

Holy Cross Primary Catholic Voluntary Academy Pupil Premium Grant Expenditure 2016/2017 Proposal

Context of Holy Cross Primary Catholic Voluntary Academy

Holy Cross Primary Catholic Voluntary Academy School is a single form entry school for all Key Stages. Where possible we have been able to exceed our PAN numbers due to accommodation size. The local providers for early years enter our school at Reception (F2).

We have high aspirations and ambitions for our children and we believe that no child should be left behind. We strongly believe that it is not about where you come from but your passion and thirst for knowledge, and your dedication and commitment to learning that make the difference between success and failure, and we are determined to ensure that our children are given every chance to realise their full potential. Pupil premium funding represents a significant proportion of our budget and we are committed to ensuring it is spent to maximum effect.

Objectives of Pupil Premium Spending

When making decisions about using pupil premium funding it is important to consider the context of the school and the subsequent challenges faced. Common barriers for FSM children can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties, and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

Our key objective in using the Pupil Premium Grant is to narrow the gap between pupil groups. As a school we have a good track record of ensuring that pupils make good progress over the last three, but historically levels of attainment have been lower for FSM (eligible for free school meals) – this is also a national trend. We have recently been working hard to target Reading. Through targeted interventions we are working to eliminate barriers to learning and progress. For children who start school with low attainment on entry, our aim is to ensure that they make accelerated progress in order to reach age related expectations + as they move through the school.

Key Principles

Building Belief

We will provide a culture where:

- staff believe in ALL children
- there are “no excuses” made for underperformance
- staff adopt a “solution-focused” approach to overcoming barriers
- each child is targeted to enable them to develop further and to their potential
- staff support children to develop “growth” mindsets towards learning

Analysing Data

We will ensure that:

- All staff are involved in the analysis of data so that they are fully aware of strengths and weaknesses across the school
- We use DFE data from Raise-Online to support us in determining the strategies that will be most effective.
- Tracking systems in school ensure that rigorous monitoring takes place to help support our children.

Identification of Pupils

We will ensure that:

- ALL teaching staff and support staff are involved in analysis of data and identification of pupils
- ALL staff are aware of who pupil premium and vulnerable children are
- ALL pupil premium children benefit from the funding, not just those who are underperforming
- Underachievement at all levels is targeted (not just lower attaining pupils)
- Children's individual needs are considered carefully so that we provide support for those children who could be doing "even better if...."

Improving Day to Day Teaching

We will continue to ensure that all children across the school receive good teaching, with increasing percentages of outstanding teaching achieved by using our team leaders to:

- Set high expectations
- Address any within-school variance
- Ensure consistent implementation of the non-negotiables, e.g. marking and guided reading
- Share good practice within the school and draw on external expertise
- Provide high quality CPD
- Improve assessment through joint levelling and moderation

Increasing learning time

We will maximise the time children have to "catch up" through:

- Improving attendance and punctuality
- Providing earlier intervention (KS1 and EYFS)
- Extended learning out of school hours
 - Early mornings and after school
 - Possibly during the holidays (feasibility study to be completed first)

Individualising support

"There's no stigma attached to being in an intervention in this school. Everyone needs something, whatever that might be, and so they're all getting something somewhere."

We will ensure that the additional support we provide is effective by:

- Looking at the individual needs of each child and identifying their barriers to learning
- Ensuring additional support staff and class teachers communicate regularly
- Using team leaders to provide high quality interventions across their phases
- Matching the skills of the support staff to the interventions they provide
- Working with other agencies to bring in additional expertise
 - Volunteer readers – possibility of training literacy volunteers
 - Parent Volunteers
 - School Home Support
- Providing extensive support for parents
 - to develop their own skills
 - to support their children's learning within the curriculum
 - to manage in times of crisis
- Tailoring interventions to the needs of the child (e.g. Targeted maths revision sessions in the afternoons for children who struggle in the main lesson)

- Recognising and building on children’s strengths to further boost confidence (e.g. filming to develop speaking and listening skills).

Going the Extra Mile

In our determination to ensure that ALL children succeed we recognise the need for and are committed to providing completely individualised interventions for set periods of time to support children in times of crisis.

