

Pupil premium strategy statement 2017 to 2018

1. Summary information					
School	Holy Cross Primary Catholic Voluntary Academy				
Academic Year	2018/19	Total PP budget	£29000	Date of most recent PP Review	July 2018
Total number of pupils	215	Number of pupils eligible for PP	23	Date for next internal review of this strategy	Dec 2018

Vulnerable Pupils Groups *(note that caution should be taken when comparing small cohort sizes)*

There were 31 pupils at the end of Key Stage 2. Of these, 1 (3.2%) was eligible for free school meals in the past 6 years; 9 (29%) were from Black and Minority Ethnic (BME) backgrounds and 3 (9.7%) have a learning difficulty and/or disability. No pupils at the end of KS2 had a statement of Special Educational Needs or were on an EHC plan.

3.2% (1) of the pupils in the cohort are eligible for free school meals in the last 6 years (FSM6). Of these 0% (0 pupils) achieved the required standard in Reading, Writing and Maths compared to 63.3% of pupils who are not eligible for FSM6. The FSM6 gap for Holy Cross Catholic Academy is 63.3%. Nottinghamshire's FSM6 gap is 22.3.

9.7% (3) of the pupils in the cohort have a Special Educational Need (SEN). 33.3% (1 pupil) achieved the required standard in Reading, Writing and Maths compared to 64.3% of pupils with no SEN. The SEN gap for Holy Cross Catholic Academy is 31%. Nottinghamshire's SEN gap is 51.2.

3.2% (1) of the pupils in the cohort are eligible for free school meals in the last 6 years or are children who are looked after (FSM6 & CLA). Of these 0% (0 pupils) achieved the required standard in Reading, Writing and Maths compared to 63.3% of pupils who are not eligible for FSM6 & CLA. The FSM6 & CLA gap for Holy Cross Catholic Academy is 63.3%. Nottinghamshire's FSM6 & CLA gap is 22.3.

2. Current attainment

End of Key Stage Two	1 Pupil eligible for DA	Pupils not eligible for PP (Ashfield)
% achieving Level Expected in Reading, Writing and Maths. (1 child)	0%	63%
% making expected standard from KS1 to KS2 in Reading. (1 child)	0%	73%
% making expected standard from KS1 to KS2 in Writing. (1 child)	100%	90%
% making expected standard from KS1 to KS2 in Maths. (1 child)	100%	73%

3. Barriers to future attainment (for pupils eligible for PP)

In-school barriers *(issues to be addressed in school, such as poor oral language skills)*

A.	A limited number of pupils have a good understanding of concepts, which results in greater depth in Reading, Writing and Maths.	
B.	Pupils receive the support within school and develop personal skills to overcome on personal barriers. Pupils will become more aware of how to keep themselves mentally healthy. Research and training will be given to enable staff to help children overcome emotional barriers.	
C.	Pupils receive the support within school to narrow the gap between PP and NPP nationally in all year groups.	
D.	Pupils coming into school and are PP have been highlighted that they have weak language levels and restricted vocabulary.	
E.	All pupils eligible for PP will receive support in reading at school and support with comprehension of texts. This support will develop a culture for reading for enjoyment.	
F.	Pupils have personal social and emotional barrier, which inhibits their readiness to learn when coming into school. Pupils carry low aspirations in school and appear less motivated to do well in all subjects – as they enter school into Reception.	
G.	Social, emotional and behavioural problems affecting wellbeing and progress. Improved learning behaviours.	
External barriers (issues which also require action outside school, such as low attendance rates)		
H.	Good progress in PSED and RE	
I.	Improved partnership with parents/carers.	
J.	Improved attendance and punctuality	
4. Desired outcomes		Success criteria
A.	A limited number of pupils have a good understanding of concepts, which results in greater depth in Reading, Writing and Maths. Disadvantaged pupils, who start the year with low attainment to achieve at an accelerated rate of progress in order to reach at least age related expectations	<ul style="list-style-type: none"> • Whole school accountability for PP outcomes. • PP children known to all staff within the year group. • PP children closely monitored for attainment/progress/attendance by class teachers/TLRs and SLT. • Pupils make at least 6 steps progress over the academic year. • Increased parental engagement, through supporting parents to help their child with their home learning. • Understanding of their spirituality in order to assist achievement in all areas.
B.	Pupils receive the support within school and develop personal skills to overcome on personal barriers. Pupils will become more aware of how to keep themselves mentally healthy. Research and training will be given to enable staff to help children overcome emotional barriers.	<ul style="list-style-type: none"> • Pupils will receive support from Teachers' and TA's and will have also gained a bank of skills to enable them to have a 'Growth Mindset' for learning. • Pupils will be able to discuss how to keep themselves mentally healthy as well as physically. • Staff will have attended training and will be able to practise theories and strategies that will help our more vulnerable pupils' access learning at a greater depth. • Develop the children's RE toolkit in order to deal with situations in and outside of school.
C.	Pupils receive the support within school to narrow the gap	<ul style="list-style-type: none"> • The gap between PP and NPP Nationally will narrow so that at least 70% of PP children are working at ARE by the end of the academic year 2019.

