



Holy Cross Catholic Primary School Pupil Premium Spending 2014-2015

"A way has to be found to enable everyone to benefit from the fruits of the earth, and not simply to close the gap between the affluent and those who must be satisfied with the crumbs falling from the table, but above all to satisfy the demands of justice, fairness and respect for every human being." (Pope Francis, June 13)

"The English education system must become one in which a disadvantaged background ceases to be a barrier to a young person's attainment and future participation in a competitive workplace." (DfES Feb 2013)

At Holy Cross, we are committed to raising attainment and closing the achievement gap by investing in best practices that mean this can be realised for all our children.

What makes a difference to Pupil Premium children?

	What did we put in place 2013 – 2014?	What can we do further in 2014-15?
<ul style="list-style-type: none"> Effective feedback on learning 	<p>As part of the whole school development plan, effective feedback is a part of our drive to improve quality first teaching and has been monitored through lesson observations, book scrutinies and pupil conversations. Target cards have been introduced alongside clear learning objectives.</p> <p>Our marking policy was reviewed as a staff to ensure that all children understand how well they have done and what they need to do next.</p> <p>Did it make a difference? In addition to improvement in data, pupil conversations show that children know when they have done well and what they need to do in order to improve further.</p>	<p>Continue to insist on quality first teaching – continue to monitor feedback through books, lesson observations and pupil conversations.</p> <p>Lesson observation guidance for teachers will insist upon effective verbal feedback and marking in books for a good or better grade.</p> <p>Provide further training for our teachers and teaching assistants to raise the quality of teaching even further.</p>
<ul style="list-style-type: none"> Meta-cognition and self-regulation 	<p>As part of the whole school development plan, an INSET (in service training for our teachers) has concentrated on metacognition strategies and the use of target cards for self-challenge and assessment. Pupil conferencing and summative assessment occurs each half term where the children work 1-1 with the teacher to discuss their learning journey and needs for the following term.</p> <p>Did it make a difference? In addition to improvement in data, children are beginning to talk about behaviour for learning and can talk about their own progress and what they need to do next.</p>	<p>We are now beginning to invest in 'learn to learn' practices to help children 'own' their learning journey, which helps to increase motivation and outcomes.</p> <p>Our lesson observation guidance will now include pupil conversations to ensure that children are engaging with their learning.</p> <p>The Head of Learning visits classes regularly, focussing on those children who need it most.</p>
<ul style="list-style-type: none"> Peer tutoring 	<p>This is part of our drive towards Quality First Teaching (QFT). Staff training has looked at how this approach can be embedded in classroom practice and it was also made part of the quality grading guidance used to judge lesson observations and teacher performance.</p> <p>Did it make a difference? In addition to improvement in data, book scrutinies show that peer marking is becoming embedded in classroom practice.</p> <p>Observed lessons have increased to 82% good or better.</p>	<p>Explore opportunities to build in cross phase tutoring.</p>
<ul style="list-style-type: none"> Early intervention 	<p>Teachers assess the children's progress and attainment each half term and met with the Head of Learning and SENCO teacher to ensure that children are, not only keeping up, but continuing to</p>	<p>This is an on-going process that is part of how we work as a school. We will continue to work hard to ensure</p>