Funding Priorities

This year our aim is to further increase the percentage of good to outstanding teaching across the school through our “Team Leader Model”. We also want to raise standards in reading, by enthusing children to become avid readers and will develop ECAR strategies adopted through training in order to extend reading resources and focus on improving home reading.

In addition we are adopting a new whole school approach to supporting children in developing their skills as writers and will be focus on developing children’s speaking skills to support this through the use of ICT – film making, web conferencing and podcasting. We want all children to be able to talk confidently about their learning, where they are and what they need to do to improve, so each child will have a mentoring session every term with their class teacher.

We are determined to ensure that the percentage of children working at age related expectations and above increases, especially at KS1 and in the EYFS. To increase parental engagement in learning, we are extending the support on offer for parents, training in the curriculum leaflets and through providing targeted parents’ meetings to support them in helping children at home.

Catholicity

Our Children as RE leaders throughout school will ensure that there are a range of opportunities for children to develop their leadership skills and introduce a system or accreditation for children. By promoting our Catholicity we are able to ensure that all children have high values or themselves and others as we learn through Christ.

The mission of Holy Cross Primary Catholic Voluntary Academy is that of Jesus Christ - to build a teaching and learning community where we show due regard for the development and understanding of the uniqueness and dignity of each person, based on the Gospel values of love, justice, mutual respect, acceptance and forgiveness.

The pupil premium funding will be used to help our children attain and develop in all that they do to ensure that the best is achieved.

Number of pupils and pupil premium grant PPG received	
Total number of pupils on roll (projected 2016/17)	238
Total number of pupils eligible for PPG	24
Amount of PPG received per pupil	1320
Total amount of PPG received	£31680

Nature of support 2016/2017	
Focus on Learning in the curriculum (LC)	62%
Focus on social, emotional and behaviour (SMSC)	13%
Focus on enrichment beyond the curriculum (EC)	20%
Focus on families/community (F)	5%
Curriculum Focus: Increase % of children working at age related expectations in Reading, Writing and Maths	
Impact of PPG Grant Spending (See end of year evaluation)	

Year Group	Item/Project	Cost	Objective	Outcome
5/6	Boosters HA	£3960	Extending learning opportunities Lunchtime programme of support	Increased attainment in KS2 English and Maths
	Higher Level provision	£500	Drawing in expertise: Extending provision for higher attaining children	Increased attainment at Advanced Beyond standard.
	One to one tuition	£1000	Individualising support at all levels: Target support for children to address misconceptions, gaps and weaknesses	Increased confidence for speech and language Increased attainment in English and maths (assessment data)
	Small Groups in writing and maths - HA, LA and SEN	£2640	Individualising support at all levels; small group work to extend children's writing and maths skills	Increased attainment in writing and maths (Assessment Data) All children show good progress. 3 points over the course of the year from their starting points.
3/4	Small groups in writing and maths - HA, LA and SEN	£2640	Individualising support at all levels Small group work to extend children's writing and maths skills.	Increased attainment in writing and maths (Assessment Data) All children show good progress. 2*1320
	One to one tuition	£2640	Individualising support at all levels: Target support for children to address misconceptions, gaps and weaknesses	Increased confidence for speech and language Increased attainment in English and maths (assessment data)
1/2	Boosters - HA, LA and SEN	£6600	Extending Learning Time: Programme of revision for SATs	Increased attainment in KS1 English and Maths (Assessment Data)
	Small groups phonics, writing and maths - HL, LA and SEN	£1000	Individualising support at all levels: Small group work to extend children's writing and maths skills.	Increased attainment in writing and maths (Assessment Data) All children show good progress.
EYFS	1:1 TA support in EYFS	£2640	Individualising support at all levels:	SEN children settle well and make good progress (Discussion)

