

Holy Cross Catholic Primary School

Pupil Premium Impact Statement September 2019-20



1. Summary information					
School	Holy Cross Catholic Primary School				
Academic Year	2019/20	Total PP budget	£140,715	Date of most recent PP Review	N/A
Total number of pupils	154	Number of pupils eligible for PP	102 pupils	Date for next internal review of this strategy	Jan. 2020

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	Low levels on entry particularly in communication, literacy and language skills.
B.	Low attainment in writing of children eligible for pupil premium compared to non pupil premium pupils.
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
C.	Low attendance, persistent absenteeism and poor punctuality.

D.	Low self-esteem and self confidence, poor mental health from stressful and complex circumstances
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2. Current attainment		
	<i>Pupils eligible for PP (in our school)</i> 17 pupils – 2019 DATA	<i>Pupils not eligible for PP – 2019 DATA</i>
% achieving the expected standard in reading, writing and maths at the end of KS2	65%	72%
% achieving the expected standard in reading	70%	82%
% achieving the expected standard in writing	65%	72%
% achieving the expected standard in maths	65%	72%

E.	Social and economical factors – including life experiences.	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	To improve language and communication outcomes for pupils at end of EYFS	Language and communication outcomes for PP children at the end of F2 will be higher than in 2018 & 2019
B.	To close the gap in attainment between PP and other children in reading and writing both at the expected and higher levels	The gap between Pupil Premium children and their peers in Reading, Writing and Maths at the higher levels at the end of KS2 will narrow compared to 2017-18 and data shows that the most able PP pupils are in line with the most able nationally.
C.	To increase rates of attendance for children eligible for PP	PP absence will be reduced so that it is in line with national figures. Pupils' improved attendance will result in improved progress and attainment.

D.	To improve the self-esteem, confidence and resilience of children whilst supporting children's positive mental health.	As a result of strategies that target social and emotional learning pupils interactions with others improve and they are better able to self-manage their emotions. Once children have a positive mental attitude and feel mentally healthy they are better equipped to focus on the academic and cognitive elements of learning.
E.	Pupil Premium pupils to experience focused enrichment experiences, to improve knowledge and language skills and promote positive life experiences.	Children's vocabulary will be developed through a range of experiences. These experiences will support their attainment in writing and reading as they will have a wider range of experiences to draw upon.

5. Planned expenditure					
Academic year		2019-20			
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To improve language and communication outcomes for pupils at end of EYFS	Speech & Language Therapist Employ speech and language therapist half a day a week to work with children identified as having speech and language needs at Baseline assessment. 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 & on going impact of provision/ interventions to be measured.	EYFS Leader with SENCO	December 2019 April 2020 July/Sept. 2020
	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.			
	SALT interventions EYFS staff have been trained by speech therapist to deliver early speech and language support/interventions. Cost = No Additional Cost	The number of children identified with early language difficulties is too high for the S&L to be 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 EEF Guidance Report 'Preparing for Literacy' recommends that <i>high quality targeted support can ensure that children falling behind catch up quickly as possible.</i>	Termly pupil progress meetings held between EYFS staff & assess. leader to monitor & track the progress		

	<p>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</p>	<p>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)</p>	<p>of children accessing specific interventions.</p> <p>Learning Walks/ Lesson Observations/Work Scrutiny</p>		
	<p>Parent workshops & 'stay and play' sessions and PEEP sessions. Cost = £500</p>	<p>Research suggests that where parents are involved in their children's learning, this has a very positive affect on their academic attainment. EEF Guidance Report 'Preparing for Literacy' recommends that <i>effective parental engagement has the potential to improve children's communication, language and literacy and this includes the running of workshops showing parents how to read and talk about books with their children.</i> <i>There is evidence that efforts to support parents in helping their children learn have the potential to improve outcomes for children.</i></p>	<p>Monitoring of parent workshops and take up.</p>		
Overall Cost = £21,000					

To close the gap in attainment between PP and other children in reading and writing both at the expected and higher levels	<p>Quality First Teaching will enable barriers to learning to be removed. Cost = No Additional Cost</p>	<p>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. EEF Report 'Closing the Attainment Gap' states that <i>what happens in the classroom makes the biggest difference and improving teacher quality leads to greater improvements at lower cost than structural changes.</i></p>	<p>Half termly data and ongoing gap analysis to be monitored and impact of provision measured against set criteria.</p>	<p>HT/ Assess. Leader</p>	<p>December 2019 April 2020 July/Sept. 2020</p>
	<p>Part Funding of TAs attached to each year group enabling targeted interventions for more able PP learners led by teachers/TAs Cost = £40,000</p>	<p>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. Individual, personalised high quality interventions have been proven in our school to have a positive impact on the attainment and progress of our pupils. EEF Report 'Closing the Attainment Gap' states that <i>targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment.</i></p>	<p>Half termly pupil progress meetings to be held between Assessment Leader & year group teachers</p>	<p>More Able Lead</p>	

