



## Holy Cross Catholic Primary School Pupil Premium Spending 2015-2016

*"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. We research best practice in order to ensure our disadvantaged children are able to achieve, in line with or better, than any other pupil in our school. The following best practices have been shown to raise standards for all, so we ensure that we provide extra opportunities targeted directly at our most disadvantaged children.

### What makes a difference to Pupil Premium children?

	What did we put in place 2014-2015?	What can we do further in 2015-2016
<ul style="list-style-type: none"> <li><b>Effective feedback on learning</b></li> </ul>	<p>We continue to insist on <b>high quality teaching</b> – where all groups of children receive personalised learning to ensure they achieve. We monitor this through lesson observations, book and planning scrutinies, learning walks and pupil conversations.</p> <p>Our marking policy has been reviewed as a staff to ensure that all children understand how well they have done and what they need to do next. CPD for teachers has focused on assessment and setting effective next steps for progress. Peer and self-assessment is a regular feature of our teaching in order to develop independence and collaborative skills.</p> <p>An <b>additional teacher</b> was paid for by the pupil premium which provided intervention groups for children at risk of underachieving in the core subjects.</p> <p><b>Did it make a difference?</b> Gaps in attainment continue to close across the school (see table below); pupil conversations show children know what they have done well and what they need to do next; book scrutinies show effective assessment for learning and the gradings of lesson observations has been 100% good or better for the last 2 terms.</p>	<p>Continue to insist on quality first teaching – continue to monitor feedback through books, lesson observations and pupil conversations.</p> <p>Provide will extra <b>Teaching Assistant hours</b> to check in daily with pupil premium children to ensure they are 'keeping up'.</p> <p>Provide additional time so that teaching assistants can provide daily interventions for our pupil premium children in the afternoon to ensure their progress remains on track.</p>
<ul style="list-style-type: none"> <li>Meta-cognition and self-regulation</li> </ul>	<p>As part of the whole school development plan, an INSET (in service training for our teachers) has concentrated on metacognition strategies. 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. Each child completed a one page profile, detailing the goals for their learning as well as a reflection on their interests and strengths as a learner. This was used in the transition to their new class.</p> <p>Pupil conversations became a feature of lesson observations in order to assess the children's engagement with the learning.</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>Pupil Engagement and a pupil voice is a prominent focus this year. During non-pupil days, teachers have explored different ways that children can show what they know and the 5Rs are now spreading into our curriculum.</p>

	<p>We introduced a new approach to home work, now referred to as Home Learning, which encourages the development of the 5 Rs (<b>Resilience, Responsibility, Relation, Reason, Reflection</b>) in order to help the children self-regulate, think about their learning and become involved in the planning and evaluation process.</p> <p><b>Did it make a difference?</b>  <b>In addition to data, children talk naturally about their learning and progress as evidenced in lesson observations, and the parent and child questionnaire. Comments regarding home learning have been positive and have also supported the development of home/school partnerships.</b></p>	<p>The school development plan includes development of the whole school curriculum to ensure the children's voice is part of the planning and assessment process: we want the children to 'own' their learning.</p>
<ul style="list-style-type: none"> <li>Peer tutoring</li> </ul>	<p>This is part of our drive towards High Quality Teaching. 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><b>Did it make a difference?</b>  <b>In addition to improvement in data, book scrutinies and lesson observations show that peer marking and tutoring is becoming embedded in classroom practice.</b></p> <p><b>We believe giving a voice to our children develops an understanding of self-worth and value.</b></p> <p><b>Observed lessons have increased to 100% being judged as good or better.</b></p>	<p>This will continue to be a feature of our teaching.</p> <p>CPD will enable teachers to facilitate the curriculum so that less time is spent teaching and more time is spent learning: this inevitably involves a collaborative approach.</p>
<ul style="list-style-type: none"> <li>Early intervention</li> </ul>	<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 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 <b>small group tutor</b> 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 <b>SENCo</b> has worked with specific groups and teachers 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. Our new foundation unit facilitates the development of the characteristics of effective learning.</p> <p><b>Did it make a difference?</b>  <b>Individual case studies show, that timely and effective interventions continue to have a positive effect on pupil premium outcomes.</b></p>	<p>This is an on-going process that is part of how we work as a school.</p> <p>We will continue to work hard to ensure excellence and equality on our provision.</p> <p>Continue to provide small group tuition for pupil premium children, regardless of their ability to ensure that they continue to reach their potential.</p>
<ul style="list-style-type: none"> <li>ICT</li> </ul>	<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>Training has been provided at Wembury Primary and Apple for teachers to ensure effective delivery of the computing curriculum.</p> <p>Junior Librarian software was purchased to ensure equal access to books and reading.</p>	<p>Develop the use of Junior Librarian so that it becomes an integral part of the curriculum.</p> <p>All ICT resources will be checked and updated where required to ensure children can access the latest technology.</p>

