and keep on track.	Observations/Learning Walks Work Scrutinies
	Part Funding of TAs attached to each year group enabling targeted interventions for more able PP learners led by teachers/TAs Cost = £40,000	Targeted intervention has been successful over the last year and enables work to be focused and challenging, targeting individuals needs and gaps in the curriculum.	

	Tutoring Sessions One to one and small group tutoring in Year 2 and Year 6 Cost = £3,500	The aim is to increase the percentage of PP children achieving the higher level/greater depth in reading, writing and maths at the end of KS1 and KS2. Previous experience of out of school tutoring has had a positive impact and allows work to be personalised so that it addresses individuals specific gaps in learning.	
To improve progress/ outcomes for Pupil Premium pupils in reading, writing and mathematics.	Targeted Interventions Designated TA time to support handwriting & writing interventions are in place for PP children to support them in developing writing skills. Cost = As above	Individual, personalised high quality interventions have been proven in our school to have a positive impact on the attainment and progress of our pupils.	Half termly data and ongoing gap analysis to be monitored and impact of provision measured against set criteria.
	Training CPD for staff linked to the teaching of writing and how best to support children in developing writing, reading and mathematic skills Cost = £10,000 Purchase of online Maths Program Mathletics for Ks1 and Ks2 Cost= £4,000	EEF Toolkit: The type and quality of CPD that schools use really matters when it comes to improving teacher quality and pupil attainment. The quality of teaching is the single most important driver of pupil attainment and a range of other positive outcomes. Maximising the quality of teaching through the effective development of teachers through training has been found to have a positive impact.	Half termly pupil progress meetings to be held between Assessment Leader & year group teachers allowing the impact of interventions to be looked at. Lesson Observations/ Learning Walks
Total Budget Cost:			£58,750
To improve language and communication outcomes for pupils at end of EYFS	Speech & Language Therapist Employ speech and language therapist to work 1.5 days children identified as having speech and language needs across the school and half a day to specifically work with EYFS children identified with speech and language needs. Cost = £8,500	Improved speech and language development through targeted support. Increased confidence. Reducing barriers to learning by supporting children in communication.	EYFS Leader to liaise with SENCO & S&L therapist to manage & monitor the use of the S&L therapists time. Termly data analysis & ongoing impact of provision/ interventions to be measured.
	Wellcom Screening Tool is being used to identify early difficulties in language. Cost = No Additional Cost	The wellcom screening tool identifies specific needs and early difficulties in language which allows teachers to plan focused interventions.	Termly pupil progress meetings held between EYFS staff & assess. leader to monitor & track the progress
	SALT interventions	The number of children identified with early language difficulties is too high for the S&L to be	

	EYFS staff have been trained by speech therapist to deliver early speech and language support/interventions. Cost = No Additional Cost	able to support on a weekly basis, therefore trained staff are able to deliver appropriate quality S&L interventions that will increase the rate of progress in language and communication	of children accessing specific interventions. Learning Walks/ Lesson Observations/ Work Scrutiny
	Part Funding of Additional TA's in EYFS – high adult ratio so support can be focused and targeted with interventions being delivered. Cost = £12,000	Children identified with low base lines can be targeted through interventions where progress is monitored and measured. EEF Toolkit: Early Years Intervention is highly effective (+5months). EEF has evidence that Oral Language Development is also effective (+5months)	
To provide additional support for PP pupils who are SEN	Targeted Interventions Additional TAs to lead appropriate interventions in place to support and challenge SEN PP pupils to target specific needs and gaps in learning. Cost = As above	EEF shows that individualised instruction is beneficial for children's progress (+2 months). EEF shows small group intervention is effective (+4 months). This research also shows that a clear understanding of children's needs is needed in order for the intervention to be effective.	SENCO will work with and oversee interventions put in place for SEN children who are PP to ensure all are making
	Educational Psychologist Time Purchasing of Educational Psychologist time (12 days per year) to complete assessments and work with SEN children Cost = £2,400	Educational Psychologist assessments enable detailed and focused actions to be agreed for SEN children that support them in making good progress.	
	Working with SENATT Cost =£7,900	Providing diagnostic and learning support.	
Narrow the attainment gap between Pupil Premium children and non-Pupil Premium children at the end of KS1 and KS2 at the expected standard.	Quality First Teaching will enable barriers to learning to be removed. Cost = No Additional Cost	Regular CPD through INSET, courses, coaching, etc. informed by performance management reviews, monitoring and school improvement plan priorities ensuring standards of teaching are always good or better.	CPD Records Intervention planning, records and work scrutiny Pupil Voice Lesson Observations
	Part funding of TAs attached to each year group to deliver specific interventions Cost = As above	Designated TA time for specific interventions to happen in every Year Group have previously accelerated progress by targeting individual children	
	Targeted Writing Intervention	This support has been in place for the last four years and the outcome has been a positive impact	

