

**Pupil Premium Strategy Statement: Holy Cross Catholic Primary School updated September 2019**

1. Summary information					
School	Holy Cross Catholic Primary School				
Academic Year	2019-2020	Total PP budget	£125,700	Date of most recent PP Review	
Total number of pupils	163	Number of pupils eligible for PP/PPP	87		

**2. Current aspirational attainment targets based on FFT projections**

EYFS Data July 2019



2019

URN/ Estab.	Setting Name	Eligible	Ineligible	GLD <sup>1,2</sup>	Avg. Total Pts.Score <sup>2</sup>	ACHIEVED AT LEAST EXPECTED										Specific Goals	All Goals
						COM	PHY	PSE	Prime Goals	LIT	MAT	UTW	EXP				
3404	Holy Cross Catholic Primary School, St Helens	30	0	63.3%	31.7	66.7%	80.0%	80.0%	66.7%	70.0%	70.0%	63.3%	63.3%	53.3%	53.3%		
	Disadvantaged	15	0	66.7%	31.5	73.3%	86.7%	86.7%	73.3%	66.7%	66.7%	66.7%	80.0%	60.0%	60.0%		
	Non Disadvantaged	15	0	60.0%	31.8	60.0%	73.3%	73.3%	60.0%	73.3%	73.3%	60.0%	46.7%	46.7%	46.7%		

Our data for Summer 2019 in attainment:

**Diminishing the Difference**

**Year 2 National= 76% Gap is -76%**

**Year 6 National=79% Gap is +12%**

<b>Maths</b>		<b>No. in Cohort</b>	<b>PYG</b>	<b>Working toward</b>	<b>Expected</b>	<b>Working at greater depth</b>	<b>EXP +</b>	<b>Difference</b>
<b>Year 1</b>	All	<b>20</b>	10%(2)	20%(4)	45% (9)	25% (5)	<b>70% (14)</b>	
	<b>Disadvantaged</b>	<b>6</b>	17% (3)	33% (1)	50% (4)	0% (0)	<b>50% (5)</b>	<b>-20</b>
<b>Year 2</b>	All	<b>29</b>	0%(0)	79% (23)	21% (18)	0% (0)	<b>21% (6)</b>	
	<b>Disadvantaged</b>	<b>15</b>	0%(0)	67% (2)	33% (4)	0% (0)	33% (4)	<b>+12</b>
<b>Year 3</b>	All	<b>21</b>	19%(4)	5%(1)	43%(10)	33%(6)	<b>77% (16)</b>	
	<b>Disadvantaged</b>	<b>10</b>	10%(1)	0%(0)	50%(5)	40%(4)	<b>90%(9)</b>	<b>+13</b>
<b>Year 4</b>	All	<b>23</b>	13%(3)	17% (4)	53% (12)	17% (4)	<b>69% (16)</b>	
	<b>Disadvantaged</b>	<b>14</b>	14%(2)	29% (4)	50% (7)	7% (1)	<b>57% (8)</b>	<b>-12</b>
<b>Year 5</b>	All	<b>24</b>	8%(2)	8% (2)	46% (11)	38% (9)	<b>84% (20)</b>	
	<b>Disadvantaged</b>	<b>13</b>	8% (1)	8% (1)	54% (7)	30% (4)	<b>84% (11)</b>	<b>0</b>
<b>Year 6</b>	All	<b>27</b>	0	22% (6)	37% (10)	41% (11)	<b>78% (21)</b>	
	<b>Disadvantaged</b>	<b>11</b>	0	9% (1)	64% (7)	27% (3)	<b>91% (10)</b>	<b>+13</b>

- Disadvantaged do better than All in Year 3 and 6 and there is no gap in Year 5 between disadvantaged and all. There are gaps in Year 1 and Year 4. Year 2 data is low for the amount of all children at expected 21% to comment on gaps with disadvantaged.

**Year 2 National= 75% Gap is -35%**

**Year 6 National=73% Gap is -17%**

<b>Reading</b>		No. in Cohort	PYG	Working toward	Expected	Working at GD	EXP +	Difference
<b>Year 1</b>	All	20	10% (2)	15% (3)	50% (10)	25% (5)	75% (15)	
	Disadvantaged	6	33% (2)	17% (1)	50% (3)	0% (0)	50% (3)	-25%
<b>Year 2</b>	All	29	0% (0)	62% (18)	38% (11)	0% (0)	38%(11)	
	Disadvantaged	15	0% (0)	60% (10)	40% (5)	0% (0)	40% (5)	+2%
<b>Year 3</b>	All	21	14%(3)	19%(4)	43%(10)	24%(4)	67%(14)	
	Disadvantaged	10	10%(1)	10%(1)	60%(6)	20%(2)	80%(8)	+13
<b>Year 4</b>	All	23	17% (4)	22% (5)	39% (9)	22% (5)	61% (14)	
	Disadvantaged	14	21%(2)	29% (4)	36% (7)	14% (1)	50% (8)	-11%
<b>Year 5</b>	All	24	12% (3)	17% (4)	38% (9)	33% (8)	71% (17)	
	Disadvantaged	13	7% (1)	31% (4)	31% (4)	31% (4)	62% (8)	-9%
<b>Year 6</b>	All	27	0% (0)	37% (10)	37% (10)	26% (7)	63% (17)	
	Disadvantaged	11	0% (0)	27% (7)	73% (9)	18% (0)	56% (9)	-7%

- In standards disadvantaged are doing better than all in Year 2 and 3 but Year 2 data is low with only 38% of all children at expected in reading.
- There is a gap of -25 in Year 1 between disadvantaged and all.

