

Pupil premium strategy statement

School overview

Metric	Data
School name	Holy Cross Catholic Primary School
Pupils in school	297
Proportion of disadvantaged pupils	24% (70)
Pupil premium allocation this academic year	£80,410
Academic year or years covered by statement	2020-2021
Publish date	30 th September 2020
Review date	31 st March 2021
Statement authorised by	Finola Gill
Pupil premium lead	Susan Buscombe
Governor leads	Katy Hammond and Jo Burrows

Disadvantaged pupil progress scores for last academic year

Measure	Progress Score	ARE/GD (6 pupils)
Reading	0.99	50% / 17%
Writing	-0.62	50% / 0%
Maths	0.06	50% / 17%

Disadvantaged pupil performance overview for last academic year

Measure	Score
Meeting expected standard at KS2 in RWM	50%
Achieving high standard at KS2 in RWM	0%

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	To narrow the gap in writing for our disadvantaged children so that they perform in line with non-PP pupils in all statutory assessments (GLD, Phonics, KS1 and KS2)
Priority 2	To improve attendance of PP pupils and to reduce the % of persistent absence to less than 10%

Barriers to learning these priorities address	<p>Lack of resilience, mental health issues and poor attitudes to learning.</p> <p>Poor language skills including those on entry.</p> <p>Weaknesses/gaps in knowledge and skills hindering progress.</p> <p>Poor fine motor skills in Year 1</p> <p>Insecure phonic knowledge in Year 1</p>
Projected spending	<p>CPD to improve the teaching of phonics across KS1 (funded through Catch up)</p> <p>CPD to improve the teaching of writing across the school (Talk4Writing)</p> <p>CPD to Quality First Teaching through the implementation of Rosenshine Principles</p> <p>English Lead to participate in Oracy Project to implement across the school</p> <p>Interventions in Phonics, Reading and Maths</p> <p>Writing Conferencing with individual children</p> <p>Release time for teachers to meet with PP lead to discuss progress and plan individual and class provision maps for PP children £1,920</p> <p>Release for training £1000</p> <p>Resources to support QFT £15,449.87</p> <p>Release for English/Maths leads to work with staff, monitor progress and review provision £6,840 (half day per week)</p>
	£25,209.87

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS2 Reading (0.03)	Sept 2021
Progress in Writing	Achieve national average progress scores in KS2 Writing (0.03)	Sept 2021
Progress in Mathematics	Achieve national average progress scores in KS2 Maths (0.03)	Sept 2021
Phonics	Achieve national average progress scores in PST (82%)	Sept 2021
Attendance	Improve attendance of disadvantaged pupils to LA average (95.7%) and reduce rate of persistent absence to below 10%	Sept 2021

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

Targeted academic support for current academic year

Measure	Activity
Priority 1	Supply to release teachers to give targeted intervention to address in-school gaps against non-disadvantaged pupils and against national attainment especially in writing and particularly at the higher standard.
Priority 2	To tailor home learning including resources for PP children who require additional support so that they make accelerated progress.
Priority 3	To provide professional development for teachers and TAs to support individual and group interventions and to develop High Quality Teaching especially in writing (T4Writing, No More Marking)
Barriers to learning these priorities address	Poor oral language skills, phonics and early reading/writing skills; lack of resilience and independence when faced with challenge; lack of resources and limiting home experiences. Weaknesses/gaps in knowledge and skills hindering progress.
Projected spending	Class teachers to work with PP children £7080

	NELI – CPD and TA time to work with children £1,418 Home Learning resources including stationery/art materials £1020 Phonics interventions £3000 Interventions in reading and maths £8,000
	£17,518

Wider strategies for current academic year

Measure	Activity
Priority 1	To provide support for our parents/families in providing consistent parenting routines with regard to home learning, attendance and punctuality.
Priority 2	To provide support for pupils with poor self-regulation skills which impact negatively on their ability to engage with their learning.
Barriers to learning these priorities address	Parental aspirations, poor mental health difficulties/chronic illness; poor attendance; lack of parental engagement with school/learning; poor concentration, resilience and independence
Projected spending	SENDCo support for children/families £15,455 PSA support for children/families £6000 EWO meetings to monitor attendance and address incidences of deteriorating attendance £300 ELSA TA £5,951 CPD (including release time) for staff to support emotional well-being (Meeting emotional needs; TiS, Psychological First Aid, ELSA (3 TAs trained); Supporting well-being of children; Bereavement and Loss; Lead MHWB; Supporting CLA £1943 Learning Mentor and MAST support £2331 Rock Steady Music £200 Drama Experience £150 Breakfast Club subsidies £800 Playtime resources £1000 PSHE Assoc Membership £112.50 £34,242.50

