

Pupil Premium strategy statement 2017 to 2018

HOLY CROSS CATHOLIC PRIMARY SCHOOL

1. Summary information

School	HOLY CROSS CATHOLIC PRIMARY SCHOOL				
Academic Year	2017 - 2018	Total PP budget (includes £2034 EYPP)	£125,240	Date of most recent PP Review	July 2018
Total number of pupils	200	Number of pupils eligible for PP	92 = 46%		

2. Current attainment - END OF ACADEMIC YEAR 2017

<u>END OF KEY STAGE 1 DATA</u> (minus 2x late arrivals -April 2017))	<i>Pupils eligible for PP (in school)</i>		<i>Other pupils (in school)</i> National Others- in bold		
	2016	2017 (closing the gap)	2016	2017	NA
% achieving expected standard in reading, writing and maths	5% (gap 77%)	15% (Gap 40%)	82%	55%	
% achieving expected standard in reading	56% (gap 35%)	23% (gap 77%)	91%	100%	74%
% achieving expected standard in writing	31% (gap 51%)	46% (gap 20%)	82%	66%	70%
% achieving expected standard in maths	50% (gap 50%)	31% (69%)	100%	100%	77%
<u>END OF KEY STAGE 2 DATA</u> (minus 6 x late arrivals from March 2016)	<i>Pupils eligible for PP (in school)</i>		<i>Other pupils (in school)</i> National Others - in bold		
	2016	2017 (closing the gap)	2016	2017	NA
% achieving expected standard in reading, writing and maths	0% (Gap 27%)	42% (Gap + 9%)	27%	33%	61%
% achieving expected standard in reading	30% (gap 10%)	42% (Gap +9%)	40%	33%	71%
% achieving expected standard in writing	20% (Gap 20%)	67% (Gap 25%)	40%	92%	76%

% achieving expected standard in maths	30% _(Gap 37%) 67% _(Gap 16%)	67%	83%	75%
<u>END OF RECEPTION - GLD DATA</u>	<i>Pupils eligible for PP (your school)</i> 2016 2017 <i>(closing the gap)</i>	<i>Other pupils (in school)</i> 2016 2017		
% achieving GLD	40% _(gap 60%) 70% _(gap+11)	100%	59%	
<u>END OF Y1 PHONICS DATA</u>	<i>Pupils eligible for PP (your school)</i> <i>(closing the gap)</i>	<i>Other pupils in school</i>		
% achieving phonics pass threshold	69% _(gap 31%) 73% _(gap 17%)	100%	90%	

Focus points for this academic year:

- To improve the GLD at the end of **EYFS** for all pupils.
- To raise the attainment of disadvantaged pupils in KS1 in reading, writing and maths.
- To raise the attainment of disadvantaged pupils in KS2 in reading writing and maths
- To improve the % of middle prior attainment group (all groups) reaching **greater depth standard** in reading, writing and maths at KS2.

3. Barriers to future attainment for our disadvantaged pupils

In-school barriers for disadvantaged pupils

A.	Poor language skills on entry to EYFS
B.	Deprivation levels : <i>pupils not always school ready at the start of the day</i>
C.	<i>Academic progress: the progress of PP pupils is lower than other pupils in school. This prevents PP pupils from attaining expected progress at the end of KS2</i>
D.	Parental engagement/lack of home support with reading and homework

External barriers for disadvantaged pupils

E.	<i>Attendance and punctuality: poor levels of attendance and punctuality for pupils eligible for PP prevents these pupils from reaching their full potential due to missed curriculum and intervention opportunities.</i>
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F.	Social Care issues	
4. Desired outcomes for disadvantaged pupils		
	<i>Desired outcomes</i>	<i>Success criteria /and how evidenced</i>
A.	That disadvantaged pupils to have communication skills typical of pupils nationally	<p>EYFS profile and schools internal tracking will show rapid improvement from on entry to end of Reception</p> <p>(Targeted children access the school's speech and language programme)</p>
B.	That disadvantaged pupils' experience of deprivation is reduced.	<p>Impact of deprivation is having a reduced impact on progress for pupils as evidenced in school data and tracking</p> <p>(Pastoral Manager to source support for disadvantaged families, signposting to outside agencies to help alleviate impact of deprivation)</p>
C.	That disadvantaged pupils make at least good progress from their different starting points and diminish the differences with national non- disadvantaged	<p>Disadvantaged pupils' progress increases rapidly in all subjects, across the school. Evidenced in school tracking, books and observations.</p> <p>(Performance data analysed; disadvantaged pupils clearly identified on planning and discretely on work books ;pupils' needs identified and intervention put in place; Quality First Teaching extended across school; purchase of quality resources to support teaching; quality CPD for teaching and support staff;)</p>