	<p>Facebook and Twitter have also been used extensively to ensure home/school communication is delivered in a mode accessible to all families.</p> <p>eSafety talks were provided for parents to ensure our most vulnerable children are safe online. Safety was also a focus of our Safer Internet Day in February.</p> <p><b>Did it make a difference?</b>  <b>By May 2015, 75% of observed lessons showed an outstanding use of ICT in lessons, compared to 20% the year before.</b>  <b>Children use the library regularly and all children now take home both a reading book and a library book to share and read at home.</b>  <b>Assessment shows the children's knowledge of eSafety increased dramatically.</b></p>	
<ul style="list-style-type: none"> <li>Phonics</li> </ul>	<p>Phonics is now regularly assessed across EYFS and KS1 and is a part of the half-termly PPMs. Software is used to increase the children's engagement and motivation.</p> <p>CPD has been provided for all teachers in phonics, enabling the KS2 teachers to plan effective phonic interventions where necessary.</p> <p><b>Did it make a difference?</b>  <b>Progress in reading for pupil premium children is now in line with, or better than non-pupil premium children in 83% of classes. And in writing, progress for pupil premium children is comparable or has increased slightly, and attainment has increased 43 to 67% of classes.</b>  <b>Our Year one phonics screening saw 91% of children achieve age related expectations.</b></p>	<p>Continue to ensure regular assessment and effective provision for phonics.</p> <p>We need to continue this positive trend in progress and attainment.</p> <p>Ensure good practice in Letters and Sounds is merged with the expectations of Curriculum 2014.</p>
<ul style="list-style-type: none"> <li>Parental involvement</li> </ul>	<p><b>PSAs (Parent Support Advisors)</b> 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 <b>Help for Heroes</b> events for our Service families</p> <p>The premium is also used to ensure our school is supported by the <b>Excellence Cluster</b>, specifically through the MAST team which offers support to families and individual children as required. These have included a Family Support Workers, a drama therapist, a learning mentor and education psychologist.</p> <p><b>Did it make a difference?</b>  <b>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.</b>  <b>We will continue to work with MAST and the Excellence Cluster to monitor how our children at risk are doing.</b></p>	<p>We need to continue to be pro-active in supporting our pupil premium parents.</p> <p>Our PSAs will continue to seek ways to involve parents in our school, by organising coffee mornings and courses, such as SPOKES, cooking and paired reading.</p> <p>Specialist support from learning mentors, and educational psychologists will continue to be available for our children.</p>
<ul style="list-style-type: none"> <li>Raising aspirations</li> </ul>	<p>Funding of trips for low income families.</p> <p>Regular trips to the library and university take place in order to show children the possibilities on offer for their life.</p>	<p>This year, we will continue to help fund extra-curricular activities to support raising aspirations for our pupil premium children.</p>

	<p>Our gifted pupil premium children attended maths, science and english based activities at the University and Bishop Cornish School. Developing the school environment in order to show respect and value.</p> <p>1-1music tuition is provided to teach saxophone.</p> <p>Musical instruments were purchased to ensure children who have mastered an instrument have the opportunity to continue their involvement with the city orchestra.</p> <p><b>Did it make a difference?</b></p> <p><b>Data shows an upward trend in the % of children achieving in line or better than non-pupil premium children. 2 saxophonists play in a city band on a regular basis.</b></p>	
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#### How many children are in receipt of the Pupil Premium Grant 2015-2016?

Total Pupil Premium – 52 children	56200
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#### How is the money spent?

PSA	5173
SEN/Booster support	8991
Excellence Cluster	4918
Pupil Premium Tutor (allocated throughout the year in response to need)	6400
Junior Librarian	2500
Ian Taylor Maths – CPD for Maths Leads	1700
Intervention Teaching Assistants (Afternoons)	3500
Teaching Assistant for Booster support	3831
Additional teacher for Year six booster support	10800
Top up for HMS Heroes garden space	2000
Curriculum Resources (including technology, additional tutors as needed and training for teachers)	6387

#### What has been the overall impact of interventions in place?

**NB. We set our expectations are high. We consider any children who are more than half a term behind in terms of progress and attainment and use this to measure the success of our pupil premium children.**

Year	Reading		Writing		Maths	
	% classes where progress for Pupil Premium children is in line with, or exceeds the cohort. <b>(More than 0.5 diff)</b>	% classes where attainment for Pupil Premium children is in line with, or exceeds the cohort <b>(More than 1.5 APS diff)</b> .	% classes where progress for Pupil Premium children is in line with, or exceeds the cohort. <b>(More than 0.5 diff)</b>	% classes where attainment for Pupil Premium children is in line with, or exceeds the cohort <b>(More than 1.5 APS diff)</b> .	% classes where progress for Pupil Premium children is in line with, or exceeds the cohort. <b>(More than 0.5 diff)</b>	% classes where attainment for Pupil Premium children is in line with, or exceeds the cohort <b>(More than 1.5 APS diff)</b> .
2012	17%	17%	17%	17%	67%	50%
2013	50%	33%	67%	17%	50%	17%
2014	71%	28.6%	71%	43%	43%	57%
2015 bands		67%		67%		67%
	Rapidly increasing	Increasing	Increasing		Although attainment is slowly increasing, progress has taken a dip.	
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). Maths CPD is planned throughout this year to ensure progression and HOT in Maths.	

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