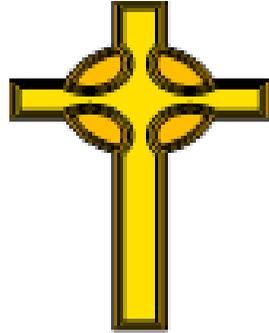


Holy Cross Catholic Primary School



Pupil Premium Strategy

2020 – 2021

We care, we share, we value.

'We care, we share, we value.'

Pupil Premium Strategy 2020/21

There is a requirement for all schools to publish details of their Pupil Premium Strategy on their website.

Guidance

Pupil Premium: funding and accountability for schools - Gov.uk.

Teaching Schools Council: Guidance on effective use of pupil premium funding

Education Endowment Foundation – Effective Pupil Premium

Introduction

Each year, all schools must publish online information regarding their planned expenditure of Pupil Premium Funding. Details of the specific information you need to publish can be found in DFE guidance on what local-authority-maintained schools must publish online.

Funding is allocated at the rate of £1320 for pupils eligible for Free School Meals (FSM) at any point in the past 6 years. £2300 for any pupils who has left Local Authority Care, as a result of adoption; special guardianship order; a child arrangements order; who has been in local authority care for 1 day or more.

For the school year 2020-21, we have been allocated a total of £114, 352

Purpose

The primary aim of our school is to ensure that every child is able to access all aspects of our provision in order to achieve the highest standards and the greatest possible progress in relation to their starting point. The Pupil Premium is funding provided to schools which is additional to the main school funding. It is allocated to pupils who have been eligible for free school meals within the past 6 years (Ever 6), Looked after Children (in the care of the Local authority) and a small amount for the children of service families. It is for schools to decide how the Pupil Premium is spent as they are best placed to assess what additional provision should be made available for individual pupils. At Holy Cross Catholic Primary school, we have embraced the challenge of closing the gap and we are committed to ensuring that the funding is spent on activities that ensure these children benefit fully from our school values.

The five key areas below will:

- Inform the core of the staff development and training plan for 2020-21
- Ensure that we achieve the most efficient use of resources and are able to respond to new challenges
- Provide appropriate training to teaching and support staff
- Continuously monitor progress against our set objectives
- Make use of ability curve plotting to monitor the progress of each individual pupil and ensure prompt intervention where necessary
- Ultimately, ensure that we are able to significantly diminish the gap in terms of progress and achievement between disadvantaged and non-disadvantaged pupils
- That we are seen to live our key mission of providing the very best opportunities for all our pupils by working together

'We care, we share, we value.'

Holy Cross Catholic Primary School

Pupil Premium Strategy Statement 2020-2021

1. Summary Information

Academic Year	2020-21	Total PP budget	£114,325	Percentage of PP	52%
Total no of pupils	168	Total no of PP pupils	88	Number & Percentage of PP children who are also SEND	24/27%

2. Current Attainment

Note due to impact of Covid 19 there are is no end Of Key Stage data –information below refer to the Previous school year

End of Key Stage 1 2018 / 2019	School pupils eligible for PP (15)	National average 2019	All school pupils
% achieving the expected standard reading, writing and maths combined	13%	65%	7%
% achieving the expected standard in reading	40%	75%	38%
% achieving the expected standard in writing	13%	69%	7%
% achieving the expected standard in maths	33%	76%	21%
End of Key Stage 2 2018 / 2019	School pupils eligible for PP (12)	National average 2019	All school pupils
% achieving the expected standard reading, writing and maths combined	67%	65%	65%
% achieving the expected standard in reading	67%	73%	65%
% achieving the expected standard in writing	75%	78%	84%
% achieving the expected standard in maths	83%	79%	77%
% achieving the expected standard in English Grammar, Punctuation and Spelling	58%	78%	61%

3. Barriers to future attainment for pupils eligible for PP, including high ability students In school and External

A	Low on entry data Pupils enter the EYFS provision well below National Expectations.
B	The majority of eligible pupils have lower levels of achievement in relation to the core areas of Reading, Writing, Spelling, Grammar and Maths in both progress and attainment. Gaps in basic skills development – reading, writing and maths – identified through statutory testing and NFER/Teacher judgements.
C	Attendance rated for PP children are lower in comparison with non PP children
D	Limited life experiences for some pupils and access to wider cultural, sporting and social opportunities
E	Lower Levels of aspirations and expectations