D.	<p>That parents/ carers of disadvantaged pupils feel more confident engaging with school</p> <p>That parents/carers of disadvantaged pupils feel more confident in supporting home reading and homework and recognise their responsibilities.</p>	<p>Transparent evidence through monitoring that disadvantaged families are supporting their child(ren) in: home reading ;home projects; homework and engaging greater involvement with broader school life. That they see themselves as partners with school for the benefit of their child(ren).</p> <p>Stay & Play for parents/carers in EYFS; curriculum workshops; coffee mornings after class assemblies; adult education projects</p>
E.	<p>That disadvantaged pupils will have high levels of attendance with 100% punctuality</p>	<p>Monitoring of attendance and punctuality of disadvantaged pupils to show rapid improvement</p> <p>Attendance data analysed by pupil group and disadvantaged pupils targeted with challenge and support; breakfast club for disadvantaged pupils with poor punctuality; use expertise of EWO; 'late gate' for a concerted fixed length of time; praise and rewards for good attendance and punctuality</p>
E.	<p>That disadvantaged pupils experiencing a challenging ,and at times traumatic, home life, will develop resilience.</p>	<p>Monitoring of disadvantaged pupils identified as experiencing a challenging home life will indicate a reduced impact on their progress in school.</p> <p>'Growth Mindset' philosophy to be embedded across the school (2 year planned project).</p> <p>Rainbows programme delivered by 4 staff</p>

5. Planned expenditure

Academic year 2017-2018

The three headings below enable schools to demonstrate how they are using the pupil premium to improve **classroom pedagogy**, provide **targeted support** and support **whole school strategies**.

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review
An increase of teacher knowledge and skills	All staff to attend personalised continuing professional development training for Maths and English across the curriculum	Quality First Teaching will impact upon pupil progress. Teachers will be further trained in delivering the new challenging curriculum. Pupils will receive a broad and stimulating curriculum.	Lesson observations; pupil progress meetings; evaluation of CPD Monitoring of planning	MM and JR to plan CPD opportunities	Half termly monitoring and evaluation of teaching
More able pupils receive appropriate/sufficient challenge.	More able pupils are clearly identified on planning, class lists, and books. Differentiation by depth of questioning and depth of task	Rationale: when a pupil group is clearly identified and all adults working alongside them are prompted, their level of need will be met. This will be evidenced in the quality of differentiation.	Lesson observations; pupil progress meetings; evaluation of CPD Monitoring of planning	SLT	Half termly in monitoring cycle
			Budgeted cost	£19,295	

IMPACT:

- **2018 End of KS2:** Pupil progress in reading remains well below national averages. However progress in Writing and Maths is Average compared to national averages.

2018 progress in Reading for disadvantaged pupils in school was well below national and below for Maths compared to non-Pupil Premium nationally. However progress in Writing for disadvantaged pupils in school was 1.53 compared to 0.24 for non-disadvantaged pupils nationally.

There were 3 high ability disadvantaged pupils at the end of KS2. None achieved greater depth.

THEREFORE: END OF KS2 DATA (INCLUDES 3 MOBILE PUPILS) - GAP BETWEEN PUPIL PREMIUM PUPILS IN SCHOOL AND NON-PUPIL PREMIUM PUPILS NATIONALLY REMAINS SIGNIFICANT IN READING AND MATHS BUT HAS CLOSED IN WRITING

- **2018 End of KS1:** 67% of Pupil Premium pupils achieved ARE in combined reading, writing, maths which equalled 67% of non-pupil premium pupils in school therefore **NO GAP**. 78% of pupil premium pupils in school achieved ARE in reading, which **exceeded** 67% of non-pupil premium pupils in school, therefore **NO GAP**. Both pupil premium pupils and non-pupil premium pupils achieved 78% in ARE Maths therefore **NO GAP**. There was a gap of 11% between pupil premium pupils (67%) and non-pupil premium pupils (78%) in writing.