One to one tutoring time for Year 2 and Year 6 PP pupils Cost = £3,500 x4 = £14,000	The aim is to increase the percentage of PP children achieving the expected and higher level/greater depth in reading and writing 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. It also enables school's to target children for whom there is little or no home support, <i>EEF evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average.</i>	Intervention impact and value for money will be measured half termly Lesson Observations/Learning Walks Work Scrutinies Staff CPD Records Intervention planning, records and work scrutiny Pupil Voice
Additional 0.2 teacher to lead small group reading and writing intervention in Year 2 Cost = £3,500	<i>EEF - The attainment Gap Research Jan. 2018</i> Targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment.	
Additional 0.6 teacher to work in Year 6 allowing smaller groupings in English lessons - – allowing for work to be well focused and children to be appropriately challenged. Cost = £10,500	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.	
SENAT support to provide diagnostic assessments and learning interventions for 1:1 and small groups. Cost of Training = £7,900	EEF – The attainment gap research Jan.18. Targeted small group and one to one interventions have the potential for the largest immediate impact in attainment.	

	<p><i>to approximately five additional months' progress. Peer tutoring appears to be particularly effective when pupils are provided with support to ensure that the quality of peer interaction is high.</i></p>			
<p>Software Licenses Ongoing assessments and data tracking to monitor progress – use of target tracker – software licenses for pupil tracking and assessment Cost = £2000</p>	<p>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.</p>			

	Training CPD for identified staff linked to the teaching of writing and how best to support children in developing reading and writing skills Cost = £5000	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.			
Overall Cost = £82,400					
To increase rates of attendance for children eligible for PP	Attendance Officer Role Cost = £3,900	Roles include the monitoring of attendance, ensure consistency across the school, send letters, liaise with families, direct support for families, publicise good attendance, first day response, lead panel meetings etc. 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.	Attend. Team	Dec. 2019 April 2020 July/Sept. 2020
	Incentives – review what has been done in previous years and how these work Cost = £1000	Focused and well thought out 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.	Regular monitoring HT and attendance officer to identify patterns in absence etc.		
	Targeted Extended School Places Free toast club places offered to PP children with poor punctuality/attendance Cost = £2,635	Improved punctuality and attendance for PP children where this has previously been a concern.	Trail of follow up of absence Paperwork – file of evidence of		
			letters sent home monitored		
Overall Cost = £7,535					

To improve the selfesteem, confidence and resilience of children whilst supporting children’s positive mental health.	My Esteem and Thumbs Up – running of My Esteem intervention to support identified PP pupils. Cost = £1000	My Esteem intervention builds PP pupil’s social skills, self-esteem, confidence & management of emotion. Children also gain an increased sense of resilience. It supports PP pupils who are demonstrating challenging behaviour and pupils with social and communication needs. EEF research identifies that <i>social and emotional learning interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months’ additional progress on attainment.</i>	Intervention Monitoring Records	SENCO	Dec. 2019 April 2020 July/Sept. 2020
	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. Ed. Psych time will lead to improved mental and emotional health of supported pupils leading to better progress in learning,	Educational Psychologist Reports		
	Part funding of Pastoral Care Worker Role Cost = No additional cost	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.	Behaviour Records Pupil Voice/ Questionnaires Records – Cpoms and IRIS		
Overall Cost = £3,672					
Pupil Premium pupils to experience focused	Enrichment Activities Subsidising school trips for relevant children all of which will help enhance the curriculum. Cost = £7,000	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	PE Leader with HT	Dec. 2019 April 2020 July/Sept. 2020
enrichment experiences, to improve knowledge and language skills and promote positive life experiences.	Curriculum Enrichment Whole Class music tuition for Years 4. Cost = £1,120	Giving children the opportunity to learn a musical instrument enhances pupil opportunities and experiences. Learning a musical instrument develops concentration, creativity and listening. EEF states <i>that arts participation including music activities that are part of the curriculum do have a positive impact. There is some evidence of a positive link between music and spatial awareness. There are also wider benefits such as more positive attitudes to learning and increased well-being.</i>	Work Scrutiny Lesson observations/ Musical Concerts		
	Extra Curricular Activities Offer of free extra curricular activities for all PP children. Cost = £6000	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.	Monitoring of attendance at extra curricular activities		