	between PP and NPP nationally in all year groups.	<ul style="list-style-type: none"> • Termly assessment by SLT and Teachers via various assessment methods including formal and informal. • SLT and Teachers will have a greater awareness of the PP pupils in their class and hold more accountability for PP outcomes for themselves and as a year group. • PP pupils known to all staff within the year group and across the school. • PP pupils closely monitored for attainment/progress/attendance by class teachers/TLRs and SLT. • Consistent implementation of excellent practice and high expectations across the school, with all teaching to be consistently good. • Highly effective teaching leading to good/outstanding progress of PP pupils. • Increased % of pupils working at or above age related expectations across the school in reading, writing and maths. • PP pupils to make at least 6 steps progress over the academic year from there starting points. • Increased parental engagement, through supporting parents to help their child with their home learning.
D.	Pupils coming into school and are PP have been highlighted that they have weak language levels and restricted vocabulary	<ul style="list-style-type: none"> • and restricted vocabulary • Identified EYFS staff to complete word level language training to be disseminated down to other staff in the phase. • Identified EYFS staff to complete on-going training for oral language interventions. • Training on oral language with Speech and Language for all staff to introduce the 'Launchpad' assessment tool to identify gaps in barriers to language and restricted vocabulary. • Identified staff to lead the 'Launchpad' assessment tool across the school and formal assessment to be measured an assessed.
E.	All pupils eligible for PP will receive support in reading at school and support with comprehension of texts. This support will develop a culture for reading for enjoyment	<ul style="list-style-type: none"> • Improvements in the provision or reading for PP pupils. • Teacher and TA intervention for reading to be consistent across the whole school. • Consistent implementation of excellent practice and high expectations across the school for reading. • Increased % of PP pupils working at ARE or above across the school in reading. • Develop VIPERS style of teaching across the school.
F.	Pupils have personal social and emotional barrier, which inhibits their readiness to learn when coming into school. Pupils carry low aspirations in school and appear less motivated to do well in all subjects – as they enter school into Reception.	<ul style="list-style-type: none"> • Children with additional needs are supported effectively through the school's SEND practice, with recognition of and support for any additional factors that DA children face. The inclusion of a specific teacher to target DA children to raise standards and liaise with the new SENCO
G.	Social, emotional and behavioural problems affecting wellbeing and progress. Improved learning behaviours.	<ul style="list-style-type: none"> • Improvements in the learning behaviours demonstrated by targeted pupil premium children are evident through pupil interviews and reports from class teachers.
H.	Good progress in PSED and RE	<ul style="list-style-type: none"> • Improvements in the overcoming barriers for specific children including reduced incidence of behavioural problems, increased participation in class, reduction in friendship/ social issues, increased social integration.

I.	Improved partnership with parents/carers.	<ul style="list-style-type: none"> • Increased attendance by parents/carers at school meetings and events. Increased parental support for learning at home, e.g. hearing children read.
J.	Improved attendance and punctuality.	<ul style="list-style-type: none"> • Attendance/ punctuality issues diminished. • To further improve attendance rate of disadvantaged pupils from 96.5% to 97% (2018 /19). • Dedicated attendance manager to implement robust system of response to absence.