**Year 2 National= 70% Gap is -57%**

**Year 6 National=78% Gap is +4%**

<b>Writing</b>		No. in Cohort	PYG	Working toward	Expected	Working at GD	EXP +	Difference
Year 1	All	20	10% (2)	35% (7)	30% (6)	25% (5)	55%(11)	

	<b>Disadvantaged</b>	<b>6</b>	33% (2)	50% (3)	17% (1)	0% (0)	<b>17% (1)</b>	<b>-38%</b>
<b>Year 2</b>	<b>All</b>	<b>29</b>	0% (0)	93% (27)	7% (2)	0%(0)	<b>7% (2)</b>	
	<b>Disadvantaged</b>	<b>15</b>	0% (0)	87% (13)	(2)	0%(0)	<b>13% (2)</b>	<b>+6</b>
<b>Year 3</b>	<b>All</b>	<b>21</b>	24%(5)	14%(3)	43%(9)	19%(4)	62%(13)	
	<b>Disadvantaged</b>	<b>10</b>	10%(1)	20%(2)	60%(6)	10%(1)	<b>70%(7)</b>	<b>+8%</b>
<b>Year 4</b>	<b>All</b>	<b>23</b>	22% (5)	26% (6)	30% (7)	22% (5)	<b>52% (12)</b>	
	<b>Disadvantaged</b>	<b>14</b>	29% (4)	29% (4)	35% (5)	7% (1)	<b>42% (6)</b>	<b>-10</b>
<b>Year 5</b>	<b>All</b>	<b>24</b>	13% (3)	17% (4)	42% (10)	29% (7)	<b>71% (17)</b>	
	<b>Disadvantaged</b>	<b>13</b>	7% (1)	23% (3)	39% (5)	31% (4)	<b>70% (9)</b>	<b>-1</b>
<b>Year 6</b>	<b>All</b>	<b>27</b>	0% (0)	19% (5)	44% (12)	37% (10)	<b>81% (22)</b>	
	<b>Disadvantaged</b>	<b>11</b>	0% (0)	18% (2)	64% (7)	18% (2)	<b>82% (9)</b>	<b>+1</b>

➤ There is a significant gap in Year 1 for writing all compared to disadvantaged. Disadvantaged are doing better than all in Year 2 and Year 3 but Year 2 data is significantly low for all with only 7% at expected in writing.

**Year 2 National= No figure**

**Year 6 National=78% Gap is -5%**

<b>EGPS</b>		<b>No. in Cohort</b>	<b>PYG</b>	<b>Working toward</b>	<b>Expected</b>	<b>Working at GD</b>	<b>EXP +</b>	<b>Difference</b>
<b>Year 1</b>	<b>All</b>	<b>20</b>	10% (2)	25%(5)	50% (10)	15%(3)	<b>65%(13)</b>	
	<b>Disadvantaged</b>	<b>6</b>	33% (2)	17% (1)	50% (3)	0% (0)	50% (3)	<b>-15</b>
<b>Year 2</b>	<b>All</b>	<b>29</b>	13% (4)	59% (17)	28% (8)	0% (0)	<b>28% (8)</b>	
	<b>Disadvantaged</b>	<b>15</b>	13% (2)	74% (2)	13% (2)	0% (0)	<b>13% (2)</b>	<b>-15</b>
<b>Year 3</b>	<b>All</b>	<b>21</b>	14%(3)	24% (5)	43%(9)	19%(4)	<b>72%(13)</b>	

	<b>Disadvantaged</b>	<b>10</b>	10%(1)	20%(2)	60%(6)	10%(1)	<b>70%(7)</b>	<b>-2</b>
<b>Year 4</b>	<b>Year 4</b>	<b>23</b>	13% (3)	<b>17% (4)</b>	<b>39% (9)</b>	<b>31% (7)</b>	70% (16)	
	<b>Disadvantaged</b>	11	18% (2)	36% (4)	36% (4)	9% (1)	<b>45% (5)</b>	<b>-25</b>
<b>Year 5</b>	<b>Year 5</b>	<b>All</b>	22	13%(3)	23% (5)	41% (9)	23% (5)	
	<b>Disadvantaged</b>	13	14% (2)	16% (3)	39% (5)	31% (4)	<b>70% (9)</b>	
<b>Year 6</b>	<b>All</b>	<b>27</b>		<b>37%(10)</b>	<b>33%(9)</b>	<b>30%(8)</b>	<b>63%(17)</b>	
	<b>Disadvantaged</b>	<b>11</b>		27% (3)	64% (7)	9% (1)	<b>73% (8)</b>	<b>-10</b>

➤ In EGPS all are doing better than disadvantaged.

### Diminishing the Difference for Disadvantaged

#### Diminishing the Difference from July 19 – July 20

*On this data a gap of less than 10% gap this is highlighted in green, between 10%- 20% in peach and more than 20% is in red.*

**Disadvantaged v All - if the gaps bucks the trend in favour of disadvantaged it will have a *d* next to the figure.**

Gap	Maths				Reading				Writing			
	July 19	Dec 19	March 20	July 20	July 19	Dec 19	March 20	July 20	July 19	Dec 19	March 20	July 20
Year 1	EY				EY				EY			
Year 2	-20				-25				-38			
Year 3	+12				+2d				+6d			
Year 4	+13d				+13d				+8d			
Year 5	-12				-11				-10			
Year 6	0				-9				-1			

#### Diminishing the Difference from July 19 – July 20

*On this data a gap of less than 10% gap this is highlighted in green, between 10%- 20% in peach and more than 20% is in red.*

**Boys and Girls- if the gaps bucks the trend in favour of boys it will have a *b* next to the figure.**

Gap	Maths				Reading				Writing			

	July 19	Dec 19	March 20	July 20	July 19	Dec 19	March 20	July 20	July 19	Dec 19	March 20	July 20
Year 1	EY				EY				EY			
Year 2	-3				-13				-26			
Year 3	-1				-23				-28			
Year 4	+4b				+6b				+17b			
Year 5	-12				-32				-14			
Year 6	-27				-2				-20			