	Y6 intervention teacher targeting writing for 2 afternoons per week Cost = As above	on end of key stage 2 writing levels. The intervention teacher works with a targeted group of children focusing on writing in order to raise attainment and achievement.	
Total Budgeted Cost			£30,800
Desired Outcome	Action/Approach	Impact	How will you ensure it is implemented?
To engage Pupil Premium families in learning opportunities	Parent workshops & 'stay and play' sessions Cost = No Additional Cost	Research suggests that where parents are involved in their children's learning, this has a very positive affect on their academic attainment.	
	Purchasing of IT learning (reading/maths) programmes/software that can be used in school and at home Cost = £6,000	This ensures all children have access to good quality resources at home as well as in school to support learning.	
	Use of school social media Cost = No Additional Cost	The use of social media and tutoring videos on school website and twitter, aims to engage parents and share learning. Further develop the posting of short video clips on twitter and the school website to demonstrate strategies/ learning to support parents when working with their children at home.	
	Part funding of Pastoral Care Worker Role Cost = £7,500	Working alongside families. Working with off track identified PP children providing one to one and small group support Providing additional support for children with a range of needs – emotional, social, behavioural, etc. PEEPS workshops	
Increase attendance rates	<u>Attendance Officer</u> employed to monitor attendance, ensure consistency across the school, send letters, liaise with ESW, lead panel meetings etc. Cost = £7,500	In order to improve the attainment and progress for children, we need them to attend school. Data shows this is a key area for some of our PP children. Evidence shows that poor attendance can also affect children's confidence and ability to make secure friendships.	Weekly scrutiny of attendance figures, comparing PP and other children. Regular monitoring of attendance patterns
	LA education Welfare Service –purchased to support our in house attendance officer. Cost=£4,672	Attendance will be monitored and tracked consistently throughout the academic year. Attendance Officer will	

		report findings to all stakeholders and offer support to families via our PLO.	Trail of follow up attendance Paperwork – file of evidence of letters sent home monitored
	<u>First day response</u> provision – Attendance officer to follow up quickly on absences Cost = No Additional Cost	Unauthorised absence rates will be reduced and parents will be clear about processes to explain absence.	
	<u>Incentives</u> for good attendance – rewards Cost = £1,000	Well publicised, promoted rewards for punctuality and good attendance raise the profile of good attendance across the school and encourage families and children to want to be in school on time.	
	<u>Targeted Extended School Places</u> Free toast club places offered to PP children with poor punctuality/attendance Cost = £1,000	Improved punctuality and attendance for PP children where this has previously been a concern.	
Pupil Premium pupils to experience focused enrichment experiences, to improve knowledge and language skills	<u>Enrichment Activities</u> Subsidising school trips for relevant children all of which will help enhance the curriculum. Cost = £10,000	Previous educational visits have enriched pupils' learning through curriculum based visits which puts learning into context. Carefully planned educational visits for this year aim to provide a similar experience. School trips have supported children in developing increased confidence, greater independence and collaborative skills. They help enhance pupil participation, experience, enjoyment and opportunities.	Monitoring of school trips/visitors/ Enrichment opportunities etc. linked to the curriculum
	<u>Curriculum Enrichment</u> Whole Class music tuition for KS1 and KS2 Cost = £5,000	Giving children the opportunity to learn a musical instrument enhances pupil opportunities and experiences. Learning a musical instrument develops concentration, creativity and listening.	Work Scrutiny Pupil voice/questionnaires
	<u>Extra Curricular Activities</u> Offer of free extra curricular activities. Cost = £5,000	Continue to ensure all pupils get equal opportunity to be involved in all aspects of school and that no pupils are disadvantaged by not being able to pay. Extra-curricular activities encourage engagement, active lifestyles, commitment, discipline and social skills.	Lesson observations/ Musical Concerts Monitoring of attendance at extra curricular activities
	<u>Outdoor Learning Opportunities</u> – Develop forest area Cost = £5,000	Broaden children's experiences of the world around them to enhance their life experiences and draw upon this in their learning.	
	<u>Enrichment Activities</u> Increased enrichment activities		