	<u>Outdoor Learning Opportunities</u> – further develop forest area and forest school learning Cost = £6000	Broaden children's experiences of the world around them to enhance their life experiences and draw upon this in their learning. Provides children with collaborative learning experiences with a high level of physical and emotional challenge. Children engage in practical problem solving, explicit reflection and discussion of thinking and emotion.	Pupil Voice – school council, pupil questionnaires		
	<u>Enrichment Activities</u> Increased enrichment activities, including theatre workshops and productions Cost = £6,000	Children's enthusiasm to learn is heightened by enriching experiences - following days with poets and published authors, they are inspired and motivated to write Support language and writing development. Enhance pupil participation, experience, enjoyment and opportunities.			
Overall Cost = £26,120					
TOTAL SPENDING = £140, 715					

6. Review of expenditure – July 2020				
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)	Cost

<p>To improve language and communication outcomes for pupils at end of EYFS</p>	<p>Employment of Speech and Language Therapist</p> <p>Wellcom Screening</p> <p>SALT interventions Part Funding of Additional Tas in EYFS</p> <p>Parent Workshops (PEEP Workshops)</p>	<p><i>S&L Therapist worked with 12 F2 and F1 children between September and April. All children were PP children and all children made progress in terms of the targets put in place linked to speech and language by the therapist.</i></p> <p><i>Wellcom Screening allowed us to immediately Baseline children in terms of their Speech and Language development and as a result put specific actions and interventions in place for those identified as in need of them.</i></p> <p><i>The additional funding of TAs in EYFS has enabled us to put a range of SALT interventions in place for identified children. The S&L therapist has trained TAs and teachers in delivering specific programmes of intervention. All children who have accessed SALT interventions have made measured progress.</i></p> <p><i>Parent workshops have been well attended with up to 80% of parents attending any one PEEP session.</i></p> <p><i>Parent feedback through evaluation forms has been positive and they feel they have benefited from the teaching sessions led on effective ways they can support their children with language and communication at home as well as the accessing of focused learning activities with their child in school.</i></p> <p><i>There has also been an increase in the home learning tasks completed following these sessions.</i></p> <p><i>10 /12 PP children were on track to achieve GLD at the end of F2 before the COVID 19 outbreak and school was closed.</i></p>	<p>Positive high impact.</p> <p>This will continue as a key element of our oracy, language and communication focus.</p>	<p>£8,500</p>
<p>To close the gap in attainment between PP and other children in reading and writing both</p>	<p>Quality First Teaching</p> <p>Part Funding of TAs</p>	<p><i>First quality teaching in all classes has resulted in the gap in attainment in PP and none PP children showing evidence of closing (evidenced in school's internal data).</i></p> <p><i>The part funding of additional TAs has enabled a range of specific interventions such as –</i></p> <ul style="list-style-type: none"> <i>• RWI – Phonic interventions</i> <i>Reading interventions (25 children accessed intervention and 18 were PP)</i> <i>Maths Interventions (24 children accessed intervention and 17 were PP)</i> 	<p>Positive high impact.</p> <p>Positive impact as seen in intervention records. Interventions to be reviewed and most</p>	<p>£40,000</p>

