

Pupil Premium strategy statement 2018 to 2019

HOLY CROSS CATHOLIC PRIMARY SCHOOL

1. Summary information **LATEST REVIEW: March 2019**

School	HOLY CROSS CATHOLIC PRIMARY SCHOOL				
Academic Year	2018 - 2019	Total PP budget (includes £300 EYPP)	£125,700	Date of most recent PP Review	March 2019
Total number of pupils	198	Number of pupils eligible for PP	95 = 51%	Date for next internal review of this strategy	July 2019

2. Current attainment - END OF ACADEMIC YEAR 2018 validated

END OF KEY STAGE 1 DATA <u>2018: KS1 Gap between Pupil Premium pupils in school compared with non-Pupil Premium pupils in school closed</u>	Pupils eligible for PP (in school)		Non PP pupils (in school)		
	2017	2018	2017 (gap)	2018 (gap)	National non PP Pupils 2018 gap
% achieving expected standard in reading, writing and maths	15%	67%	55% -40%	67% NO GAP	TBC
% achieving expected standard in reading	29%	78%	82% -53%	67% +11%	TBC
% achieving expected standard in writing	46%	67%	55% -9%	78% - 11%	TBC
% achieving expected standard in maths	31%	78%	82% - 51%	78% NO GAP	TBC
END OF KEY STAGE 2 DATA (includes 2017- 6 mobile pupils; 2018- 3 mobile pupils) <u>2018: KS2 Gap between Pupil Premium pupils in school and non-Pupil Premium pupils nationally remains significant in Reading and Maths but has closed in Writing</u>	Pupils eligible for PP (in school)		Non PP pupils (in school)		
	2017	2018	2017 gap	2018 gap	National non PP Pupils 2018 gap
% achieving expected standard in reading, writing and maths	38%	31%	31%	60%	70% 39%

% achieving expected standard in reading	44%	38%	31%	73%	80%	42%
% achieving expected standard in writing	56%	85%	92%	80%	83%	+2%
% achieving expected standard in maths	69%	62%	85%	73%	81%	
<u>END OF RECEPTION - GLD DATA</u>	<i>Pupils eligible for PP (in school)</i>		<i>Non PP pupils (in school)</i>			
	<i>2017</i>	<i>2018</i>	<i>2017</i>	<i>2018</i>		
% achieving GLD	60%	60%	65%	71%		
<u>END OF Y1 PHONICS DATA</u>	<i>Pupils eligible for PP (your school)</i>		<i>Non PP pupils in school</i>			
% achieving phonics pass threshold	75%	58%	89% -14%	71% -13%		TBC

Focus points for this academic year:

- To improve the GLD at the end of **EYFS** for disadvantaged pupils and close the gender gap
- To maintain ARE standards at end of KS1 and increase % of pupils achieving greater depth in all area
- To raise the attainment of **all** pupils in **KS2** in reading and maths including high ability achieving greater depth

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.	Attendance and punctuality: <i>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>
F.	Social Care issues; clarification on Description of Need

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 non-disadvantaged 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> <ul style="list-style-type: none"> • Evidence from URLEY audit • Evidence from STHEWS audit
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 continues to source support for disadvantaged families, signposting to outside agencies to help alleviate impact of deprivation)</p> <ul style="list-style-type: none"> • Evidence in Case Studies
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> <ul style="list-style-type: none"> • Evidenced in pupil level analysis in order to include contextual information <p>(Performance data analysed; disadvantaged pupils</p>

		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; Teachers' Performance Management objectives to include targets for progress and attainment of disadvantaged pupils
D.	That parents/ carers of disadvantaged pupils feel more confident engaging with school That parents/carers of disadvantaged pupils feel more confident in supporting home reading and homework and recognise their responsibilities.	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). <ul style="list-style-type: none"> • Evidenced in analysis of attendance at school events • Evidenced in analysis of Class Weekly Check Stay & Play for parents/carers in EYFS; curriculum workshops; coffee mornings after class assemblies; adult education projects
E.	That disadvantaged pupils will have high levels of attendance with 100% punctuality	Monitoring of attendance and punctuality of disadvantaged pupils to show rapid improvement <ul style="list-style-type: none"> • Evidenced in analysis of attendance and punctuality data 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
F.	That disadvantaged pupils experiencing a challenging ,and at times traumatic, home life, will develop resilience.	Monitoring of disadvantaged pupils identified as experiencing a challenging home life will indicate a

		<p>reduced impact on their progress in school.</p> <ul style="list-style-type: none">• Evidenced in Case Studies <p>Rainbows programme delivered by 4 staff Military in Education and Commando Joe's intervention programmes deliver strategies including resilience</p>
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5. Planned expenditure

Academic year 2018-2019

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 national curriculum. Pupils will receive a broad and stimulating curriculum.	Lesson observations; pupil progress meetings; evaluation of CPD	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	SLT	Half termly in monitoring cycle
			Budgeted cost	£20,000	

MID YEAR REVIEW OF CLOSING THE GAP Expected +

Review March 2019**Mid- year data Y6 2019 (2017 SAT Papers) compared to KS2 Data 2018:**

Expected +	Pupil Premium	Non-Pupil Premium	Gap	Closing the Gap
READING				
KS2 2018	38%	73%	-35%	+21%
Y6 February 2019	46%	60%	-14%	
WRITING				
KS2 2018	85%	80%	+5%	-29%
Y6 February 2019	36%	60%	-24%	
MATHS				
KS2 2018	62%	73%	-11%	+13%
Y6 February 2019	55%	53%	+2%	
COMBINED				
KS2 2018	31%	70%	-39%	+20%
Y6 February 2019	36%	53%	-19%	