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	When will you review implementation?
Disadvantaged pupils, who start the year with low attainment to achieve at an accelerated rate of progress in order to reach at least age related expectations.	Continued implementation and development of 'EZMAG' Staff analyse data using whole school tracking system and assessment system to identify gaps in knowledge/skills/understanding of PP children. During pupil progress meeting the development, achievement and progress of all Pupil Premium children will be discussed thoroughly and actions (incl TA led interventions) and impact tracked. Data is monitored half termly and progress of PP group is rigorously analysed. Support parents in helping their child through 'How to' workshops with a focus on reading.	Identification of DA children who are not achieving at least expected progress to be a key priority.	Attendance at Pupil progress and whole staff assessment meetings. Achievement and attainment of PP children is reported to the whole staff and the Governing Body.	RdS/SBut/CH	December 2018 April 2019 July 2019
Continuing improvement of Quality First Teaching	Staff to share expertise to develop quality first teaching across the school with emphasis on; 'Diminishing the Difference' DHT to support NQT and new teacher to the year group Monitoring / lesson observations by SLT with focus on PP children. This will be done through: Work book scrutiny (focus on effective feedback and marking for progress), learning walks, and pupil conferences. Coaching programme for targeted teachers and leaders Pupil Progress meetings. Continued implementation and development of 'Rainbow Grammar' approach. Training for new staff for 'Rainbow Grammar' approach. SLT to deliver booster classes after school targeting PP Pupils in reading, writing and maths in Yr2 and Yr6 Release time for phonic lead to model effective	Ensure that all groups of pupils achieve ARE. Improve teaching to ensure that all children achieve. Target DA children to ensure they achieve and make good or better progress. 2017/18 End of Key Stage data shows a dip in Maths at the end of KS2. Widening of the gap between disadvantaged pupils and non at the end of KS1 at expected and greater depth standards. Widening of the gap between disadvantaged pupils and non at higher	Teaching standards reported to the Headteacher and Governors every term. DHT to be mentored on using a coaching model by SSIO DHT to monitor EBT project. Lesson observations. Data analysis to ensure we diminish the difference across all year groups especially in reading. Maths attitude surveys, analysis and next steps SLE Maths lead to work with school.	RdS/JS/GS	December 2018 April 2019 July 2019

	<p>teaching in phonics Targeted phonics intervention each afternoon in Yr1 and Yr2 Continued training for leaders on developing mastery approaches to teaching and learning in mathematics Implementation of the 'VIPERS' approach to reading across the school. DHT to work with Phase Leaders for EBT (Evidence Based Teaching) research project. SLT monitoring with Phase Leaders to quality assure and up-skill in their judgements of quality first teaching.</p>	<p>level at end of KS2.</p>			
<p>Good progress</p>	<p>Continues CPD – whole staff CPD on maths and reading for greater depth, spelling. Training for TAs on effective intervention. Programme of peer observations and visits to other schools Continue to provide additional Teacher support in the classes with concentration of PP needs Individualised tuition support for DA children after school.</p> <p>Specialist staff training in maths especially reasoning for all stakeholders to address areas for development relevant to disadvantaged pupils and their barriers to learning. This will include INSET on common misconceptions.</p>	<p>2017/18 End of Key Stage data shows a dip in Maths at the end of KS2.</p> <p>Widening of the gap between disadvantaged pupils and non at the end of KS1 at expected and greater depth standards High quality teacher intervention for those children who are DA to ensure support for the class teacher and to ensure DA progress.</p> <p>Small group high quality teacher support has ensured that children have made progress from their starting points. Evidence suggests that this is effective. Positive parental feedback for this extra support.</p>	<p>Robust and regular monitoring and staff appraisals.</p> <p>Pupils make better progress in maths due to improved reasoning skills. Teacher tuition monitored and report to look at progress over 10 week session.</p>	<p>RdS</p>	<p>December 2018 April 2019 July 2019</p>
<p>Improved learning behaviours</p>	<p>DA lead teacher to lead whole school work on learning behaviours, through assemblies and use of house point system. Focus on children's engagement in and responsibility for own learning – self and peer assessment, learning what to do if they are stuck with their work, learning conferences with teachers.</p>	<p>Pupil tracking meetings have highlighted some pupils for whom poor learning behaviours are preventing progress (e.g. children lack independence or are easily distracted). Children make good progress from their starting points but intervention with lead teachers will help support</p>	<p>Ongoing monitoring of school behaviour records.</p> <p>Pupil interviews (as part of ongoing monitoring programme). Observations and drop in visits to observe learning behaviours in the classroom.</p> <p>Head teacher to work with DA children to help develop positive behavioural attitudes.</p>	<p>RdS</p>	<p>December 2018 April 2019 July 2019</p>

Additional needs are supported effectively.	Small groups in writing and Reading – HA, LA and SEN Individualising support at all levels Small group work to extend children’s Reading and maths skills.	Small groups aid learning, especially from quality staff. Ensuring that children can progress at a greater rate.	That children make good or better progress over time. Monitor books – linked to the monitoring timetable. Ensure that children are making progress from their starting point. Ensure that children are making progress at the same rate as other children from the same starting points.	DA Leader	DA Leader reports to HT, who in turn reports to the Governors. During the summer term the DA lead to present at gov meeting full report of progress over the year of all DA children.
Total budgeted cost					£18,600