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	The gap has widened for many children due to lockdown and the extended time out of school. Ensuring teaching addresses gaps forensically identified through formal assessments, No More Marking and ongoing formative assessments.	Forensic analysis of gaps based on assessments in Autumn 2020. Pupil Progress meetings to focus on impact of interventions. English Lead/SLT to monitor planning, teaching and assessments.
Targeted support	Providing IT support for home learning when the majority of children are in school. Ensuring interventions are objective-led and addresses specific gaps/key concepts/misconceptions forensically identified through formal assessments, No More Marking and ongoing formative assessments.	Children to have access to IXL and Google Classroom as part of in-school curriculum so that the switch to home learning is seamless. PPM discussions to focus on those key concepts necessary for children to make progress. Interventions to be planned and impact recorded – monitored by SLT. Nurture/ELSA provision to support behaviour and emotional well-being
Wider strategies	Attendance will be adversely affected by numbers of children self-isolating.	School to monitor absences due to COVID-19 separately so as to monitor attendance effectively. Regular meetings of SLT with PSA and EWO Stringent monitoring of engagement and contact during periods of lockdown. Free Breakfast Club places for PP children with poor attendance/punctuality.

Review: last year's aims and outcomes

Aim	Outcome
To narrow the gap in those subjects where PP children did not	With no published results and a shorted school year, comparisons have been made using Spring 2020 teacher assessments.

<p>perform so well in 2019-2020.</p>	<p>In reading in 5 out of twelve classes, there is more than a 10% difference in favour of non-PP. In three classes, the PP pupils did better than the non-PP.</p> <p>In writing, in 7 out of 12 classes, there is more than a 10% difference in favour of non- PP pupils. In three classes, the PP pupils did better than the non-PP.</p> <p>In mathematics, in 9 out of 12 classes, there is more than a 10% difference in favour of non- PP pupils. In one class, the PP pupils did better than the non-PP and in another, both groups attained equally.</p> <p>In Foundation Stage, the PP children have not done as well as Non-PP or as well as last year. However, those who would not have made GLD, made significant progress. These children are well known and were given a lot of individual support</p> <p>Whilst there were no phonic screening tests, we assessed that 67% PP children would have passed. Based on our assessment, 86% would have passed altogether.</p> <p>The gap is not so big over the rest of KS1, but there is a significant gap in lower Key Stage 2 and Year 5 in all subjects.</p> <p>Two KS1 PP children would have made GD.</p> <p>The Year 6 comparisons are within the 10% variance. All are an improvement on the 50% reading and 67% writing and maths achieved in SATs tests last year.</p> <p>Three PP children across KS2 are working at GD.</p> <p>Progress over the Autumn and Spring terms is based on our teacher assessments. <i>Progress over the two terms has been judged on SIMs.</i></p> <p><i>Once again, reading is our strongest area but maths is the weakest for PP progress across the school.</i></p> <p><i>Years 1 and 2 generally made good progress except in maths. Years 4 and 5 have not done well in terms of progress for PP. Year 6 have done very well.</i></p>
<p>Increase attendance of PP children so that they are spending longer at school and in a mindset to learn. Foster a joint approach to improving attendance.</p>	<p>Persistent absence (>10%) remained high for the period Sept – March for PP children at 40%. The whole school figure was 12%. This was in spite a lot of work engaging these parents especially by the PSA. Of these 37, six have left, five experienced prolonged illness and two have experienced family illness. The PSA has sent letters to five families and three families have received penalty notices. One family has had six separate</p>

	<p>meetings with the PSA purely on attendance, two home visits from the EWO as well as support plans. Attendance improved for a time when the children attended Breakfast club, paid by the school.</p>
<p>Attitudes to learning are good and PP pupils develop individual learning strategies. High aspirations and expectations are evident.</p>	<p>Learning behaviours have been a focus across the school and Rosenshine principles introduced. This led to improved engagement by some of the PP pupils.</p> <p>Pre-teaching and precision teaching were deployed extensively by teachers and TAs cross the year - and targeted particular PP children. PPMs focused on the needs of PP children. Notes from these led to further support for PP children.</p> <p>MAST worked with 5 PP children over the course of the year, either weekly sessions with a Learning Mentor or as part of a referral. These sessions gave these children the time, support and space they needed.</p>