

Holy Cross Catholic Primary School



Pupil Premium Statement September 2018-19

Pupil Premium Grant

The primary aim of the school is to ensure that all children are able to access all aspects of the school's provision in order to achieve the highest standards of achievement and the greatest possible progress in relation to children's individual starting points.

The Pupil Premium Grant (PPG) is funding provided to schools in addition to the main school funding. It is allocated according to the number of pupils on-roll who are eligible for Free School Meals (FSM), a smaller amount allocated according to the number of children from service families and an allocation for each pupil who has been 'Looked After' (in care) for 6 months or more. In 2012, funding was extended to include pupils who have been eligible for free school meals within the past 6 years.

It is for each school to decide how the PPG is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility. However, schools are to be held accountable for how they have used the additional funding to support pupils from low-income families. Since September 2012, this information must be published on the school website.

1. Summary information

School	Holy Cross Catholic Primary School				
Academic Year	2018/19	Total PP budget	£146,520	Date of most recent PP Review	N/A
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)</i> 10 pupils	<i>Pupils not eligible for PP (national average)</i>
% achieving the expected standard in reading, writing and maths at the end of KS2	63%	
% making progress in reading		
% making progress in writing		
% making progress in maths		

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.

	Desired outcomes and how they will be measured	Success criteria
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 2017 & 2018
B.	To close the gap in attainment between PP and other children in reading, writing and maths.	The gap between Pupil Premium children and their peers in Reading, Writing and Maths 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 improve progress/outcomes for Pupil Premium pupils in writing.	Majority of Pupil Premium pupils in every class are to make better than expected progress in writing by the end of the year so that the differential between Pupil Premium pupils and “other” pupils is reduced.
D.	To provide additional support for PP pupils who are also SEN	As a result of quality first teaching and quality interventions, SEN/PP children will make at least expected progress across the curriculum.
E.	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.
F.	To engage Pupil Premium families in learning opportunities	Pupil Premium children will make increased progress and attainment as families are engaging in learning opportunities at home.
G.	Pupil Premium pupils to experience focused enrichment experiences, to improve knowledge and language skills.	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.

Quality of Teaching for All

Desired Outcome	Action/Approach	Impact	How will you ensure it is implemented?
<p>All pupils have access to quality first teaching to improve outcomes.</p> <p>To close the gap in attainment between PP and other children at the higher levels in reading, writing and maths.</p> <p>Narrow the attainment gap between Pupil Premium children and non-Pupil Premium children at the higher levels at both ends of KS1 and KS2.</p>	<p>Targeted Intervention Targeted support from TA and CT.</p> <p>Cost = No Additional Cost</p>	<p>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.</p>	<p>Half termly data and ongoing gap analysis to be monitored and impact of provision measured against set criteria.</p>
	<p>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</p>	<p>Targeted teaching matched to pupils needs ensures all learners are appropriately challenged.</p> <p>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.</p>	<p>Half termly pupil progress meetings to be held between Assessment Leader & year group teachers</p> <p>Intervention impact and value for money will be measured half termly Lesson</p>
	<p>Software Licenses Ongoing assessments and data tracking to monitor progress – use of target tracker – software licenses for pupil tracking and assessment Cost = £1250</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>	<p>Observations/Learning Walks</p> <p>Work Scrutinies</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	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

	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.	provision/ interventions to be measured.
	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	Termly pupil progress meetings held between EYFS staff & assess. leader to monitor & track the progress of children accessing specific interventions.
	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)	Learning Walks/ Lesson Observations/ Work Scrutiny
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 Y6 intervention teacher targeting writing for 2 afternoons per week Cost = As above	This support has been in place for the last four years and the outcome has been a positive impact 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	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.	Weekly scrutiny of

	panel meetings etc. Cost = £7,500	Evidence shows that poor attendance can also affect children's confidence and ability to make secure friendships.	attendance figures, comparing PP and other children.
	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.	Regular monitoring of attendance patterns 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	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.	
Total Spending			£149,222