3. Barriers to future attainment (for pupils eligible for PP/PPP including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
A.	Low on entry data Pupils enter the EYFS provision well below National Expectations.
B.	Large proportion of pupils eligible for pupil premium.
C.	Gender gap across the school between boys and girls.
D.	Children with EHCPs not making as much progress to secure attainment at end of their year groups.
E.	Attainment and progress of pupil premium pupils for Reading.
F.	Attainment and progress pupil premium pupils for Writing.
G.	Attainment and progress of pupil premium pupils for EGPS.
H.	Attainment and progress of pupil premium pupils for Maths.
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
I.	Limited aspiration and expectation which can manifest in a lack of parental engagement.
J.	Homework not supported at home.

K.	Physical and material disadvantage, including in some instances poor housing and severe poverty.
L.	Reduced social and cultural capital with children who are not exposed to rich and varied life experiences.

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improved % of PP children achieving a good level of development at the end of EYFS. This will be measured using internal progress and attainment trackers to monitor the level of children attaining a good level of development (GLD) in EYFS. More children achieving exceeding for GLD.	<p><b><i>Good Level of Development increases from 2019 -2020 for PP children and build upon the 63% all and 66% for disadvantaged pupils GLD for 2018-2019.</i></b></p> <p><b><i>Learning provision is bespoke and matched to meet the needs of the pupils specifically for the underperforming groups.</i></b></p> <p><b><i>Tracking of progress for disadvantaged groups is managed and analysed robustly.</i></b></p> <p><b><i>Pupil premium children not on track are given targeted bespoke interventions and teaching from class teacher and teaching assistants.</i></b></p> <p><b><i>Targeted intervention logs to be used effectively for borderline children for GLD and also to target children who could exceed in GLD. This will be monitored and discussed in termly pupil progress meetings.</i></b></p>
B.	The number of PP children achieving GLD and in KS1(especially Year 3) and KS2 more children achieving end of year expectations in Reading, Writing, EGPS and Maths, increases in all year groups. This will be measured using internal tracking and data analysis of PP children and their attainment and progress. More PP children to achieve greater depth in reading, writing, EGPS and maths.	<p><b><i>GLD for pupil premium children increases from 2018-2019. Disadvantaged children across the school in EYFS, KS1 and KS2 achieve in line with non-disadvantaged children. Venn of vulnerability used effectively to identify target children for interventions and teaching as well as for targetting them for achieving greater depth. Typed evaluations and more strategic planning in place with a clear focus on ensuring that every child can make progress and improve their attainment to achieve the expected standard in all subjects. Interventions and provision maps detailed and specific to the needs of pupil premium children.</i></b></p>



C.	For the gender gap to close and for boys to do as well as girls in all subjects. This will be measured through internal tracking and data analysis of PP children and their attainment and progress.	<p><b>Level of attainment for pupils eligible for PP is closer aligned to non PP pupils.</b></p> <p><b>Progress is as good for all groups of pupils.</b></p> <p><b>Successful projects and initiatives to engage boys in their learning.</b></p> <p><b>Effective use of the outdoor environment.</b></p>
D.	Children with EHCPs and other behavioural SEND needs not making as much progress to secure attainment at end of their year groups.	<p><b>Fewer behaviour incidents recorded for these pupils.</b></p> <p><b>Successful implementation of Rainbows nurture room and school counsellor</b></p> <p><b>Headsup program in Reception and Year 6</b></p> <p><b>Improvement in children's self-esteem and social and emotional well-being from having access to the School Counsellor.</b></p> <p><b>Increased % of PP children in this small group of KS1 and KS2 achieving end of year expectations.</b></p> <p><b>Successful two week transition in July for all children in July 2019.</b></p> <p><b>EHCP reviewed regularly mid year and end of year.</b></p>
E.	Improved % of PP children achieving expected level or more in with both progress and attainment in Reading in EYFS, KS1 and KS2. This will be measured using termly progress and attainment data.	<p><b>Effective working partnerships with parents in EYFS where parents recognise that they are the first educators of their children and that they take this responsibility seriously. EYFS parents read every night with their children at home.</b></p> <p><b>More children will achieve the expected level for reading and make good or excellent progress from their starting point in reading.</b></p> <p><b>Increase in children's reading ages.</b></p> <p><b>Increase in reading for pleasure.</b></p> <p><b>Reading areas around school both indoors and outdoors, rich, engaging and stimulating helping to promote and inspire a love of reading.</b></p> <p><b>Children will have built up a better stamina for reading and will manage timings effectively in reading tests.</b></p> <p><b>Parents engaged and supporting with home reading.</b></p> <p><b>Children inspired to read at home.</b></p> <p><b>Reading Plus in Year 6 daily.</b></p>