Cost = £8,000	
Total budgeted cost	60,672
Total Spending	150,222

Previous Academic Year																																																																											
Desired Outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)																																																																								
To close the gap in attainment between PP and other children at the higher levels in reading, writing and maths.	Additional Teacher supporting Maths and English in Year 5.	Key Stage Two 2018-19 <table><thead><tr><th></th><th colspan="2">Reading</th><th colspan="2">Writing</th><th colspan="2">Mathematics</th><th colspan="2">R/W/M</th></tr><tr><th></th><th>Dis</th><th>Other</th><th>Dis</th><th>Other</th><th>Dis</th><th>Other</th><th>Dis</th><th>Other</th></tr></thead><tbody><tr><td>Expected Standard</td><td>56%</td><td>83%</td><td>56%</td><td>83.3%</td><td>33.3%</td><td>83.3%</td><td>33.3%</td><td>83.3%</td></tr><tr><td>GD</td><td>22%</td><td>11%</td><td>22%</td><td>0%</td><td>0%</td><td>25%</td><td>0%</td><td>0%</td></tr></tbody></table> 2017-18 <table><thead><tr><th></th><th colspan="2">Reading</th><th colspan="2">Writing</th><th colspan="2">Mathematics</th><th colspan="2">R/W/M</th></tr><tr><th></th><th>Dis</th><th>Other</th><th>Dis</th><th>Other</th><th>Dis</th><th>Other</th><th>Dis</th><th>Other</th></tr></thead><tbody><tr><td>Expected Standard</td><td>43.8%</td><td>71.5%</td><td>31.3%</td><td>28.6%</td><td>43.8%</td><td>57%</td><td>5.3%</td><td>25%</td></tr><tr><td>Higher Level</td><td>6.3%</td><td>14.3%</td><td>18.8%</td><td>14.3%</td><td>0%</td><td>28.6%</td><td>0%</td><td>0%</td></tr></tbody></table> In reading and writing the attainment of PP children has increased. The percentage of PP children attaining RWM has also increased by 28%. However, there has been a decrease in Mathematics both in percentage of PP achieving expected standards and higher and higher levels. Key Stage One 2018-19		Reading		Writing		Mathematics		R/W/M			Dis	Other	Dis	Other	Dis	Other	Dis	Other	Expected Standard	56%	83%	56%	83.3%	33.3%	83.3%	33.3%	83.3%	GD	22%	11%	22%	0%	0%	25%	0%	0%		Reading		Writing		Mathematics		R/W/M			Dis	Other	Dis	Other	Dis	Other	Dis	Other	Expected Standard	43.8%	71.5%	31.3%	28.6%	43.8%	57%	5.3%	25%	Higher Level	6.3%	14.3%	18.8%	14.3%	0%	28.6%	0%	0%	Positive impact to the school's approach to the targeting of children in English and as a result of the additional teacher working in KS2, a higher proportion of PP children attained the higher level. In Maths in KS1, additional TA support has also had a positive impact. However, we need to continue to focus on raising attainment in Mathematics and at higher levels for PP children in maths in 2019/20 and how the use of PP funding can have a greater impact in this area.
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<p>To engage Pupil Premium families in learning opportunities.</p> <p>Increased attendance rates.</p> <p>Pupil Premium pupils to experience focused enrichment experiences, to improve knowledge and language skills.</p>	<p>Parent Workshops</p> <p>Purchasing of software licenses</p> <p>Part funding of Pastoral Care Worker</p> <p>Pastoral Care Worker time, first response, incentives etc.</p> <p>Subsidised enrichment activities</p> <p>Offer of extra curricular activities</p>	<p>PP parents in across the school were targeted through Family Workshops and stay and play sessions and in all year groups 60% of PP parents attended.</p> <p>Software licences enable all PP children to access high quality resources at home, e.g. 'Times table Rockstars' which is being well used by children across the school. PP children's emotional and behavioural needs being supported quickly and effectively by the designated support staff.</p> <p>Attendance of PP pupils is monitored rigorously and robust procedures are in place to support pupils where attendance falls below 96%.</p> <p>Weekly comparisons are completed between PP and non-PP children's attendance. However, the overall attendance %'s for PP children have not improved significantly enough.</p> <p>A range of enrichment activities/school trips, happened for all pupils across the school which were heavily subsidised by PP Funding. These helped enhance the curriculum as well as providing team building, collaborative, exciting and engaging opportunities. All children benefited from Forest School which improved confidence, independence and resilience amongst pupils. Visits and enrichment opportunities subsidised by PP Funding have included – whole school Pantomime, KS2 theatre trip, Year 6 residential to Oaklands, Years 1 and 3 Forest School Project, Museum Visits, Beach Visits, Visits to Recycling Centre, Bidston Hill, Birkenhead Park etc. All</p>	<p>Parent workshops and the purchasing of software licenses have proved effective in supporting PP families.</p> <p>We are still developing the role of the support staff in supporting PP children.</p> <p>Review the impact of spending to improve attendance and relook at how the newly appointed attendance officer supports PP children where attendance is poor next year.</p>																																																																								

	Outdoor learning opportunities	<p>these opportunities have given the children opportunities they may not otherwise experience.</p> <p>All children in Year 4 accessed weekly music tuition learning the Ukulele.</p>	
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