

Pupil Premium Strategy Statement 2017 to 2018

1. Summary information					
School					
Academic Year	2017/18	Total PP budget	£26400	Date of most recent PP Review	July 2017
Total number of pupils	220	Number of pupils eligible for PP	20	Date for next internal review of this strategy	Dec 2017

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

9.8% (4) of the pupils in the cohort are eligible for free school meals in the last 6 years (FSM6). Of these 75% (3 pupils) achieved the required standard in Reading, Writing and Maths compared to 64.9% of pupils who are not eligible for FSM6. The FSM6 gap for Holy Cross Catholic Academy is -10.1%. Nottinghamshire's FSM6 gap is 23.5.

7.3% (3) of the pupils in the cohort have a Special Educational Need (SEN). 0% (0 pupils) achieved the required standard in Reading, Writing and Maths compared to 71.1% of pupils with no SEN. The SEN gap for Holy Cross Catholic Academy is 71.1%. Nottinghamshire's SEN gap is 50.5.

9.8% (4) 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 75% (3 pupils) achieved the required standard in Reading, Writing and Maths compared to 64.9% of pupils who are not eligible for FSM6 & CLA. The FSM6 & CLA gap for Holy Cross Catholic Academy is -10.1%. Nottinghamshire's FSM6 & CLA gap is 23.5.

2. Current attainment

End of Key Stage Two	3 Pupils eligible for DA	Pupils not eligible for PP (Ashfield)
% achieving Level Expected in Reading, Writing and Maths	66%	56.7%
% making expected progress from KS1 to KS2 in Reading.	66%	
% making expected progress from KS1 to KS2 in Writing.	66%	
% making expected progress from KS1 to KS2 in Maths.	66%	

3. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.		Some PP premium children have low prior attainment, in some cases resulting from gaps in schooling.
B.		Specific additional needs including those being supported as SEN.
C.		Weaknesses in learning behaviours, e.g. lack of independence or resilience.
D.		Social, emotional and behavioural problems affecting wellbeing and progress.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
E.		Parents/ carers and school not working together effectively enough to overcome barriers.
F.		Absence and lateness.
4. Desired outcomes		Success criteria
A.	Good progress.	All pupil premium children, whatever their prior attainment, make at least expected progress, with some of those whose attainment is below age related expectations diminishing the differences. The use of a high quality teacher to work with pupils who need the most support and to train TA to support pupil's learning.
B.	Additional needs are supported effectively.	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
C.	Improved learning behaviours.	Improvements in the learning behaviours demonstrated by targeted pupil premium children are evident through pupil interviews and reports from class teachers.
D.	Good progress in PSED.	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.
E.	Improved partnership with parents/carers.	Increased attendance by parents/carers at school meetings and events. Increased parental support for learning at home, e.g. hearing children read.
F.	Improved attendance and punctuality.	Attendance/ punctuality issues diminished.

5. Planned expenditure

Academic year

2017/2018

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?
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.	Need to raise expectations for all pupils including of the progress possible. Training and observation of good practice to see how we can implement this. Developing whole class Reading approaches, structured Maths and structured spelling programme have been chosen to tackle under attainment and ensure children's learning is secure and ready to build on. High quality teacher intervention for those children who are DA to ensure support for the class teacher and to ensure DA progress. 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.	Ongoing monitoring programme by subject leaders, head, DA lead teacher SENDCo and governors. Teacher tuition monitored and report to look at progress over 10 week session.	Head	A monitoring report to be produced every term as part of the Head Teacher report. The governors have requested an up to date PPG report to ensure progress and best value for money.
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	Ongoing monitoring of school behaviour records. Pupil interviews (as part of ongoing monitoring programme). Observations and drop in visits to observe learning behaviours in the classroom. Head teacher to work with DA children to help develop positive behavioural attitudes.	Head	Pupil interviews completed and progress evaluated by July 2017. Termly report to governors as part of the HT report.
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					£12,272

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.	Head	Termly review meeting with the DA lead. Report to governors.
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.	Track progress of these children. Enable more children to attend clubs before and after school. DA teacher to meet with parents to look at attendance and attainment.	Head	Termly review meeting with the DA lead. Report to governors.
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.)	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.	Head	Termly review meeting with the DA lead. Report to governors.
Total budgeted cost					£11478
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?
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 2017.

	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.			
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
Improve teaching across school to ensure at least good teaching is in place	CPD	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 	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.	£10000

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
Ensure greater percentage of children achieve ARE by the end the year.	Boosters HA Higher Level provision One to one tuition Small Groups in writing and maths - HA, LA and SEN	Extending learning opportunities Lunchtime programme of support Drawing in expertise: Extending provision for higher attaining children Individualising support at all levels: Target support for children to address misconceptions, gaps and weaknesses Individualising support at all levels; small group work to extend children's writing and maths skills Individualising support at all levels Small group work to extend children's writing and maths skills.	Small group support and after school provision has enabled children to diminish the differences. Individualised support needs to be more focused with a regular teacher/HLTA in order to be more effective. The HLTA monitoring forms have enabled us to track children and target effectively. Maths attainment has risen slightly - more work needed on whole school Reading, primarily linked to inference. DA children showing good progress from their starting points at the beginning of the year. Lessons learned to track from KS1 old levels to new expectations. Greater depth in Reading a focus and writing.	£13880
ECAR strategies in school	CPD	To raise the attainment of reading across school. To raise the attainment in reading in Key Stage 1 and 2.	Attainment raised in KS1 DA children making better progress than non-DA children. Need to ensure that Non-DA children make good progress alongside their peers.	£1000
Early Literacy Support	HLTA	Taught by a specially trained teaching assistant (supported by the class teacher) in small groups using scripted, structured materials. HLTA to lead.	Effective o raise reading standards in KS1 - ned to ensure non-DA children achieve and benefit in KS2.	£2640
Intervention programmes	HLTA/TA	Intensive reading support in the form of a one-to-one programme for children who have been identified as having specific support needs. The main intervention under Wave 3 is 'Reading Recovery' which is aimed at the lowest attaining five per cent of children aged five or six who are struggling to learn to read. We will be using the training gained from this programme in school.	SEN children in KS1 make better progress. DA children making good progress from their starting points.	£2640
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

Improve attendance for FSM as priority.	Targeted Extended School Places linked to DA children	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) FSM attendance improved.	£1000
Ensuring DA children have the same opportunities as non-DA children.	Residential trip school subsidy	Extending school hours and building belief: Children offered residential place in multi-activity centre Increase self-confidence Greater independence Better team-working, collaborative Skills	Children attend and are part of the school	£1000

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 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.