<p><b>F.</b></p>	<p>Improved % of PP children achieving expected level or more in with both progress and attainment in Writing in EYFS, KS1 and KS2. This will be measured using termly progress and attainment data.</p>	<p><b><i>More children will achieve the expected level and greater depth level for writing and make good or excellent progress from their starting point in writing.</i></b>  <b><i>Continued application of writing planning and teaching where children will have be inspired by a wide variety of different texts/animations/drama to enhance their writing.</i></b>  <b><i>Children will become confident editors of their own writing and know how to uplevel it with better vocab and grammar choices.</i></b>  <b><i>Teachers and children have highest of expectations for writing.</i></b>  <b><i>Successful termly themed whole school writing days.</i></b>  <b><i>Cross-curricular writing at the same standard as children's English work.</i></b>  <b><i>Children proud of their writing.</i></b>  <b><i>Guided writing and writing interventions in place for targeted children to help them make expected progress and achieve the expected standard in writing.</i></b>  <b><i>Teachers effectively using the interim writing framework to assess children's writing from Year 1 -6.</i></b>  <b><i>Effective writing portfolio from EYFS-Year 6 filled with progression in writing standards across our school.</i></b>  <b><i>Classrooms rich with writing and spotlight on writing celebrating children's writing achievements throughout the school.</i></b>  <b><i>Progression in writing display regularly updated termly.</i></b></p>
<p><b>G.</b></p>	<p>Improved % of PP children achieving expected level or more in with both progress and attainment in EGPS in EYFS, KS1 and KS2. This will be measured using termly progress and attainment data.</p>	<p><b><i>More children achieving the expected level and greater depth level in EGPS.</i></b>  <b><i>Phonics taught effectively and daily in EYFS and KS1.</i></b>  <b><i>Maintain excellent result in phonic screening in year 1.</i></b>  <b><i>Children passing phonics screening in year 2 (100% pass in 2019)</i></b>  <b><i>Zero tolerance on poor spelling across the school.</i></b>  <b><i>Word mats on tables/table tops so that children spell common words in their year group correctly.</i></b>  <b><i>Spelling taught kinaesthetically and auditory and not missed from class timetable every day.</i></b>  <b><i>Spelling carousel works to help children who have no done so well on their spellings at the start of the week to improve their score by the end of the week.</i></b>  <b><i>Specific targeted interventions in place such as Nessy and</i></b></p>

		<p><b>Toe by Toe/Beat dyslexia for any child struggling with spellings.</b>  <b>Parents aware of the importance of children practising their spellings at home.</b>  <b>Successful spelling bee across KS1 and KS2.</b>  <b>Children know that they will be expected to learn their spellings at playtimes if they do not complete their spelling homework.</b>  <b>Spelling ages to improve from children's starting points.</b>  <b>Outdoor environment used effectively to support with teaching of spelling throughout the school.</b></p>
H.	Improved % of PP children achieving expected level or more in with both progress and attainment in Maths in EYFS, KS1 and KS2. This will be measured using termly progress and attainment data.	<p><b>More children will achieve the expected level and greater depth level for maths and make good or excellent progress from their starting point in maths.</b>  <b>Effective use of the question level analysis from July tests to inform barriers to learning.</b>  <b>Mastery project for maths successful at developing and supporting the teaching of maths throughout the school.</b>  <b>Outdoor maths planned and taught each week.</b>  <b>Arithmetic embedded from Year 1-6 and children have increased stamina and fluency in arithmetic.</b>  <b>Reasoning skills developed throughout the school in KS1 and KS2.</b>  <b>Times table knowledge improved across the school in KS1 and KS2.</b>  <b>Fast Maths in Year 3 and 4 at least 4 times a week.</b>  <b>Outdoor environment used effectively to enhance children's learning experiences in maths.</b>  <b>Successful maths day across the school in EYFS, KS1 and KS2.</b>  <b>RM maths, Talk for number and maths mastery interventions used effectively in KS1 and KS2.</b>  <b>Times table rockstars used effectively throughout the school.</b>  <b>Maths day challenge Bee.</b></p>
I.	Aspirations to be raised and reduced % of children returning their homework. This will be measured through record sheets of weekly homework and logs of parent contacts.	<p><b>Improved attendance at Parents evening.</b>  <b>More children completing weekly homework.</b>  <b>Parents eager to help/encourage their child to complete any weekly homework.</b>  <b>Parents have an understanding of the importance of children completing their homework and being the first educators of</b></p>

		<p><i>their children.</i></p> <p><i>Good attendance at parent workshops.</i></p> <p><i>Learn and Share events</i></p> <p><i>School website effectively promotes ways parents can support their children with their learning at home.</i></p> <p><i>Marvellous Me to be used effectively to engage parents.</i></p>
J.	<p>More parents attending in school events such as Learn and Shares, Stay and Play, parent workshops, Year 6 SATs club with child and parent, increased percentage of parents attending parents evening. This will be measured through questionnaires and analysis of attendance registers for different events.</p>	<p><i>Parents to be on board and keen to support their child's learning.</i></p> <p><i>Parents have an in depth knowledge of how they can support their child out of school.</i></p> <p><i>For parents to respond positively in questionnaires completed during Learn and Share events.</i></p> <p><i>Learning Mentor to support engagement and attendance of parents at coffee mornings throughout the year.</i></p> <p><i>Back to school with your kids to continue this year termly.</i></p>
K.	<p>For children with PP to have the same opportunities as non-pupil premium children. This will be measured through the overview of pupil premium children, where everything that Pupil Premium money is spent on will be rag rated to judge engagement, progress, attainment and attitude.</p>	<p><i>Ipads and IT equipment in school to support PP children who may not have access to these at home.</i></p> <p><i>Funding set aside to get more books into the home</i></p> <p><i>Support with the cost of school uniform.</i></p> <p><i>Low cost / funded places at trips and PGL residential.</i></p>
L.	<p>A variety of experiences provided in school for children who do not have these opportunities at home. This will help raise self-esteem and life experiences for these children.</p>	<p><i>Children to have experiences such as: all children regardless of whether their parents have paid their contribution, will have a class trip each term to places such as Whitby, Liverpool World Museum.</i></p>

## 5. Planned expenditure

Academic year

2019-2020

The three headings below enable Holy Spirit to demonstrate how we are using the pupil premium to improve classroom pedagogy, provide targeted intervention as well as supporting whole school strategies.