			Targeted for targeted children with significant SEN	Observations and Assessment data)
	Tablets	£500 (software)	Extending resources and using ICT to raise attainment: IPad Tablets for EYFS, KS1 and KS2 to support literacy and Numeracy	Increased %of children working at a good level of development in reading, writing and number.
Whole School	Team Leaders		Quality daily teaching and sharing expertise: <ul style="list-style-type: none"> Setting high expectations Developing teachers' practice Ensuring consistent implementation of school initiatives Facilitating sharing good practice Improving quality of assessment Planning for and delivering interventions Covering absence Quality assurance Data analysis Monitoring and evaluation 	Improved quality first teaching <ul style="list-style-type: none"> 100% good or better teaching 30% outstanding teaching Consistent implementation of practice and expectations across school (Lesson observations / Monitoring file) Increased % of children working at or above age related expectations (Assessment Data)
	ICT Development	See ICT acquisition	Improving conditions for learning: New ICT resources created in EYFS, KS1 and KS2 to raise the profile of ICT across the school, enable whole classes to use the ICT, provide children with greater choice of reading, writing and world materials.	Increased attainment across the school
	Inference strategies in school	£600 (CPD)	To raise the attainment of reading across school. To raise the attainment in reading in Key Stage 1 and 2.	ECAR training programme and resources.
	Early Literacy Support	£2640	Taught by a specially trained teaching assistant (supported by the class teacher) in small groups using scripted, structured materials. HLTA to lead.	Interventions in Year 3 and 4
	Intervention programmes Abacus Maths	£930	All PP have access to interactive Maths, Writing and topic based activities. Can access from home - can be used independently- not reliant of parental input. Children gain confidence from accessing interactive activities to match their personal learning targets	Targeted children tracking termly to maintain progress Tasks completed
	Learning mentor	£1000	Prayer and Care Group: Providing additional support for children with a range of needs - emotional, social, behavioural, attendance / punctuality etc.	Barriers to learning are overcome and targeted children make good progress from their starting points.
Whole School	Assertive mentoring sessions Prayer and Care Group	£500	Individualising support at all levels: Termly mentoring sessions providing more effective feedback so that children know where they are and what they need to do to improve.	Children understand clearly what they are trying to learn, and what is expected of them (Discussion, Lesson observations, Mentor files/ profiles) All children progress 2 sublevels+ in KS2 and 3 in KS1 (Assessment Data)
	Ipads for SEN	See ICT provision	Extending resources and using ICT to raise attainment: 1 x Ipads for SEN to support literacy and numeracy	Greater access to planned provision.
	Developing children as	£250	Building Belief and extending life skills:	Children have a range of leadership responsibilities throughout the school Children take responsibility for leading

	leaders - through prayer care group		Extending opps for children to take a lead across the school. Child leaders to develop a portfolio for accreditation.	their own learning and the learning of others. Child leaders achieve leadership accreditation.
	Residential trip school subsidy	£1000	Extending school hours and building belief: Children offered residential place in multi-activity centre	Increase self-confidence Greater independence Better team-working, collaborative Skills
	Targeted Extended School Places linked to DA children	£1000	Overcoming barriers - improving attendance and punctuality: Places provided in Breakfast club and in after school provision.	Children have a good start to the school day with a healthy breakfast (Discussion / Observations) Children take part in a range of enrichment activities (Discussion, Observations, Attendance register)
	Reading club	No Cost	Extending Learning Time: Daily reading club to develop reading skills and foster a love of reading	Children show more positive attitudes to learning Children read more regularly at home Increased attainment in reading (Assessment Data)
	Times table club	No Cost	Extending Learning Time: Daily times tables club to develop mental maths ability	Children are able to recall their times tables quickly and accurately
	Homework clubs	No Cost	Extending Learning Time: Weekly homework sessions to support children in building on work completed in class	Class records show children complete homework regularly
	Film Project	£2000	Pupil Premium film project: Class council to decide what this year's project will entail. develop social awareness and communication skills.	Discussion skills enable children to achieve.
Total:	£34040		Additional support from the budget:	£2360

Impact of Pupil Premium Spending 2015-2016 (Separate Report)

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 will use Raise Online, KS2 KS1, Phonics, EYFS and performance hand (Local education authority data summary) as well as whole school data (using Target Tracker) to evaluate impact in terms of attainment and progress.