4. Desired outcomes

	Desired outcomes and <i>how they will be measured:</i>	Success criteria
A	<ul style="list-style-type: none"> ✚ Support children in Early Years to meet age-related expectations by the end of EYFS – using Thinking Schools approaches to develop vocabulary and questioning skills. ✚ Increased staff awareness of the impact of disadvantaged backgrounds on development of verbal skills – focus through Thinking Schools approach on the development of vocabulary and self-regulation ✚ Provide an environment rich in sensorial experiences to promote language and the innate need to communicate through first hand experiences. ✚ Further develop the outdoor area to provide opportunities for more collaborate group work, problem solving and sensory experiences. ✚ Focused language interventions. 	<p>Support all children including PP children to make rapid progress by the end of the year so that all pupils including those eligible for PP meet age related expectations.</p> <p>All children are more confident and engaged in lesson – asking appropriate questions to allow them to remain on task and learning. Pupils aware of metacognition and their strengths as an independent learner</p> <p>Raised expectations for all pupils.</p> <p>Staff are confident in their use of standard English and fully understand the implications of the language they use during lessons. There is a common language of learning across the school.</p>

	<p><i>To be measured NFER assessments and KS1 outcomes, learning walks, work scrutiny and intervention monitoring.</i></p>	
B	<ul style="list-style-type: none"> ✚ All pupils make minimum of expected progress in reading, writing and mathematics ✚ All PP pupils achieve progress outcomes comparable to non-PP pupils both locally and nationally in each year evidenced by NFER ✚ All teachers are aware of how to utilise the NFER Pupil Plotting NFER data used to identify gaps in pupil learning to be addressed through the Thinking Schools approach ✚ Increase levels of progress and attainment in all core areas in all years –with focus on Thinking Skills approaches. ✚ Targeted interventions to ensure attainment of RWM at ARE+ ✚ CPD for staff across all areas of curriculum with a focus on the core subjects. <p><i>To be measured by NFER termly assessments – work scrutiny –intervention monitoring and learning walks</i></p>	<p>Pupils eligible for PP, including those identified as high ability, make as much progress as all pupils, across all classes in reading, writing and maths. This will be monitored through termly NFER assessments.</p> <p>Teachers are able to plot their own results and use it to inform planning for learning.</p> <p>Teachers using a range of Thinking strategies to ensure connected learning and progress for all.</p>
C	<ul style="list-style-type: none"> ✚ Improve attendance rates in line with non-disadvantaged pupils ✚ Improved punctuality. ✚ Staff are more aware of the negative impact of poor attendance – all staff are equipped with strategies that enable a seamless transition back to school post absence Through the Thinking Schools approach to develop engagement – build confidence and help children see how they can be successful ✚ Full day EWO support. ✚ Dedicated time for Pastoral Manager to target attendance ✚ Strengthen the attendance team through additional adults having responsibility for attendance. <p><i>To be measured by weekly attendance monitoring and levels of pupil engagement.</i></p>	<p>Improved % figures to at least 96% in-line with national expectations Fewer recorded late minutes.</p> <p>Staff feel that children with poor attendance are experiencing fewer disruptions during a series of lessons.</p> <p>Pupils through PASS information show they enjoy school – feel it is relevant for them – that they see how they can succeed.</p> <p>The gap diminishes between the attendance of PP children and none PP children.</p> <p>Pupils are engaged and self - regulated.</p>

<p>D</p>	<ul style="list-style-type: none"> ✚ PP children able to access a wide range of cultural, sporting and social opportunities in school and beyond. Building Capital of culture ✚ To increase teacher awareness of the impact of home life on the development of Cultural Capital <p><i>To be measured by PASS, participation and pupil and parent feedback</i></p>	<p>Pupils eligible for PP have experienced a wide range of cultural, sporting and social opportunities within school.</p> <p>Pupils have increased confidence and develop as more independent learners.</p> <p>Increased number of children attending enrichment activities/clubs outside of school hours - Within Covid restrictions</p>
<p>E</p>	<ul style="list-style-type: none"> ✚ Increased confidence in terms of metacognition and attitudes to self and school, Greater awareness of a range of learning strategies and improvements in engagement and self- regulation. <p><i>To be measured by NFER progress analysis ,Learning walks and work scrutiny ,pupil and parent feedback</i></p>	<p>Eligible pupils exhibit increased awareness of a range of learning strategies, are more engaged and positive in their attitudes to learning. There is a comprehensive understanding of metacognition and pupil dispositions for learning.</p>

5. Planned expenditure Academic Year 2020 2021

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

The focus for the next two years will be on the development of whole school thinking skills, dispositions for learners and high quality CPD for all staff.

