

# Pupil Premium Strategy Statement 2017-18

| 1. Summary Information |                                             |                                  |         |                               |                |
|------------------------|---------------------------------------------|----------------------------------|---------|-------------------------------|----------------|
| School                 | Holy Cross and All Saints RC Primary School |                                  |         |                               |                |
| Academic Year          | 2017-18                                     | Total PP budget                  | £52,800 | Date of most recent PP Review | September 2017 |
| Total number of pupils | 262                                         | Number of pupils eligible for PP | 40      | Date for next Strategy Review | September 2018 |

| 2016-17 Outcomes - *Based on the outcomes of 6 children eligible for PP Funding |                                              |                                                   |
|---------------------------------------------------------------------------------|----------------------------------------------|---------------------------------------------------|
| Headline Measure                                                                | Pupils eligible for PP<br>(your school) 6/30 | Pupils not eligible for PP<br>(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                                                |

| 1. Barriers to future attainment                                                                                                                       |                                                                      |
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| <b>Internal barriers</b> (issues which require action by the school:                                                                                   |                                                                      |
| A                                                                                                                                                      | Poor oral language skills in EYFS                                    |
| B                                                                                                                                                      | Participation in programme of sports/opportunities to work in teams. |
| C                                                                                                                                                      | General confidence levels and willingness to take risks              |
| <b>External barriers</b> (issues which also require action outside school, such as low attendance rates, low parental engagement, poor home learning.) |                                                                      |

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|----------|------------------------------------------------------------------------------|
| <b>D</b> | Lack of involvement in school by some families                               |
| <b>E</b> | Limited cultural and educational experiences beyond the curriculum           |
| <b>F</b> | Gap between attendance and punctuality of those eligible for FSM and non FSM |

| <b>1. Outcomes</b>        |                                                                                                                                                                                                       | <b>Success criteria</b>                                                                                                                                                                                                                                                                                                                                                                                                        |
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| <b>In-school barriers</b> |                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>A</b>                  | Low language and questioning skills in EYFS                                                                                                                                                           | Disadvantaged pupils to make a good level of progress (as defined by the school) in Communication and Language ELGs.                                                                                                                                                                                                                                                                                                           |
| <b>B</b>                  | Ensuring that all pupil premium children make the necessary progress in order to reach the expected standard at the end of each Key Stage.                                                            | Good progress and attainment above national expectations is achieved for all groups of PP learners regardless of their prior attainment bands                                                                                                                                                                                                                                                                                  |
| <b>C</b>                  | General confidence levels and over reliance on adult support in response to challenge.<br><br>Participation in sport/team events. Lack of involvement in group activities and poor levels of fitness. | Pupils to demonstrate increased levels of confidence and observed to show greater level of independent learning within lessons. Reduction in the reliance of support from adults to have a go at challenging activities.<br>PIRA/PUMA outcomes Y1- Y6<br>Pupils to increase their weekly involvement in physical activity and be provided with opportunities to experience team games/events and where possible; competitions. |
| <b>External barriers</b>  |                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>D</b>                  | Lack of involvement in school by some families                                                                                                                                                        | Increased parental involvement in learning activities at home. Good attendance at parent workshops/parents evening etc.                                                                                                                                                                                                                                                                                                        |
| <b>E</b>                  | 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.                                                                                                                                                                                                                                                                                                              |
| <b>F</b>                  | Gap between attendance of those eligible for FSM and non FSM                                                                                                                                          | To improve attendance levels and punctuality of PP pupils so that they are more closely aligned with the rest of the school.                                                                                                                                                                                                                                                                                                   |

| 2. Plan including actions, expenditure and review dates 2016-17                                                                                |                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                  |                                                                                                                                                                                                             |              |
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| 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       |
| <b>A</b> TALC Assessment/ Implementation of Blank Level groups in EYFS                                                                         | % Of pupils identified to have low oral language & questioning skills on entry to school increasing. | Investment in training.<br>Termly tracking and half termly pupil progress meetings.<br>Investment in resources, intervention and specialist advice.                                                                                                                                                                                                                                                                                                                                                   | J. Hilton<br>SALT                                                | £5040                                                                                                                                                                                                       | Termly       |
| <b>B</b> To provide additional targeted teaching, booster groups, revision groups and other interventions in reading, writing and mathematics. | Continued challenge to ensure pupils reach expected standards in end of key stage assessments.       | Investment in a team teaching approach in year 1 and year 6.<br>Tuition groups identified and implemented.<br>Assessment data to be utilised to carefully monitor and track progress.<br>Aiming Higher meetings to take place to set individual targets and review outcomes.<br>Whole staff training on a termly basis...focussing on quality first teaching and practical 'hands on' approaches to teaching and learning.<br>North West Maths Hub/ St Patricks High RC Teaching School partnerships. | All staff, included phase leaders and core subject coordinators. | £35,285<br>Contribution to KS 2 TA & M2 Y1 teacher salary & additional Y6 teacher salary, Tutor trust for Y5 pupils, 8 x Greater Depth Maths sessions for 5 x Y6 pupils<br>Staff CPD<br>21/12/17 & 30/01/18 | Half- Termly |