	<p>make progress, regardless of how much they are achieving. The staff then work together to ensure that effective interventions are quickly put in place. Where necessary, a small group tutor has been employed on a short term basis to work with our most needy children.</p> <p>Dedicated time is given to discussions of our pupil premium children so that specific attention is given to this group.</p> <p>The SENCo has worked with specific groups as a result of particular highlighted needs. Pupil Premium children made up 20% of these groups.</p> <p>We also recognise the importance of the Early Years Foundation Stage and have improved our practice by ensuring child-led learning and a free flow pedagogy. Recent improvements to our outside area were a part of this.</p> <p>Did it make a difference? Individual case studies show, that timely and effective interventions have had a positive effect on pupil premium outcomes.</p>	<p>excellence and equality on our provision.</p>
<ul style="list-style-type: none"> ICT 	<p>IPads were purchased towards the end of the year and the positive effect on the children's motivation is clear to see.</p> <p>Did it make a difference? We have yet to monitor impact.</p>	<p>Provide netbooks for the lower end of school.</p> <p>Ensure training for teachers and effective ICT is used in lessons.</p>
<ul style="list-style-type: none"> Phonics 	<p>Phonics is now regularly assessed across EYFS and KS1 and is a part of the half-termly PPMs. Software was purchased that would increase the children's engagement and motivation.</p> <p>HofL has worked alongside Y2 in the quality delivery of phonics. Y2 and Y3 teachers have attended courses to improve subject knowledge and the delivery of phonics.</p> <p>Quality reading books that consolidate learning across the Letters and Sounds phases have been purchased.</p> <p>TAs attended an am training session in phonics – led by the Hof L.</p> <p>Did it make a difference? Progress in reading for pupil premium children is now in line with, or better than non-pupil premium children in 71% of classes. (An increase of 21% this year). And in writing, progress for pupil premium children is comparable or has increased slightly, and attainment has increased 26% to 43% of classes. Our Year one phonics screening saw 92% of children achieve age related expectations.</p>	<p>HofL is boosting phonics across Year 4 and is exploring ways of bridging gaps in Year 2 and 3.</p> <p>Further guided reading material could be bought to support phonics across phases 3 – 6.</p> <p>Continue to ensure regular assessment and effective provision for phonics.</p> <p>Ensure new technologies are utilised in phonics, writing and guided reading lessons.</p> <p>We need to continue this positive trend in progress and attainment.</p>
<ul style="list-style-type: none"> Parental involvement 	<p>PSAs (Parent Support Advisors) are committed to building relationships with parents upon entry to Holy Cross. A large percentage of their time is spent working with parents of pupil premium children.</p> <p>Regular courses are held to help parents build social groups as well as improve ways to support their children's learning at home.</p> <p>Our Parent Support Advisors monitor and regulate attendance at school as well as organise Help for Heroes events for our Service families</p> <p>The grant is also used to ensure our school is supported by the Excellence Cluster, specifically through the MAST team which offers support to families and individual children as required. We also worked in partnership with MAST to introduce Person Centred Planning for our most vulnerable children.</p>	<p>We need to continue to be pro-active in supporting our pupil premium parents.</p> <p>Our PSAs are continually seeking ways to involve parents in our school, by organising coffee mornings, to reading courses, such as SPOKES and phonics.</p> <p>Specialist support from learning mentors and educational psychologists will continue to be available for our children.</p>



	<p>Did it make a difference?</p> <p>In addition to the improvement in data, our recent parent questionnaire revealed that 98% of parents would recommend our school to others and 97% felt that the school was approachable and parents feel comfortable asking us questions.</p> <p>We will continue to work with MAST and the Excellence Cluster to monitor how our children at risk are doing.</p>	
<ul style="list-style-type: none"> Raising aspirations 	<p>Funding of trips for low income families.</p> <p>Regular trips to the library and university take place, especially in Year 1 and 2.</p> <p>Our gifted pupil premium children in Year 6 attended maths based activities at the University.</p> <p>Developing the school environment.</p> <p>Regular attendance at school is good for our pupil premium children.</p>	<p>This year, we will continue to help fund extra-curricular activities as well as introduce 1-1 music tuition to support raising aspirations for our pupil premium children.</p>

How many children are in receipt of the Pupil Premium Grant 2014-2015?

Total Pupil Premium – 44 children	48600
-----------------------------------	-------

How is the money spent?

PSA	11496
SEN/Booster support	9544
Excellence Cluster	5040
Pupil Premium Tutor (allocated throughout the year in response to need)	3900
Curriculum Resources (including technology and training for teachers)	18620

What has been the overall impact of interventions in place?

Year	Reading		Writing		Maths	
	% classes where progress for Pupil Premium children is in line with, or exceeds the cohort. (More than 0.5 diff)	% classes where attainment for Pupil Premium children is in line with, or exceeds the cohort (More than 1.5 APS diff).	% classes where progress for Pupil Premium children is in line with, or exceeds the cohort. (More than 0.5 diff)	% classes where attainment for Pupil Premium children is in line with, or exceeds the cohort (More than 1.5 APS diff).	% classes where progress for Pupil Premium children is in line with, or exceeds the cohort. (More than 0.5 diff)	% classes where attainment for Pupil Premium children is in line with, or exceeds the cohort (More than 1.5 APS diff).
2012	17%	17%	17%	17%	67%	50%
2013	50%	33%	67%	17%	50%	17%
2014	71%	28.6%	71%	43%	43%	57%
	Rapidly increasing	Increasing steadily	Rapidly increasing	Increasing	Decreasing	Increasing
So we will...	Ensure the progress gap continues to close so that the percentage of classes where pupil premium children are achieving rises significantly.		Continue whole school initiatives so that this upward trend continues.		Our maths leader has introduced 'Big Maths' in the Summer Term, (which incorporates QFT with regular, instant recall of number facts and calculations). We continue to monitor until this improves significantly.	

We will continue to strive until there is equality in the provision, progress and attainment of our Pupil Premium Children.