

Holy Cross Catholic Primary School



Pupil Premium Strategy Statement 2019-20

1. Summary information					
School	Holy Cross Catholic Primary School				
Academic Year	2019/20	Total PP budget	£137,580	Date of most recent PP Review	N/A
Total number of pupils	154	Number of pupils eligible for PP	102 (67%)	Date for next internal review of this strategy	Jan. 2020

2. Current attainment		
	<i>Pupils eligible for PP (in our school)</i> 17 pupils	<i>Pupils not eligible for PP</i> 11 Pupils
% 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%

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)*

- | | |
|----|--|
| 1. | Low levels on entry particularly in communication, literacy and language skills. |
| 2. | Low attainment in mathematics of children eligible for pupil premium compared to non-pupil premium pupils. |

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

- | | |
|----|--|
| 3. | Low attendance, persistent absenteeism and poor punctuality. |
| 4. | Low self-esteem and self-confidence, poor mental health from stressful and complex circumstances |
| 5. | Social and economic factors – including life experiences. |

4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
1.	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
2.	To close the gap in attainment between PP and other children in mathematics 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 2018-19 and data shows that the most able PP pupils are in line with the most able nationally. The gap between Pupil Premium children and their peers in Mathematics at expected levels will narrow compared to 2018-19.
3.	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.
4.	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.

5.	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
To improve language and communication outcomes for pupils at end of EYFS	<u>Speech & Language Therapist</u> 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 from Talk about Town. (Speech and Language Company) 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.	EYFS Leader with SENCO
	<u>Wellcom Screening Tool</u> 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 data analysis & on going impact of provision/ interventions to be measured.	
	<u>SALT interventions</u> 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 of children accessing specific interventions.	
	<u>Part Funding of Additional TA's in EYFS</u> – 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	
					December 2019 March 2020 July 2020

	<p>Parent workshops & 'stay and play' 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></p> <p><i>There is evidence that efforts to support parents in helping their children learn have the potential to improve outcomes for children.</i></p>	Monitoring of parent workshops and take up.		
Overall Cost = £21,000					

To close the gap in attainment between PP and other children in mathematics 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.</p> <p>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>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</p>	<p>HT/ Assess. Leader</p> <p>More Able Lead</p>	<p>December 2019</p> <p>March 2020</p> <p>July 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 shown some impact over the last year and enables work to be focused and challenging, targeting individuals needs and gaps in the curriculum. This will continue to be provided in across the whole school to ensure higher attainment in mathematics. Individual, personalised high-quality interventions have been proven in our school to have a positive impact on the attainment and progress of our pupils.</p> <p>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>One to one tutoring time for Year 2 and Year 6 PP pupils Cost = £3,500 x 4 = £14,000</p>	<p>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></p>			

<p><u>Additional 0.2 teacher</u> to lead small group reading and writing intervention in Year 2 Cost = £3,500</p>	<p><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.</p>	<p>Observations/Learning Walks</p> <p>Work Scrutinies</p>		
<p><u>Additional 0.6 teacher</u> 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</p>	<p>Targeted teaching matched to pupils needs ensures all learners are appropriately challenged. <i>EEF Toolkit:</i> 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>Staff CPD Records</p> <p>Intervention planning, records and work scrutiny</p>		
<p><u>SENAT support</u> to provide diagnostic assessments and learning interventions for 1:1 and small groups. Cost =£7,900</p>	<p><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.</p>	<p>Pupil Voice</p>		
<p><u>Software Licenses</u> Ongoing assessments and data tracking to monitor progress – use of target tracker – software licenses for pupil tracking and assessment Cost = £2,000</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><u>Training</u> Continued CPD from Literacy Counts and Power Maths for identified staff linked to the teaching of reading writing and how best to support children in developing reading and writing skills Cost = £5,000</p>	<p><i>EEF Toolkit:</i> 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.</p>			
<p>Total budgeted cost =£82,400</p>				

To increase rates of attendance for children eligible for PP	<u>Attendance Officer Role</u> 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
	<u>Incentives</u> – 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.		
	<u>Targeted Extended School Places</u> Free toast club places offered to PP children with poor punctuality/attendance Cost = £2,000	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 = £6,900					
To improve the self-esteem, confidence and resilience of children whilst supporting children's positive mental health.	<u>My Esteem</u> – running of My Esteem intervention 1.5 days a week to support identified PP pupils. Cost = £272	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 and Inclusion Manager	Dec. 2019 March 2020 July 2020
	<u>Educational Psychologist Time</u> 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 Psychologists Reports Behaviour Records Pupil Voice/ Questionnaires		
Total budgeted cost = £2,672					

Pupil Premium pupils to experience focused enrichment experiences, to improve knowledge and language skills and promote positive life experiences	Enrichment Activities Subsidising school trips for relevant children all of which will help enhance the curriculum. Cost = £6,000	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.	SLT and PE Lead	Dec. 2019 March 2020 July 2020
	Curriculum Enrichment Whole Class music tuition for Year 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 Monitoring of attendance at extra curricular activities		
	Extra Curricular Activities Offer of free extra -curricular activities for all PP children. Cost = £6,000	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.	Pupil Voice – school council, pupil questionnaires		
	Outdoor Learning Opportunities – further develop forest area and forest school learning Cost = £5,500	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.			
	Enrichment Activities 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 visiting theatre companies, they are inspired and motivated to write Support language and writing development. Enhance pupil participation, experience, enjoyment and opportunities.			
Total budgeted cost = £24,620					
Overall Cost = £137,580					

6. Review of expenditure				
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

Additional detail
<div></div>