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| <p><b>C.</b> To utilise the emotional Friendly School Programme alongside advice from the ED PSYCH Service.</p> <p>To establish a PE strategy to sit alongside the Sports Grant Action plan to target physical activity at PP pupils.</p> | <p>Growing % of disadvantaged learners being identified as having lower confidence levels and being less likely to take risks.</p> | <p>Access specialist advice and support from the EFS Programme Team.<br/>Staff training to be delivered by ED Psych.<br/>Prayer group and other pastoral resources to be utilised.<br/>PP children to have opportunities to play key roles in the life of the school and feel valued.</p>                                                                               | R. Whittaker | £2500 | On-going    |
|                                                                                                                                                                                                                                           | <p>Large proportion of PP children who are inactive and fail to participate in sporting/team activities.</p>                       | <p>A good range of extra-curricular activities provided. (Before and after school).</p>                                                                                                                                                                                                                                                                                 | J. Coupes    | £1000 |             |
| <p><b>D.</b> Caritas Family Worker to work with individual pupils, staff and parents to try to secure the best outcomes for pupils.</p>                                                                                                   | <p>Significant % of disadvantaged pupils identified as having limited support at home.</p>                                         | <p>Ria Heald from Caritas to support pupils across the school.<br/>Records to be kept outlining nature of support and outcomes.<br/>Termly meetings with AB to monitor impact and plan future actions.<br/>Use of ICT and social media to showcase learning and engage parents.<br/>Showcasing events planned into school year (e.g. assemblies, performances etc.)</p> | A. Bell      | £4875 | Half termly |

|                                                                                                                               |                                                                                  |                                                                                                                                                                                                                                            |  |                                     |             |
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| <b>E.</b> Facilitate and contribute towards the cost of additional cultural or educational experiences beyond the curriculum. | Significant % of disadvantaged children having limited additional opportunities. | Facilitate a range of additional learning experiences (art galleries, museums)<br>Trips and activities designed to extend learning to be partly funded. (E.g. residential visits)                                                          |  | £2000 (Trips)<br>£1000 (enrichment) | Termly      |
| <b>F.</b> EWO to work with individual pupils, staff and parents to try to secure the best outcomes for pupils.                | Persistent gap between attendance of those eligible for FSM and non FSM.         | Close monitoring of attendance figures and rigorous record keeping.<br>Letters to update parents of attendance figures that fall below target.<br>Meetings with parents.<br>Build on the SLA with EWO.<br>Involvement of outside agencies. |  | £1100                               | Fortnightly |

#### **Outcomes (to be completed September 2018)**

| <b>3. KS2 Attainment of pupils 2018</b>                             |                                    |                                         |
|---------------------------------------------------------------------|------------------------------------|-----------------------------------------|
| Headline Measure                                                    | Pupils eligible for PP<br>7 pupils | Pupils not eligible for PP<br>23 pupils |
| % Achieving national standard in reading, writing & maths           | 43%                                | 70%                                     |
| % Achieving the higher standard in reading, writing and mathematics | 0                                  | 0                                       |
| % Achieving national standard in reading                            | 43%                                | 78%                                     |
| % Achieving the higher standard in reading                          | 14%                                | 30%                                     |
| % Achieving national standard in writing                            | 43%                                | 78%                                     |
| % Achieving the higher standard in writing                          | 0                                  | 17%                                     |
| % Achieving the national standard in maths                          | 71%                                | 83%                                     |
| % Achieving the higher standard in maths                            | 14%                                | 17%                                     |
| % Achieving the national standard in GPS                            | 86%                                | 87%                                     |
| % Achieving the higher standard in GPS                              | 0                                  | 35%                                     |

| <b><u>Attainment of Reception Children in 2018</u></b> | Pupils eligible for PP<br>(7 pupils) | Pupils not eligible for PP<br>(38 pupils) |
|--------------------------------------------------------|--------------------------------------|-------------------------------------------|
| GLD                                                    | 71%                                  | 79%                                       |

| <b><u>Phonics Screening</u></b>                | Pupils eligible for PP<br>(8 pupils) | Pupils not eligible for PP<br>(37 pupils) |
|------------------------------------------------|--------------------------------------|-------------------------------------------|
| Year 1                                         | 75%                                  | 89%                                       |
| <b><u>Year 2 – Key Stage 1 Assessments</u></b> | Pupils eligible for PP<br>(8 pupils) | Pupils not eligible for PP<br>(22 pupils) |
| % achieving Reading standard                   | 63%                                  | 82%                                       |
| % achieving Writing standard                   | 63%                                  | 82%                                       |
| % achieving Maths standard                     | 63%                                  | 82%                                       |
| % achieving Read, Write and Maths standard     | 63%                                  | 82%                                       |