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	When will you review implementation?
Good progress	Intervention groups with teacher / TA / DA teacher lead aimed at boosting progress.	Continue to address under attainment and boost progress. Intervention will be time limited, more focused and tightly tracked by the DA lead teacher. HLTA to support teacher to ensure that progress is being made.	Track targeted outcomes of intervention groups. Individual planning sheets to track the progress and time allocations for each DA child across school.	RdS	Half Termly
Disadvantaged pupil's emotional needs are met through befriending. Families engage fully with the school.	Disadvantaged pupil's emotional needs are met through befriending. Families engage fully with the school	To continue to support disadvantaged pupils with barriers to learning due to multiple vulnerabilities. Previous support has shown that when the barriers to learning are addressed more pupils are able to be fully engaged in lessons and incidents of disruptive behaviour throughout the school day are reduced in relation to frequency/intensity or duration.	Evaluation data from vulnerable groups. Regular meetings with Pastoral Manager to discuss impact and evaluate further/additional support. Weekly meetings to ensure early identification of children who need support.	RdS	Half Termly
Additional needs supported effectively. Diminishing the difference between Disadvantaged and non-Disadvantaged pupils in Year 6.	Support and monitoring by SENDCO/ PPF lead Support from professionals Continued support for breakfast club for PP child to support transition into school	Multiple barriers faced by some DA children with cumulative effect on progress and/or wellbeing Breakfast club can aid parent in getting child into school on time. Diminishing the difference between Disadvantaged and non-Disadvantaged pupils in Year	Track progress of these children. Enable more children to attend clubs before and after school. To improve the skills, knowledge and understanding as well as confidence with the aim of raising standards and diminishing the difference.	RdS	Half Termly
To ensure we maintain the attainment of Disadvantaged pupils in all year groups.	To support Disadvantaged pupils (at risk of underachievement) through the transition between EYFS and Year 5 by ensuring more pupils settle into the more structured classroom environment earlier in the school year to allow them to make at more than	To improve the skills, knowledge and understanding as well as confidence with the aim of maintaining standards.	Regularly monitoring progress. Discussions with class teachers.	SLT	December 2018 April 2019 July 2019

	expected progress across the curriculum throughout the year				
Good progress in PSED	Continue social skills sessions with small groups/individuals Targeted support by sports coach in lunchtime clubs etc. based on teachers' identification of needs (e.g. boost confidence, social skills, etc.)	Build on success last year. Once trained, use TA for some of this. PE has been a strength both in terms of the rates of participation and the attainment of individuals and teams. We want to trial using PE to break down barriers to learning. Use DA money to fund after school clubs and external providers to develop PE in school – additional to the Sport's Premium.	Feedback from class teachers, observations Teacher rating on targeted area at beginning and end of programme.	RdS	Half Termly
Accelerated progress in maths, reading and writing leading to increased attainment.	To increase learning time to allow Disadvantaged year 6 pupils including HA to revise for SATs tests through Saturday School and Easter School.	End of KS1 and KS2 2017/18 data highlights this. To improve the skills, knowledge and understanding as well as confidence with the aim of raising standards and diminishing the difference.	Test/knowledge analysis Regularly monitoring progress.	SLT	July 2019
Total budgeted cost					£12400
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	When will you review implementation?
To enhance a love of maths especially pupils who do not have access to maths resources.	Maths packs to ignite the love of number.	2017/18 End of Key Stage data shows a dip in Maths at the end of KS2. Widening of the gap between disadvantaged pupils and non at the end of KS1 at expected and greater depth standards. Widening of the gap between disadvantaged pupils and non at higher level at end of KS2.	Data analysis to ensure we diminish the difference across all year groups especially in reading. Reading attitude surveys, analysis and next steps.	SLT	July 2019
Improved partnerships with parents and carers Improved attendance / punctuality	Liaison with parents/carers by SENDCO/PPF lead. Whole school approach to developing communication with	School attendance hovers around 96.8%, with some individual attendance/punctuality issues. Some children would benefit from more support with their learning at home.	Monitor attendance. Informal feedback from parents. Parent survey.	Head	Attendance – half termly. Parent survey – by Nov 2018.

	parents/ carers and promoting better attendance and punctuality through communication and tightening up procedures.	We feel that we could improve our communication and support so that we help parents to help their children and communicate more clearly what we are doing at school.			
More opportunities for Disadvantaged pupils' emotional needs to be met at a time when they may feel most vulnerable	To maximise outdoor opportunities for disadvantaged children at lunchtimes	A negative lunchtime experience can impact on a child for a number of hours – this targeted support can allow pupils to develop emotionally therefore removing any barriers to learning that may otherwise occur.	Pupil Surveys Lunchtime behaviour books.	SLT	Every governor meeting in the HT report.
Total budgeted cost					£2,650