Total Pupil Premium money £100,320

Pastoral lead and EWO	£33,000
HLTA	
Small group provision and support	£30,000
EYFS and KS1 support fees (1 full time TA )	£9,845.52
Education Welfare Officer Support Worker (SLA)	£3,900
Subsidising School Trips	£8,000
Theatre Groups and Workshops	£4,500
Subsidising residential	£1,880
Nessy	£300
Visits to concerts	£1,756
Monster SATs	£175
SPAG.com	£300
Testbase	£240
Educational Psychologist SLA	£2,500
Counselling	£2,700
Total cost	

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	When will you review implementation?
<p>A. Improved % of PP children achieving a good level of development at the end of EYFS. This will be measured using internal progress and attainment trackers to monitor the level of children attaining a good level of development (GLD) in EYFS. More children to exceed in GLD.</p>	<p>Quality first teaching delivered by all EYFS staff to all pupils with a focus on reading, writing and maths.</p>	<p>EEF (Education Endowment Foundation) Evidence suggests that TAs can have a positive impact on academic achievement.</p>	<ul style="list-style-type: none"> <li>✓ Data systems need to be streamlined and submitted to Head every term with headlines.</li> <li>✓ 1 additional teaching assistant in EYFS/KS1</li> <li>✓ children to be targeted for exceeding GLD.</li> <li>✓ Headline data is provided to inform SLT of the progress in the Early Years this is to be underpinned by detailed data analysis evidence through evaluative observations in the children's learning journeys.</li> <li>✓ Data to be analysed termly at pupil progress meetings</li> <li>✓ Data to inform planning and this will be closely monitored by Assistant Head/Headteacher during planning scrutinies</li> <li>✓ Presentation of data to Governors so that data can be analysed</li> </ul>	<p><b>Executive headteacher, Head of school, EYFS lead</b></p>	<p><b>At the end of both assessment weeks in school 2019-2020.</b></p>
<p>B. An increased number of PP children achieving GLD. In KS1/KS2 more PP children achieving end of year expectations in Reading, Writing, EGPS and Maths. This will be measured using internal tracking and data analysis</p>	<p>Targeted support from Teaching Assistants in all English and Maths interventions/pre-teach sessions to KS1 and KS2 to support curriculum access and improve on school disadvantaged attainment and progress in GLD,</p>	<p>EEF (Education Endowment Foundation) making the best use of Teaching Assistants report published in Spring 2015 suggests that when TAs are well trained and used in structured settings with high- quality support, they can make a noticeable impact on pupil learning.</p>	<ul style="list-style-type: none"> <li>✓ Learning walks, lesson observations of quality of targeted support delivery and the transferal of skills back to classroom learning.</li> <li>✓ SENCO and Class Teachers to work together to on pen portraits for pupils with SEND.</li> <li>✓ Venn of vulnerability to be used effectively for teachers to identify target children for planning and teaching. Detailed typed evaluations will share impact and next steps for disadvantaged children targeted from venn of vulnerability.</li> </ul>	<p><b>Executive headteacher, Head of school, EYFS lead</b></p>	<p><b>At the end of both assessment weeks in school 2019-2020.</b></p>

<p>of PP children and their attainment and progress.</p> <p>For 65% of PP children to be working within 40-60months in the prime areas of learning in Reception.</p>	<p>reading, writing and maths 2018-2019 outcomes.</p>		<ul style="list-style-type: none"> <li>✓ This will then inform detailed timetable of interventions each afternoon for the Teaching Assistant to complete.</li> <li>✓ Monitoring of completed learning logs.</li> <li>✓ Additional Teaching Assistants in KS1 and KS2</li> <li>✓ Pupil progress meetings will identify target children and review their progress.</li> <li>✓ Headteacher and Deputy Headteacher will monitor progress and attainment of disadvantaged children in book scrutinies and pupil voice interviews.</li> </ul>		
<p>C. For the gender gap to close and for boys to do as well as girls in all subjects. This will be measured through internal tracking and data analysis of PP children and their attainment and progress.</p>	<p>Boy projects to be planned and delivered throughout the year to help close gender gap.</p> <p>Outdoor learning to be used more effectively.</p>	<p>Currently there is a gap across school between boys and girls in attainment and progress for all subjects.</p>	<ul style="list-style-type: none"> <li>✓ Level of attainment for pupils eligible for PP is closer aligned to non PP pupils. PP children will be identified on data, venn of vulnerability will be used to identify targeted children for teaching.</li> <li>✓ Progress is as good for all groups of pupils which will be closely monitored and analysed in termly pupil progress meetings.</li> <li>✓ Successful projects and initiatives to engage boys in their learning which will be monitored and led by SLT.</li> <li>✓ Effective use of the outdoor environment monitored through learning walks and planning and pupil voice.</li> </ul>	<p><b>Executive headteacher, Head of school, EYFS lead and deputy head</b></p>	<p><b>Each term during lesson observations, learning walks and assessment weeks.</b></p>
<p>D. Improved % of PP children achieving expected level or more in with both progress and attainment in Reading in EYFS, KS1 and KS2. This will be measured using termly progress and attainment data.</p>	<p>Provide the First Newspaper to target PP children.</p> <p>Guided read sessions 4 times a week.</p> <p>Year 6 to have 1 hour of reading each day (30mins Reading Plus and 30mins</p>	<p>In 2017-2018 82% of PP children achieved expected or more in reading. In 2018-2019 56% of children achieved expected or more in reading.</p> <p>EEF research taken from 2017 literacy document <a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Campaigns/Literacy/KS2_L">https://educationendowmentfoundation.org.uk/public/files/Publications/Campaigns/Literacy/KS2_L</a></p>	<ul style="list-style-type: none"> <li>✓ Learning walks, lesson observations of quality of targeted support delivery and the transferal of skills back to classroom learning.</li> <li>✓ Year 6 teacher to deliver SATs parent workshop each week to ensure supportive parents</li> <li>✓ Two hours of guided reading to be timetabled each week in KS2</li> <li>✓ Monitoring of Guided Reading planning</li> <li>✓ Pupil progress meetings will identify target children and review their progress.</li> </ul>	<p><b>Executive headteacher, Head of school, EYFS lead and deputy head</b></p>	<p><b>Each term during lesson observations, learning walks and assessment weeks.</b></p>

