Pupil premium strategy statement

Holy Cross Catholic Primary School

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| **1. Summary information**  |
| **School**  | Holy Cross Catholic Primary School  |
| **Academic Year**  | 2018-2019  | **Total PP budget**  | £60,380  | Date of most recent PP Review  |  |
| Total number of pupils  | 210 +32 nursery | Number of pupils eligible for PP  | 30 | Date for next internal review of this strategy  | October 2020 |

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| **2. Current attainment for KS2 May 2019 SATs results** |
| Number of Disadvantaged Pupils: 7 % of cohort: 23% |
|  | Pupils eligible for PP | Pupils not eligible for PP  |
| % achieving Expected+ in reading, writing and maths  |  |  |
| % making expected or above in reading  | 100 | 86 |
| % making expected or above in writing  | 86 | 95 |
| % making expected or above in maths  | 86 | 91 |

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| **3. Barriers to future attainment (for pupils eligible for PP, including high ability)**  |
| **In-school barriers (issues to be addressed in school)**  |
| A.  | Increasing % of children joining School with little or no spoken language |
| B.  | Increasing % of children joining School with social and emotional difficulties |
| C.  | Increasing % of children in School with high level of SEND and/or EAL |

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| **External barriers**  |
| D.  | Lack of opportunities for pupils to have rich life experiences limiting cultural capital |

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| **4. Desired outcomes**  |
|  | Desired outcomes  | Success criteria  |
| A.  |  Increased progress for children’s language acquisition and usage |  Language rich environments, spoken and written word modelled by all staff. |
| B.  |  Children able to draw on strategies to self regulate behaviour and express feelings |  Longer sessions of calm and controlled activities for those in EYFS with identified needs. |
| C.  |  Increased progress and attainment for PP children with SEND |  Improved data for those children. |

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| **5. Planned expenditure**  |
| Academic year 2019 - 2020 | Expected income £44,880 |
| **Use of the pupil premium grant 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?**  |
| Improved % of GD at KS2, especially in writing to enable us to have positive progress in writing. | Quality first teaching.Booster group with HoS. |  Professional expertise. | Monitoring books.Moderation across the school, federation and LA. | SLT and CTs | Termly at pupil progress meetings |
| A deep and enriched curriculum. | High quality CPD for subject leads. | Increased expertise in subject leads will offer  | Monitoring.Federation moderation meetings in all year groups. | Subject leads | Termly |
| GLD to remain above national average but with increased results in listening and attention, understanding and speaking. | Quality first teaching in EYFS and a focus on language. | Children joining with lower starting points. They require intensive support to reach the expected level and beyond. | Monitoring with CT and EYFS lead.Moderation across our federation. | EYFS lead. | Termly at pupil progress meetings |

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| **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**  |
| Improved outcomes for PP children at KS1. | Cross curricular teaching – developing extended writing in RE, Science and Topic work Mixed ability teaching – mastery approach in greater range of subjects.  | Greater understanding of a broad base of knowledge will benefit children’s learning in all areas. | Monitoring by SLT and subject leads through Learning Walks, book looks and pupil conferences.  | SLT  | Termly  |
| Improved GLD for PP children. | Language rich curriculum Speech and Language groups in EYFSAdditional adult support in Nursery | Need for language development due to decreasing levels on entry. | Work with EYFS lead.Monitoring through learning walks and pupil conferencing.  | SLTEYFS Lead  | Termly  |

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| 6. Additional detail |
| As well as the approaches mentioned above, our PP funding is used in the following ways:* PP children are entitled to attend an after school club free of charge
* PP children do not pay for class trips
* PP children only pay a deposit for all residential trips
* PP children in KS2 can learn an instrument for free

In our desire to have equality of opportunity for all children we undertake regular high quality class visits to extend learning outside of the classroom. These are part funded by School. We also pay an annual subscription to Challenge Partners to ensure we have the opportunity to learn from schools across the country and keep ourselves informed of the national picture of education. Our Challenge Partner hub offers many of our leaders the chance to join hub groups to share and extend good practice. Groups include English, Maths, EYFS, Inclusion, Mental Health and Well Being. |