THEREFORE: END OF KS1 DATA - GAP BETWEEN PUPIL PREMIUM PUPILS IN SCHOOL COMPARED WITH NON-PUPIL PREMIUM PUPILS IN SCHOOL HAS CLOSED.

ii Targeted Support

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review
<ul style="list-style-type: none"> That misconceptions in learning addressed with immediate feedback 	Teaching assistants /teachers support pupil's needs identified through AfL teaching strategies in lessons	<p><i>'Feedback' has high impact on pupil progress (EEF) +8 months</i></p> <p><i>Rationale:</i> Additional adult time will allow for a personalised approach to intervention Additional adults can offer greater support for vulnerable learners.</p>	TA appraisal. Class teachers accountable for class progress and deployment of support in their own classroom. Lesson observations. Monitoring of class assessment data. Pupil progress meetings.	SLT Class Teachers	At the start of each academic year. TA appraisals will be conducted annually. Lesson observations, monitoring and work scrutiny is as outlined in the monitoring schedule.
<ul style="list-style-type: none"> That Early Years pupils make good progress from their different starting points 	To provide highly qualified staff to meet Early Years needs (extra staff)	Early Years pupils progress will be enhanced with direct teaching by an extra qualified teacher	TA appraisal. Class teachers accountable for class progress and deployment of support in their own classroom. Lesson observations. Monitoring of class assessment data. Pupil progress meetings.		

<ul style="list-style-type: none"> That pupils 'keep up' with year group expectations. That pupils 'catch up' with year group expectations where necessary. 	<p>To allow children to access 'keep up' and 'catch up' opportunities where need identified</p> <p>To offer a personalised approach to learning using proven intervention resources e.g Early Talk Boost/Nessy</p>	<p><i>Small group tuition and 1:1 intervention has moderate impact (EEF). +5 months</i></p> <p><i>Rationale:</i> Additional adult time would mean a greater amount of support and challenge for pupils. Differentiation by support.</p>	<p>TA appraisal Class teachers accountable for class progress and deployment of support in their own classroom. Lesson observations Monitoring of class intervention trackers. Pupil progress meetings. Monitoring by Senco</p>		<p>Termly as assessment data analysed. TA appraisals will be conducted annually. Lesson observations, monitoring and work scrutiny is as outlined in the monitoring schedule.</p>
<ul style="list-style-type: none"> That More Able pupils' needs are addressed 	<p>More able pupils identified and opportunities for depth of understanding are planned for.</p>	<p>Specifically focused work will allow children to make progress to meet or exceed ARE.</p>		<p>SLT Class Teachers Senco</p>	
<ul style="list-style-type: none"> That specific needs of individual pupils are met (SEND). 	<p>To target vulnerable learners and provide appropriate support/intervention to close the attainment gap.</p>		<p>Staff appraisal/performance m'gt. Lesson obs. Pupil conferencing</p>		<p>Covered in Monitoring Cycle</p>
<p style="text-align: right;"> <i>Teaching Assistant support</i> £32,846 <i>1:1 Learning Support Assistants</i> £28,000 <i>Early Years additional support</i> £2034 <i>Resources</i> £2,000 Budgeted Cost £64,880 </p>					

IMPACT: Monitoring of teaching and learning has evidenced increase focus on challenging pupils. **OFSTED NOVEMBER 2017** 'Pupils say their teachers always encourage them to do their best.' 'Children in early years make good progress and are well prepared for the next stage in their learning.'

LIVERPOOL ARCHDIOCESE SECTION 48 INSPECTION MAY 2018 'Pupils, from their varied starting points, make good progress in each key stage.'

The range of interventions to support pupils to 'keep up' across school has resulted in improved outcomes for individual pupils as evidenced in school tracking. **OFSTED NOVEMBER 2017** 'Pupils who have special educational needs and/or disabilities receive appropriate support.'

iii: Other Approaches	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review
<ul style="list-style-type: none"> That the social and emotional needs of pupils are met 	<p>To provide 'Rainbows' therapy group for invited pupils</p> <p>To ensure pupils have access to the Pastoral Manager when needed.</p> <p>To embrace the</p>	<p>'Social and emotional learning' has moderate impact on pupil progress (EEF) 5 +months</p> <p><i>Rationale:</i> Emotional challenges have clearly impacted negatively on the progress of our vulnerable pupils. We seek to model self-reflection/resilience as a life- long strategy to cope with life challenges.</p> <p><i>Rationale:</i> The Pastoral Manager has a track record of positive intervention in supporting our vulnerable families and helping them to cope with</p>	<p>Evidenced in monitoring of behaviour chronologies; pupil voice and surveys; parent surveys; Rainbows feedback; observations of pupils; feedback from external agencies (e.g B.I.T)</p> <p>Pastoral Manager case studies</p> <p>Pastoral Manager is subject to appraisal with the school's Deputy Head Teacher.</p>	<p>SLT</p> <p>Pastoral Manager</p>	<p>Termly</p>