<p>At the expected and higher levels</p>	<p>Additional Booster Teachers One to One tutoring</p> <p>Software Licences & Purchasing of IT learning</p> <p>Training</p>	<p><i>Booster Teachers have enabled children in Year 6 to access focused intervention and “booster” teaching in small groups. In Year 6 – 10 PP pupils accessed Booster Teaching</i></p> <p><i>All PP children in Year 6 accessed one to one tutoring. At the end of the Spring Term 2020 – 20 children in the Year 6 cohort were PP 11 (55%) were on track to attain EXP</i></p> <p><i>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. During the COVID 19 outbreak these software licenses proved useful and well used by all children including PP children when learning at home.</i></p> <p><i>All teachers accessed bespoke training in ‘Read to Write’ and RWI Phonics. The delivery of this programme will lead to whole school consistency and it is anticipated it will have a positive impact and result in raised standards in writing.</i></p>	<p>effective to be continued.</p> <p>Positive high impact. This can be a costly impact but has a positive impact.</p> <p>Continue with these actions. Positive impact.</p> <p>Continue with these actions.</p> <p>Positive impact. Continue with these actions.</p> <p>The full impact was not assessed due to the COVID 19 outbreak and school closures.</p>	
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To increase rates of attendance for children eligible for PP	Funding of Attendance officer	<p><i>Our Attendance Officer has had a direct positive impact on the attendance of PP children due to work he has done with families. We have case studies that demonstrate how his support has improved the attendance of these PP children.</i></p> <p><i>Whole School Attendance of PP children between 1.9.19 and 20.3.20 (when school closed due to COVID-19) = 9%</i></p> <p><i>Whole School Attendance of none PP children between 1.9.19 and 20.3.20 (when school closed due to COVID-19) =93%</i></p>	There is an impact but this is an ongoing area that needs further work on actions utilised.	£3,900
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	Incentives Targeted Extended School Places	<p><i>We reviewed the incentives we had in place and have a consistent whole school approach and use of incentives in place that has been more effective on attendance figures compared to previous years.</i></p> <p><i>We have been able to specifically targeted a number of disadvantaged pupils and families by offering walking bus, toast club provision and after school club care. This led to improved attendance and punctuality with targeted PP Children.</i></p>		
To improve the self-esteem, confidence and resilience of children whilst supporting children's positive mental health.	My Esteem and Thumbs Up Education Psychologist Time	<p><i>As a result of strategies that target social and emotional learning, pupils interactions with others improve and they are better able to self-manage their emotions. Once children have a positive mental attitude and feel mentally healthy they are better equipped to focus on the academic and cognitive elements of learning.</i></p> <p><i>33 children have accessed and benefited from My Esteem and Thumbs up with 27 being PP.</i></p> <p><i>4 children have accessed and benefited from Educational Psychologist support all being PP.</i></p>	<p>Strong impact particularly in the light of reduced resourcing from CAMHS.</p> <p>Early intervention has stabilised vulnerable pupils.</p> <p>.</p>	£2,672

<p>Pupil Premium pupils to experience focused enrichment experiences, to improve knowledge and language skills and promote positive life experiences.</p>	<p>Curriculum Enrichment</p>	<p><i>Providing hook and awe within first- hand experiences. Enjoyment of the sessions have impacted positively on the pupils’ confidence as well as their attainment.</i></p> <p><i>Enriching experiential learning (activities they would not usually have access to). Built on self-esteem. This has had a positive impact upon reading and writing.</i></p> <p><i>100% of children in school have accessed a range of enrichment activities.</i></p> <p><i>Enrichment activities were planned to give pupils the experiences to further develop their vocabulary and imagination and this has had a positive experience. We have provided our pupils with a wide range of first-hand experiences that they might otherwise not have the opportunity to take part in. This has included a range of subsidised trips including –</i></p> <p><i>Year 5 trip to the World Museum, Apple Store</i></p> <p><i>KS2 Residential Trip</i></p> <p><i>Year 1and 2 Trip to Museums</i></p> <p><i>Year 3 and 4 trips to see historic Chester</i></p> <p><i>EYFS and KS1 trips to the Farm</i></p> <p><i>Whole KS1 visit to the cinema</i></p> <p><i>Whole school have watched various theatre productions</i></p> <p><i>PP and other children in school have also accessed enrichment activities that have included –</i></p> <p><i>Sports festivals Science enrichment days.</i></p>		
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	<p>Enrichment Activities Including whole class Music Tuition</p> <p>Extracurricular activities</p> <p>Outdoor Learning</p>	<p><i>Science workshops with a specialist teacher</i> <i>PSHE workshops with a specialist teacher</i> <i>Whole School Theatre Visit</i></p> <p><i>Music Tuition – all Year 4 children have had weekly Guitar Lessons from a specialist music teacher.</i> <i>This has enabled 12 PP children in a class of 16 to access this opportunity.</i></p> <p><i>35 PP children have accessed extra-curricular activities.</i></p> <p><i>We have provided 100% of our pupils with an opportunity to work outdoors and experience nature. All children in all year groups (therefore 102 PP children) have accessed Forest School Lessons with a qualified person. Enabling first-hand experiences and the opportunity to develop resilience, independence and responsibility.</i></p>		
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Additional detail

The COVID-19 pandemic and the closure of school, resulted us being unable to assess the full impact of some of the actions put in place.