• Quality teaching for all children including PP

Desired Outcome	Chosen action / approach	Evidence / rationale	Monitoring of implementation	Staff lead	Reviewed:
<p>Quality first teaching for all – development of a consistent approach to Thinking Skills in the curriculum.</p>	<p>Implementation of Thinking Skills approaches for all staff</p> <p>Whole school expectation of at least good teaching with much being better, development of higher expectations for all.</p> <p>Targeted challenge work for HA children.</p>	<p>Consistency of practice and a shared understanding of what is good teaching and learning in every year group. EEF research and Thinking Matters evaluations - Research suggests that children from disadvantaged backgrounds are twice as likely to experience language delay. Evidence of impact of</p>	<p>Lesson observations Learning walks Book scrutiny Pupil voice NFER termly analysis</p>	<p>SLT Teachers Drive Team PP Lead</p>	<p>Half-termly informal review using six week intervention monitoring format Termly more formal review</p> <p>Formal Termly</p> <p>Use of NFER data and learning walks</p>

	<p>Continue to improve feedback with a focus on verbal feedback to guide pupils.</p> <p>Staff CPD on development of independent writers who use taught methods to scaffold their own writing. Use of Thinking Frames to improve writing skills</p> <p>Training of Teaching Assistants in Thinking Skills and dispositions for learning with focus on social and emotional, physical, speech and language, reading and maths needs.</p>	<p>Thinking Schools approach through "Effect Size"</p> <p>Verbal feedback is proven to have more impact than written and is immediate and clearly focused.</p> <p>Independence in writing and editing and redrafting will support all pupils, with a focus on more able pupils in using taught strategies independently as soon as they are ready to.</p> <p>Interventions put in place to support children, physically, emotionally and academically will allow children to flourish throughout the curriculum.</p>			
Improved progress for higher attaining pupils	<p>Ongoing CPD on providing challenge for HA pupils, including metacognition training for all staff. Staff developed as cognitive coaches</p> <p>Pupil progress meetings each half term to track progress of pupils and discuss appropriate interventions. Using NFER termly assessments</p>	<p>EEF evidence of impact of metacognition on outcomes for pupils.</p> <p>Focus half termly to ensure that appropriate interventions are employed and are having impact.</p>	<p>Staff feedback Learning walks Work Scrutiny Pupil Feedback NFER analysis</p>	<p>SLT Drive Team PP Lead</p>	<p>Half-termly informal review Termly formal review</p>

	Continued CPD on provision of challenge in all areas.	EEF research and focus on improving attainment at higher levels			
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Total Budget Expenditure: £65,000

• Targeted support:

Desired Outcome	Chosen action / approach	Evidence / rationale	Monitoring of implementation	Cost	Staff lead	Reviewed:
<p>Clear focus throughout school on PP children. With small group and 1-1 interventions for core skills</p> <p>Improvements in Reading, Spelling and Maths progress</p> <p>Improving vocabulary for all</p> <p>Common language of learning</p>	<p>ACE training for all staff. Thinking Skills focus on improving vocabulary</p>	<p>Adverse Childhood Experiences is known to have an effect on a child's life chances</p> <p>EEF and TM research</p> <p>Emphasis on common language of learning</p> <p>EEF evidence that ACE affects all aspects of a child's life.</p>	<p>Class overviews of those children known to have experienced any adverse childhood experiences so staff are aware.</p> <p>6 week monitoring form with input and output measures</p> <p>TA reports</p> <p>Class overviews of those children known to have experienced any adverse childhood experiences so staff are aware.</p> <p>Children offered emotional support interventions to feel supported and able to learn and achieve to the best of their ability.</p>	<p>TM costs</p> <p>ACE CPD</p> <p>PP support</p> <p>TA intervention costs</p>	<p>SLT</p> <p>SENDco</p> <p>PP Lead</p> <p>Drive Team</p> <p>Mental Health Lead</p>	<p>Half-termly informal review using six week intervention monitoring format</p> <p>Termly more formal review</p> <p>Formal Termly</p>
<p>Clear mental health focus throughout school on all children who are disadvantaged,</p>	<p>Focus on dispositions for learning and positive Habits of Mind</p> <p>Introduce PASS & recommended interventions and strategies</p>	<p>EEF evidence on improving positive self-view and dispositions for learning</p> <p>Emphasis on raising awareness of the importance of emotions and learning</p>	<p>Overseen by SENDco for positive impact.</p> <p>Drive Team</p>	<p>TA intervention costs</p> <p>PASS assessment cost for whole school</p>	<p>SENDco</p> <p>PP Lead</p> <p>Mental Health Lead</p>	<p>Half-termly informal review using six week intervention monitoring format</p>