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)	<p>Early Years pupils progress will be enhanced with direct teaching by an extra qualified teacher</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.		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 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>For review see below</p>	<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>

<ul style="list-style-type: none"> That reading comprehension outcomes improve significantly in KS2 for all pupils 	Purchase of on-line reading tracking resource including devices	Reading outcomes in KS2 have been well-below national averages for 3 years. This resource has a proven evidence base of engaging pupils in reading and making a significant impact on reading outcomes.	Timetabled sessions Pupil discussions Observations Reading Test outcomes Autumn 2018	SLT Y6 Teacher	Half termly
					<i>Teaching Assistant support</i> £14,695 <i>1:1 Learning Support Assistants</i> £30,000 <i>Early Years additional support</i> £2500 <i>Resources</i> £17,000 Budgeted Cost £64,195

MID YEAR REVIEW OF CLOSING THE GAP More Able

Review March 2019

Mid- year data Y6 2019 compared to KS2 Data 2018:

Expected +	Pupil Premium	Non-Pupil Premium	Gap	Closing the Gap
READING				+6%
KS2 2018	0%	13%	-13%	
Y6 February 2019	20%	27%	-7%	
WRITING				-12%
KS2 2018	15%	33%	-18%	
Y6 February 2019	10%	40%	-30%	
MATHS				-7%
KS2 2018	0%	20%	-20%	
Y6 February 2019	0	27%	-27%	
COMBINED				-13%
KS2 2018	0%	7%	-7%	
Y6 February 2019	0%	20%	-20%	

Greater Depth Pupil premium increase in attainment exceeds the % increase for non- disadvantaged pupils 2018. The gap has closed to date in Reading.

iii: Other Approaches 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
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<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 appoint an Ambassador for Emotional Well-Being</p> <p>To embrace the</p>	<p><i>'Social and emotional learning' has moderate impact on pupil progress (EEF) 5 +months</i></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 challenges</p> <p>To raise awareness amongst pupils of the need to develop strategies to cope with personal challenges</p> <p><i>Evidence from the work of J.</i></p>	<p>Evidenced in monitoring of behaviour CPOMS; pupil voice and surveys; parent surveys; Rainbows feedback; observations of pupils; feedback from external agencies (e.g B.I.T)</p> <p>Whole school assembly 23.11.18 to introduce followed by short workshops in each year group. Weekly drop-in lunchtime sessions available for pupils to talk if unhappy begin 30.11.18</p> <p>Pastoral Manager case</p>	<p>SLT</p> <p>Pastoral Manager</p> <p>K. Gardner</p>	<p>Termly</p> <p>Termly</p> <p>Termly</p> <p>Ambassodor for Emotional Well-Being has attended 2x day training and is due to attend training in leading parent workshops</p>
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	<p>philosophy and embedding of 'Growth Mindset' across the school community</p>	<p><i>Hattie 'Visible Learners' and C Dweck 'Growth Mindset' philosophy strengthens resilience and a 'can do' attitude</i></p>	<p>studies</p> <p>Pastoral Manager is subject to appraisal with the school's Deputy Head Teacher.</p> <p>SLT to monitor delivery through whole school circle time. Pupil conversations. Observations</p>		
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<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 families directly by using a 'Late Gate'</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 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 and is in</p>	<p>Analysis of pupil progress data alongside monitoring of attendance and punctuality</p> <p>Request to EWO for a 'Late Gate' for a sustained length of time</p>	<p>SLT</p> <p>Pastoral Manager</p> <p>SLT</p> <p>Pastoral Manager</p>	<p>Half termly</p> <p>Autumn 2 2018</p>
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<ul style="list-style-type: none"> That Early Years pupils accelerate progress in communication and language from their low starting points 	<p>To implement detail in the school attendance policy (review December 2018) (Pupils to pay back at break-time minutes lost in poor punctuality).</p> <p>Implement an Early Years Communication and Language policy (December 2018).</p> <p>To adopt self-regulation strategies for pupils</p>	<p>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>Rationale: Staff require a structured approach to addressing this Early Years priority AFD.</p> <p>Rationale: Managing own behaviours is crucial to improved learning</p> <p>Evidence: <i>'Self-regulation strategies' have high impact on pupil progress (EEF) +7months</i></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>SLT</p> <p>SLT</p>	<p>Autumn 2018</p> <p>REVIEW MARCH 2019</p> <p>2017-2018 attendance 93.8%</p> <p>2018-2019 to date 95.3%</p> <p>Termly in Monitoring Cycle</p>
<p>Pastoral Team and EWO Resources</p> <p>Budgeted Cost</p>					<p>£33,535</p> <p>£7,970</p> <p>£41,505</p>

Breakdown of expenditure to improve outcomes for disadvantaged pupils 2018-2019

1.Quality of Teaching: Continuing Professional Development	£20,000
2.Targeted support: Teaching Assistant support	£14,695
1:1 Learning Assistants support	£30,000
Early Years support	£2,500
Resources	£17,000
3. Other Approaches: Pastoral Team and EWO	£33,535
Resources	£7,970
TOTAL BUDGETED COST for PUPIL PREMIUM GRANT	£125,7000