6. Review of expenditure				
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
Good progress	CPD – whole staff CPD on maths and reading for greater depth, spelling. Training for TAs on effective intervention. Programme of peer observations and visits to other schools Continue to provide additional Teacher support in the classes with concentration of PP needs Individualised tuition support for DA children after school.	Teaching good or better across the school. Stable teaching staff and interventions in school. Teachers support DA children and progress across the school has shown progress over time. Children need to make accelerated progress in order to diminish the differences. CPD has been very effective and teaching standards across the school have improved in all areas.	CPD has been effective across school. Teaching is at least good and better. Focus on getting teaching from good to outstanding over the next two years.	£8000
Improved learning behaviours	DA lead teacher to lead whole school work on learning behaviours, through assemblies and use of house point system. Focus on children's engagement in and responsibility for own learning – self and peer assessment, learning what to do if they are stuck with their work, learning conferences with teachers.	Pupil tracking meetings have highlighted some pupils for whom poor learning behaviours are preventing progress (e.g. children lack independence or are easily distracted). Children make good progress from their starting points but intervention with lead teachers will help support	Although the children are making good progress from their starting points, not enough children are making accelerated progress and attaining GD levels. Next year we need to look at the proportion of children attaining the higher grade.	£8600
Additional needs are supported effectively.	Small groups in writing and Reading – HA, LA and SEN	That children make good or better progress over time. Monitor books - linked to the monitoring timetable. Ensure	SEN children are making good progress overtime as evidenced. A greater proportion of children need to attain ARE from the SEN	£1000

	Individualising support at all levels Small group work to extend children's Reading and maths skills.	that children are making progress from their starting point. Ensure that children are making progress at the same rate as other children from the same starting points	cohort.	
--	--	--	---------	--

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
Good progress	Intervention groups with teacher / TA / DA teacher lead aimed at boosting progress.	Track targeted outcomes of intervention groups. Individual planning sheets to track the progress and time allocations for each DA child across school.	Good progress is maintained across the school. Accurate assessment systems enable the school accurately predict the KS1 results. Assessment systems have been updated - a greater proportion of GD attainment is needed.	£500
Additional needs supported effectively	Support and monitoring by SENDCO/ PPF lead Support from professionals Continued support for breakfast club for PP child to support transition into school	Multiple barriers faced by some DA children with cumulative effect on progress and/or wellbeing Breakfast club can aid parent in getting child into school on time.	Breakfast club well attended.	£1500
Good progress in PSED	Thrive / social skills sessions with small groups/individuals Targeted support by sports coach in lunchtime clubs etc. based on teachers' identification of needs (e.g. boost confidence, social skills, etc.)	Use DA money to fund after school clubs and external providers to develop PE in school – additional to the Sport's Premium.	Continue to use Sports Premium money to support the children with after schools provision.	£2000
iii. Other approaches				
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
Improved partnerships with parents and carers Improved attendance /	Liaison with parents/carers by SENDCO/PPF lead. Whole school	School attendance hovers around 96.8%, with some individual attendance/ punctuality issues. Some children would benefit from more support with their learning at home.	Children have a good start to the school day with a healthy breakfast (Discussion / Observations) Children take part in a range of	£2000

punctuality	approach to developing communication with parents/ carers and promoting better attendance and punctuality through communication and tightening up procedures.		enrichment activities (Discussion, Observations, Attendance register) FSM attendance improved.	
Total				£26600

7. Additional detail

The school's evaluation of its own performance is rigorous. Tracking of progress over time for each pupil is thorough, and so we can quickly identify any dips and develop sensible strategies and interventions to promote improvement.

- A wide range of data is used – achievement data, pupils' work, observations, learning walks, case studies, and staff, parent and pupil voice
- Assessment Data is collected half termly so that the impact of interventions can be monitored regularly
- Assessments are closely moderated to ensure they are accurate
- Teaching staff and support staff attend and contribute to pupil progress meetings each term and the identification of children is reviewed
- Regular feedback about performance is given to children and parents
- Interventions are adapted or changed if they are not working
- Case studies are used to evaluate the impact of pastoral interventions, such as on attendance and behaviour
- A designated member of the SLT maintains an overview of pupil premium spending
- A governor is given responsibility for pupil premium

We have use ASP, KS2 KS1, Phonics, EYFS and performance handbooks (Local education authority data summary), Arbour and DAISI as well as whole school data (using Target Tracker) to evaluate impact in terms of attainment and progress.