	<p>guided reading)</p> <p>Reading Plus to be used effectively to improve stamina for reading in year 6. This will also be used at home on kindle fires for year 6.</p> <p>Additional 1:1 reading with PP children.</p> <p>HLTA in Year 6 each morning.</p>	<p><a href="#">literacy Guidance 2017.pdf</a></p>	<ul style="list-style-type: none"> <li>✓ Quality first teaching for all pupils.</li> <li>✓ To deliver English interventions/pre-teach sessions across KS2 focusing on improving core skills in reading.</li> <li>✓ Revision books to be purchased for Year 6 reading</li> <li>✓ Nessler to be delivered three times a week for a selection of children and their progress monitored by SENCo</li> <li>✓ Reading Plus to be used effectively in Year 6</li> <li>✓ Effective working partnerships with parents in EYFS where parents recognise that they are the first educators of their children and that they take this responsibility seriously. EYFS parents read every night with their children at home.</li> <li>✓ Increase in reading for pleasure through whole class reading DEAR sessions, World Book day and other book related events led by deputy headteacher</li> <li>✓ Children will have built up a better stamina for reading and will manage timings effectively in reading tests. Weekly booster SATs club with Deputy Headteacher to support with this.</li> <li>✓ Parents engaged and supporting with home reading and invited along to SATs club to learn with their child.</li> <li>✓ leadership time with english lead to be used effectively and strategically to monitor delivery of maths throughout the school.</li> </ul>		
<p>E. Improved % of PP children achieving expected level or more in with both progress and attainment in Writing in EYFS,</p>	<p>Successful implementation of new writing planning and teaching where children will have be inspired by a wide variety of different</p>	<p><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Campaigns/Literacy/KS2_Literacy_Guidance_2017.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Campaigns/Literacy/KS2_Literacy_Guidance_2017.pdf</a></p>	<ul style="list-style-type: none"> <li>✓ Learning walks, lesson observations of quality of targeted support delivery and the transferal of skills back to classroom learning.</li> <li>✓ CPD sessions on writing led by Writing TLR subject leader.</li> <li>✓ to be monitored in detail by Executive</li> </ul>	<p><b>Executive headteacher, Head of school, EYFS lead and deputy head</b></p>	<p><b>Each term during lesson observations, learning walks and assessment</b></p>



<p>KS1 and KS2. This will be measured using termly progress and attainment data.</p>	<p>texts/animations/drama to enhance their writing.</p> <p>Children will become confident editors of their own writing and know how to uplevel it with better vocab and grammar choices.</p> <p>More children throughout KS2 have pen licence. Teachers and children have highest of expectations for writing.</p> <p>Whole school writing days. Cross-curricular writing at the same standard as children's English work. Guided writing and writing interventions in place. Effective use of the interim writing framework to assess children's writing from Year 1 -6.</p> <p>Writing portfolio from EYFS-Year 6 filled with progression in writing standards across our school.</p>	<p>EEF has stated that the way we are teaching English now should help improve attainment and progress in writing with the gather it, plan it, write it, edit it and publish it process.</p> <p>Writing continues to be a weakness across the school for disadvantaged children.</p>	<p>headteacher, Head of school</p> <ul style="list-style-type: none"> <li>✓ Pupil progress meetings will identify target children and review their progress.</li> <li>✓ Quality first teaching for all pupils.</li> <li>✓ To deliver English interventions/pre-teach sessions across KS2 focusing on improving core skills in EGPS which will then have impact on children's writing – this will be monitored through EGPS progress and attainment each term by SLT.</li> <li>✓ Interventions targeting greater depth children to be introduced weekly in English lesson.</li> <li>✓ Lexia to be delivered three times a week for a selection of children and their progress monitored by SENCo and Miss Green.</li> <li>✓ Effective working partnerships with parents in EYFS where parents recognise that they are the first educators of their children and that they take this responsibility seriously.</li> <li>✓ Children inspired to read at home through Kindle Fires (Y6) and new reading scheme Project X throughout the school which will support children develop new vocabulary to include in their writing.</li> <li>✓ New thesaurus' purchased to help children uplevel their writing.</li> <li>✓ Moderation with Broadoak and other schools in the Learning Challenge Network.</li> <li>✓ TLR time with english lead to be used effectively and strategically to monitor delivery of maths throughout the school.</li> </ul>		<p><b>weeks.</b></p>
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	Classrooms rich with writing and spotlight on writing celebrating children's writing achievements throughout the school. Progression in writing display regularly updated termly.				
F. Improved % of PP children achieving expected level or more in with both progress and attainment in EGPS in EYFS, KS1 and KS2. This will be measured using termly progress and attainment data.	Additional teaching assistant in KS1 to work each morning with phonics and English.  HLTA additional in Year 6 To support teaching of EGPS.  SPAG.com to be used effectively across the school. Grammar hammer to be used as EGPS homework tool.  Carousel approach to be used for spelling lessons. Teaching of spelling to be more strategic and teaching assistants and teachers to work with children throughout the week on spellings they got wrong on their test	The EEF states that small classes '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.'  Some of the pupils need targeted support to catch up. The EEF Toolkit identifies 1-to-1 support as effective strategies if carried out regularly over a set period of time and links with normal teaching.  This work will be carried out daily for 30 minutes.	<ul style="list-style-type: none"> <li>✓ Learning walks, lesson observations of quality of targeted support delivery and the transferal of skills back to classroom learning.</li> <li>✓ Year 6 teacher to deliver SATs parent workshop each week to ensure supportive parents</li> <li>✓ Spelling carousel timetabled and completed each day – SLT to monitor this in learning walks and book scrutinies.</li> <li>✓ Monitoring of spelling planning</li> <li>✓ Scores on SPAG.com improving and effective intervention in place for any children not making expected attainment and progress.</li> <li>✓ Pupil progress meetings will identify target children and review their progress.</li> <li>✓ Quality first teaching for all pupils.</li> <li>✓ To deliver English interventions/pre-teach sessions across KS2 focusing on improving EGPS skills.</li> <li>✓ Revision books to be purchased for Year 6 EGPS</li> <li>✓ Nesy to be delivered three times a week for a selection of children and their progress monitored by SENCo</li> <li>✓ Referrals completed to the Literacy support service for children who may have dyslexia.</li> <li>✓ Effective working partnerships with</li> </ul>	<b>Executive headteacher, Head of school, Maths and English leads, EYFS lead and Deputy headteacher</b>	<b>Each term during lesson observations, learning walks and assessment weeks.</b>