including PP children.						Termly more formal review Formal Termly
Improved progress for high attaining pupils	CPD on providing challenge for high attaining pupils. Pupil Progress meetings each half term track progress of the pupils and discuss appropriate interventions.	There are fewer pupils eligible for PP achieving the higher standard in reading, writing and mathematics compared to pupils eligible for PP nationally. We want to ensure that all pupils, including PP pupils, can achieve high attainment as well as simply 'meeting expected standards'.	CPD selected using guidance from Colleague Head teachers Discussions at pupil progress meetings and moderation. SLT released with staff to discuss individual progress of all the children with an emphasis on PP children. DHT to monitor and track progress of all children including pp children.	Training cost & TA intervention costs	SLT SENDco PP Lead	Half-termly informal review using six week intervention monitoring format Termly more formal review Formal Termly
Improved provision for Early Years to establish clear baselines	Improvements To early Years analysis of language development	Improve access to resources to build a common language of learning and improve vocabulary	Provision of high quality resources to facilitate for both indoor and outdoor provision.	Cost of resources & staff CPD	HT Drive Team EYFS leader PP Lead	Half-termly informal review using six week intervention monitoring format Termly more formal review Formal Termly

Total Budget Expenditure: £17,825

• Other approaches

Desired Outcome	Chosen action / approach	Evidence / rationale	Monitoring of implementation		Staff lead	Reviewed:
Increased attendance rates for all children, including for those entitled to pupil premium	EWO deployment Regular monitoring of attendance by HT, Pastoral Manager and EWO Regular letters to parents Rewards for children with excellent attendance Attendance panels held for those who are persistently absent Attendance assemblies by EWO for both parents and children	In order to improve attainment, school leaders recognise that the first point of call is to have the children in school, ready to learn.	Regular feedback from School Office HT oversees attendance Attendance details shared with Governors Pastoral Manager PP Lead	£21250	HT Pastoral Manager EWO PP Lead	Half termly
PP children able to access a wide range of cultural, sporting and social opportunities in school and beyond.	All pupils, including those pupils eligible for PP are provided with access to a wide range of cultural, sporting and social activities at no cost to families.	Enriching and stimulating activities/experiences have a positive impact on depth of learning as well as enjoyment and are a vital part of education. Immersion in The Arts is something which our teachers believe will enrich the education of our children. Subject to Covid restrictions	Drive Team SLT PP Lead	£2500	PP Lead	

Development of in house opportunities for Art, Music, Dance and Drama Links established to Sports Premium	School encourages children to attend afterschool clubs including visits to museums, libraries and other places of interest to collect university points. Subject to Covid restrictions	EEF and TM research into the wider benefits of the Thinking Schools approach with a focus on developing creative thinking skills	Drive Team SLT	£6000		
Attendance at breakfast club and afterschool clubs when required. Subject to Covid	Provision at breakfast and afterschool club for those pupils who are identified as eligible and have needs which school feel they may be supported in. Subject to Covid	The provision of breakfast, coupled with the opportunity to play before school allows children to be ready to learn.	HT to liaise with School Office staff to identify children in need of support.	£1500	HT / DHT Office Staff	
Develop thinking school links with parents and wider family groups	School encourage families to access Thinking Schools workshops and resources Development of Thinking Schools area on website	TM –University of Exeter research into the wider benefits of the Thinking Schools approach	Drive Team	£250	PP Lead	

How will the school measure the impact of the Pupil Premium?

At Holy Cross Catholic Primary School, a newly implemented of cycle of NFER data collection and the monitoring and tracking of the cohort's attainment, will be used to inform pupil progress and enable the early identification of need, support and appropriate intervention. Review meetings will take place at each term and will include a member of Senior Leadership Team and the class teacher. A Pupil Progress will be plotted on termly ability curves to identify areas of need and capture evidence of progress –This will be supplemented by baseline assessments of Thinking Skills awareness --- pupils attitudes to self and school will be measured by the use of PASS analysis.

Targeted intervention will make use of the 6 week monitoring form using input and output measures to provide detailed evidence of the effectiveness of individual and small group interventions

Each term the school will review the impact of actions taken and will plan for how the funding will be specifically allocated over the next phase. When selecting pupils for Pupil Premium target groups, the school will look at all pupils across the school. There are some pupils who are not eligible for PP who will benefit from these groups if their needs are similar and we believe progress can be made towards individual targets.

Pupil Premium Funding and the impact of this is a regular item at governors' meetings.

October 2020