



Pupil Premium Strategy Statement 2016-17

1. Summary Information					
School	Holy Cross and All Saints RC Primary School				
Academic Year	2016-17	Total PP budget	£49,260 - £3500 SLA for LAC and Post LAC pupils = £45,760	Date of most recent PP Review	September 2016
Total number of pupils	254	Number of pupils eligible for PP	46	Date for next Strategy Review	September 2017

2015-16 Outcomes - *Based on the outcomes of 6 children eligible for PP Funding		
Headline Measure	Pupils eligible for PP (your school)	Pupils not eligible for PP (your school)
% Achieving national standard in reading, writing & maths	15%	37%
% Achieving the higher standard in reading, writing and mathematics	0	0
Pupils' progress score in reading	-1.82	-0.24
Pupils' progress score in writing	+1.44	+3.89
Pupils' progress score in mathematics	+0.30	-1.55
Pupils' average scaled score in reading	97.7	102.4
Pupils' average scaled score in mathematics	100.6	101.5

1. Barriers to future attainment	
Internal barriers (issues which require action by the school:	
A	Poor oral language skills in EYFS
B	Middle band learners failing to make sufficient progress in mathematics by the end of KS2
C	General confidence levels and willingness to take risks
External barriers (issues which also require action outside school, such as low attendance rates, low parental engagement, poor home learning.)	
D	Lack of involvement in school by some families
E	Limited cultural and educational experiences beyond the curriculum

2. Outcomes		Success criteria
In-school barriers		
A	Poor oral language skills in EYFS	Disadvantaged pupils to make a good level of progress (as defined by the school) in Communication and Language ELGs.
B	Middle band learners failing to make sufficient progress in mathematics and reading by the end of KS2	Middle band learners to make at least 'good' progress in mathematics and reading (5 steps on CM/ Increased? % on PIRA/ PUMA Score). This is to be measured through teacher assessment on CM and summative assessment data. (PUMA & PUMA)
C	General confidence levels and willingness to access challenging activities.	Pupils to demonstrate increased levels of confidence and are more willing to take risks. This to be measure via a pre and post pupil survey. Lesson observations in Maths when children can self-select independent activities and pupil interviews/ discussions.
External barriers		
D	Lack of involvement in school by some families	Increased parental involvement in learning activities at home. Good attendance at parent workshops/parents evening etc.
E	Limited cultural and educational experiences beyond the curriculum	Pupils to experience a range of diverse additional activities aimed to broaden horizons and inspire future study.

3. Plan including actions, expenditure and review dates 2016-17					
Chosen action/approach	What is the evidence & rationale for this choice?	What will you do and how will you ensure it is implemented well?	Staff Lead	Cost (approx)	Review
A. Half termly support from Speech and language Therapist SLA.	% Of pupils identified to have poor oral and language skills on entry to school increasing.	Blank Level Question Screener for all Nursery and Reception pupils. S & L Intervention Groups led by SLT 1 term and EYFS teacher/ ta following term Investment in training- Narrative therapy groups. Black Sheep Press resources Termly tracking and half termly pupil progress meetings.	Jo. Hilton EYFS leader Speech and Lang Therapist	£5040	Termly
B To provide additional targeted teaching, booster groups, revision groups and other interventions in mathematics and reading	Progress of disadvantaged middle band learners below average in mathematics and reading.	Investment in a team teaching approach in upper key stage 2. Implementation of bar method in Maths EYFS- Y6.Training and resources to support this Maths Tuition groups identified and implemented. Tutor Trust 1:3 Tutor sessions 12 hours for 12 identified pupils currently working below expectation.	R. Talbot (Maths Leader)	£31,345 contribution to salaries, CPD and Learning Resources	Termly

		Reading: Inference training for all staff and intervention groups Y2- Y6 implemented. Y1 FFT (Fisher Family Trust) Intervention groups 3 x weekly session for 3 pupils. Y5 BRP (Better Reading Partners) 5 identified boys to increase reading fluency, stamina and motivation. Investment in resources Y3- 6 class novel 1 per term. Assessment data to be utilised to carefully monitor and track progress. Pupil/mentor meetings to take place to set individual targets and review outcomes.			
C. To utilise the Emotional Friendly School Programme alongside advice from the ED PSYCH Service. Develop whole school Growth Mindset Initiative.	Growing % of disadvantaged learners being identified as having lower confidence levels, reluctant to take risks and access more challenging activities	Access specialist advice and support from the EFS Programme Team. Staff training to be delivered by ED Psych. 2 x staff meetings. EFS Audit carried out and action plan created. PP children to have opportunities to play key roles in the life of the school and feel valued. Y5/ 6 pupils involved in Growth Mindset Training sessions A good range of extra-curricular activities provided. (Before and after school). Challenge activities giving opportunities to try something new eg: ice skating, zorbing...	R. Whittaker (SEND leader) A.Bell	£2,500	On-going

D. Caritas Family Worker to work with individual pupils, staff and parents to try to secure the best outcomes for pupils.	Significant % of disadvantaged pupils identified as having limited support at home.	Ria Heald (Caritas) timetabled to support pupils across the school. Records to be kept outlining nature of support and outcomes. Termly meetings with SMT to monitor impact and plan future actions. Use of ICT and social media to showcase learning and engage parents. Parent workshops, assemblies and open mornings organised to encourage parental engagement.	A.Bell	£4875	Half termly
E. Facilitate and contribute towards the cost of additional cultural or educational experiences beyond the curriculum.	Significant % of disadvantaged children having limited additional opportunities.	Trips and activities designed to extend learning to be funded. (E.g. residential, class trips)	A. Bell	£2000 (Trips)	Termly

4. Termly Review Information

See year group tracking sheets/ Termly summary to GB

5. Attainment of Y6 pupils 2017		
Headline Measure	Pupils eligible for PP (your school) 6/30	Pupils not eligible for PP (your school) 26/30
% Achieving national standard in reading, writing & maths	33%	46%
% Achieving the higher standard in reading, writing and mathematics	0	10%
Pupils' progress score in reading	1.7	-1.4
Pupils' progress score in writing	-0.9	-0.4
Pupils' progress score in mathematics	-3.2	-1.7
Pupils' average scaled score in reading	103	94
Pupils' average scaled score in writing	99	93
Pupils' average scaled score in mathematics	100	94