	<p>on a Monday – these will then be retested on a Friday.</p> <p>Nessy and beat dyslexia to continue to be used effectively in interventions to help support children with their spelling rules.</p> <p>Phonics taught effectively and daily in EYFS, KS1 and used as intervention in KS2 where needed.</p>		<p>parents in EYFS where parents recognise that they are the first educators of their children and that they take this responsibility seriously. EYFS parents read and complete phonic homework every night with their children at home. .</p> <ul style="list-style-type: none"> <li>✓ Parents engaged and supporting with EGPS homework and invited along to SATs club to learn with their child.</li> <li>✓ Leadership time with english lead to be used effectively and strategically to monitor delivery of EGPS throughout the school.</li> </ul>		
<p>G. Improved % of PP children achieving expected level or more in with both progress and attainment in Maths in EYFS, KS1 and KS2. This will be measured using termly progress and attainment data.</p>	<p>Celebrate world maths day in school through whole school assembly, follow up activities to raise the profile of maths in school.</p> <p>Additional teaching assistants in Ks1 and Ks2 support in closing the gaps between disadvantaged and non disadvantaged children in maths.</p> <p>Differentiated input will continue to be used to effectively</p>	<p>In 2019 maths continued to improve with 70% achieving expected or more compared to national which was 79%. This year we need to target more children to achieve greater depth in maths.</p>	<ul style="list-style-type: none"> <li>✓ Learning walks, lesson observations of quality of targeted support delivery and the transferal of skills back to classroom learning.</li> <li>✓ CPD sessions on White Rose maths led by Maths TLR subject leader and supported by Platt Bridge and SLT.</li> <li>✓ Targeted interventions for pupil premium children for greater depth children as well as though that are borderline expected to be planned for weekly.</li> <li>✓ TLR time with maths lead to be used effectively and strategically to monitor delivery of maths throughout the school.</li> <li>✓ Executive headteacher, Head of school. Assistant head and Maths lead to monitor planning, complete book scrutinies.</li> <li>✓ Venn of vulnerability to be used effectively to target children who need additional support to make expected progress and attainment.</li> <li>✓ Data from pupil progress meetings will be analysed and presented to SLT by Maths</li> </ul>	<p><b>Executive headteacher, Head of school, Maths and English leads, EYFS lead and Deputy headteacher</b></p>	<p><b>Each term during lesson observations, learning walks and assessment weeks.</b></p>

	<p>plan, teach and evaluate maths</p> <p>Arithmetic embedded from Year 1-6 and children have increased stamina and fluency in arithmetic. Reasoning skills developed throughout the school in KS1 and KS2.</p> <p>Times table knowledge improved across the school in KS1 and KS2 through daily activities.</p> <p>Outdoor environment used effectively to enhance children's learning experiences in maths.</p> <p>Successful maths day across the school in EYFS, KS1 and KS2.</p> <p>RM maths, Talk for number and maths mastery interventions used effectively in KS1 and KS2.</p> <p>White Rose to be used as an effective resource to teach</p>		<p>lead with clear actions and outcomes on improving attainment and progress of maths throughout the school.</p>		
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	maths.				
<b>Total budgeted cost</b>					

<b>Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
H. PP children with additional needs will have appropriate support in place as advised by educational psychologist or Learning Support Service, removing barriers to learning leading to improved progress.	Engage the services of an educational psychologist in addition to the standard hours provided by the LA.	There are a number of PP children in school who need a referral to these services to help remove identified barriers to learning.	<ul style="list-style-type: none"> <li>✓ Engage with EP quality assured by the LA or through the LA traded services agreement (April 2019). Termly planning meetings with other professionals will assist in correctly identifying relevant children.</li> </ul>	SENCo	Termly through pupil progress meetings.