	philosophy and embedding of 'Growth Mindset' across the school community	challenges <i>Evidence from the work of J. Hattie 'Visible Learners' and C Dweck 'Growth Mindset' philosophy strengthens resilience and a 'can do' attitude</i>	SLT to monitor delivery through whole school circle time. Pupil conversations. Observations		
<ul style="list-style-type: none"> That pupils' attendance and punctuality increases rapidly 	<p>To provide a breakfast club facility for identified children.</p> <p>To use the expertise of the EWO</p> <p>To challenge late</p>	<p><i>Rationale:</i></p> <p><i>DfES evidence shows that there is a clear link between poor attendance and low levels of achievement. Most of the work missed while a pupil is off school is never made up. DfES figures show that only 10% of persistent absentees achieve 5 A-C GCSEs compared with 38% of occasional absentees and 58% of regular attendees</i></p> <p>Analysis of attendance and punctuality data shows that disadvantaged pupils' attendance and punctuality is significantly lower than non- disadvantaged within school.</p> <p>80% of 'lates' are disadvantaged</p>	<p>Analysis of pupil progress data alongside monitoring of attendance and punctuality</p> <p>Request to EWO for a 'Late</p>	<p>SLT</p> <p>Pastoral Manager</p> <p>SLT</p>	<p>Half termly</p>

<ul style="list-style-type: none"> That Early Years pupils accelerate progress in communication and 	<p>families directly by using a 'Late Gate'</p> <p>To implement detail in the school attendance policy (review December 2017) (Pupils to pay back at break-time minutes lost in poor punctuality).</p> <p>Implement an Early Years Communication and Language policy (November '17).</p>	<p>pupils</p> <p>Increased attendance and improved punctuality will impact on pupil outcomes</p> <p><i>Rationale:</i>The EWO has developed positive relationships with some of our disadvantaged pupils so is in a position to influence their behaviours.</p> <p><i>Rationale:</i> Evidence from the past has indicated that persistent 'lates' do not like to be challenged and punctuality improves after this intervention</p> <p><i>Rationale:</i>To minimise the impact of lost education and improve outcomes for pupils</p> <p><i>Rationale:</i> Staff require a structured approach to addressing this Early Years priority AFD.</p> <p><i>Rationale:</i> Managing own behaviours is crucial to improved</p>	<p>Gate' for a sustained length of time</p> <p>Pupil voice and monitoring of late book</p> <p>Lesson obs. Pupil conferencing TA appraisal Performance M'gt Informal staff discussions</p>	<p>Pastoral Manager</p> <p>SLT</p> <p>SLT</p>	<p>Autumn 1 2017</p> <p>Summer 2018</p> <p>Termly in Monitoring Cycle</p>
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language from their low starting points	To adopt self-regulation strategies for pupils	learning Evidence: <i>'Self-regulation strategies' have high impact on pupil progress (EEF) +7months</i>			
Pastoral Team and EWO Resources Budgeted Cost					£33535 £7,510 £41,045
<p>IMPACT: There has been a slight increase in the attendance of pupil premium pupils July 2018 compared with July 2017. However punctuality is still too low within this pupil group and will be addressed further in 2018-2019. Attendance remains a key priority for school.</p> <p>Social and emotional needs of pupils have been supported through various systems including Rainbows, Pastoral Support and Military in Education/Commando Joe's, encouraging resilience and a positive attitude. The positive impact of these strategies is evidenced in pupil case studies.</p> <p>Communication and Language in early years has improved 66.7% pupils achieving in 2017 to 73.1% achieving in 2018.</p>					

Breakdown of expenditure to improve outcomes for disadvantaged pupils 2017-2018

1.Quality of Teaching: Continuing Professional Development	£19,295
2.Targeted support: Teaching Assistant support	£32,846
1:1 Learning Assistants support	£28,000
Early Years support	£2034
Resources	£2000
3. Other Approaches: Pastoral Team and EWO	£33,535
Resources	£7,510
TOTAL BUDGETED COST for PUPIL PREMIUM GRANT	£125,220