<p>I. Children with EHCPs and other behavioural SEND needs not making as much progress to secure attainment at end of their year groups.</p>	<p>Pastoral lead to continue to work with a group of children group work with pupils class support work from Learning Mentor each week Rainbow nurture room to be used effectively for daily at playtime and lunchtime for selection of children.</p>	<p>EEF evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours. However, estimated benefits vary widely across the categories of programme described above. Effect sizes are larger for targeted interventions matched to specific students with particular needs or behavioural issues, than for universal interventions or whole school strategies. School-level behaviour approaches are often associated with improvements in attainment, but the evidence of a causal link to learning is lacking.</p> <p>The EEF states that challenging behaviour in schools can have a direct and lasting effect on pupils' learning. This is based on a number of meta-analyses based on robust studies of interventions in schools.</p> <p>Many children eligible for PP at Holy Spirit have barriers to learning involving social and economic issues in the family. Addressing these issues through family support has had a proven effect in raising attendance and achievement.</p>	<p><b><i>Fewer behaviour incidents recorded for these pupils. Successful implementation of Rainbow room</i></b></p>	<p><b>Executive headteacher, Head of school, Pastoral lead, EYFS lead and Deputy headteacher</b></p>	<p><b>Termly</b></p>
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<p>Counselling (pre-planned and crisis response) is provided to PP children and families to remove barriers to learning.</p>	<p>A counsellor is employed for 1/2 a day per week to provide counselling either as a series of sessions or crisis response. SDQs are completed for targeted children and will show improvement after counselling</p>	<p>There are a number of children eligible for PP at Holy Cross are identified as having emotional health or social issues that are a barrier to learning. These include attachment disorder, loss, young carer responsibilities, and diagnosed conditions e.g. ADHD. Access to play therapy or counselling has shown to support these children to achieve more.</p>	<ul style="list-style-type: none"> <li>✓ Children feel supported and are given strategies to help them manage any emotional barriers to learning.</li> </ul>	<p>School counsellor Pastoral lead Executive Headteacher/Head of school. Deputy headteacher</p>	<p>Termly and after SDQs completed before and after therapy.</p>
<p>J. Aspirations to be raised and reduced % of children returning their homework. This will be measured through record sheets of weekly homework and logs of parent contacts.</p>	<p>Parent meetings with important information about each year group led by class teacher scheduled during first two weeks of Autumn term. At this expectations will be shared about homework and the impact it has if not completed. Parent workshops to be run throughout the school year. Coffee mornings will be used to encourage parents to support their children with their education.</p>	<p>A significant number of pupils do not complete homework. This then impacts on their attainment and progress.</p>	<ul style="list-style-type: none"> <li>✓ Improved attendance at Parents evening monitored by SLT.</li> <li>✓ More children completing weekly homework.</li> <li>✓ Parents eager to help/encourage their child to complete any weekly homework.</li> <li>✓ Parents have an understanding of the importance of children completing their homework and being the first educators of their children.</li> <li>✓ Good attendance at parent workshops monitored through registers and questionnaires.</li> <li>✓ School website effectively promotes ways parents can support their <i>children with their learning at home</i>.</li> <li>✓ <i>Increased attendance at back to school with your kids.</i></li> </ul>	<p>SLT and all class teachers.</p>	<p>To be monitored weekly.</p>

<p>K. More parents attending in school events such as Learn and Shares, back to school with your kids. Stay and Play, parent workshops, Year 6 SATs club with child and parent, increased percentage of parents attending parents evening.</p>	<p>Events lists sent home to parents and put on school website and Twitter. Posters put around school. Executive Headteacher and Head of school to speak to parents on playground at beginning and end of day to encourage them to attend events. Text messages and phone calls given. Marvellous Me app to be used effectively to promote this.</p>	<p>All parents do not engage with curricular activities and events in school. It is important that we get them working with us as they are the first educators of their children.</p>	<ul style="list-style-type: none"> <li>✓ Parents to be on board and keen to support their child's learning.</li> <li>✓ Parents have an in depth knowledge of how they can support their child out of school.</li> <li>✓ For parents to respond positively in questionnaires completed during Learn and Share events.</li> <li>✓ This will be measured through questionnaires and analysis of attendance registers for different events.</li> </ul>	<p>Executive Headteacher/Head of school and all staff</p>	<p>Monthly</p>
<b>Total budgeted cost</b>					<b>£29,945.22</b>
<b>Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation</b>
<p>L. For children with PP to have the same opportunities as non-pupil premium children. This will be measured through the overview of pupil premium children, where everything that Pupil Premium money</p>	<p>Subsidise a residential trip to PGL for PP children in,5 &amp; 6</p>	<p>Children able to access different opportunities will benefit from raised self-esteem and increased motivation. Previous work with the music service has seen children accessing music lessons and performing to others have improved attendance.</p> <p>Previous pupils and parents have voiced the value of children experiencing a</p>	<ul style="list-style-type: none"> <li>✓ Lesson observations</li> <li>✓ Pupil voice</li> <li>✓ Data analysis</li> <li>✓ Planned through a PGL –Head of school has attended in previous years.</li> <li>✓ Risk assessments and insurance completed.</li> </ul>	<p>Executive Headteacher /Music leader Head of school</p>	<p>Annually</p>



is spent on will be rag rated to judge engagement, progress, attainment and attitude.		different culture and a trip away from home before they begin high school.			
M. A variety of experiences provided in school for children who do not have these opportunities at home. This will help raise self-esteem and life experiences for these children.	Subsidise school trips and visiting professionals for each year group.	Children's speaking and listening attainment is hindered by a lack of experiences to draw upon and limited vocabulary.	<ul style="list-style-type: none"> <li>✓ Planned visits and visitors are linked closely to the curriculum and include opportunities for speaking, listening, reading and writing development. P</li> <li>✓ pupil voice and work scrutiny termly will evidence the impact of the activities.</li> </ul>	Executive Headteacher SLT	Annually
<b>Total budgeted cost</b>					<b>£11,810</b>
<b>Summary cost</b>					<b>£168,423.81</b>

6. Review of expenditure – to follow in September 2020				
Previous Academic Year				
i. Quality of teaching for all				
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
ii. Targeted support				
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

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<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>

<b>7. Additional detail</b>
In this section you can annex or refer to <b>additional</b> information which you have used to inform the statement above.