

Pupil premium strategy statement

School overview

Metric	Data
School name	Holy Cross and All Saints RC Primary School
Pupils in school	295
Proportion of disadvantaged pupils	21.8%
Pupil premium allocation this academic year	£70,600
Academic year or years covered by statement	2019- 2021
Publish date	November 2019
Review date	November 2020
Statement authorised by	Mrs A. Bell
Pupil premium lead	Miss C. Euston
Governor lead	Mr E. Connolly

Disadvantaged pupil progress scores for last academic year (11 disadvantaged pupils)

Measure	Score (other pupils)
Reading	-1.9 (0)
Writing	-3.9 (-0.8)
Maths	-0.4 (-0.9)

Disadvantaged pupil performance overview for last academic year

Measure	Score
Meeting expected standard in R/W/M at KS2	27%
Achieving high standard in R/W/M at KS2	0%
Meeting expected standard in R at KS2	36%
Meeting expected standard in W at KS2	45%
Meeting expected standard in M at KS2	73%
Achieving phonics standard at the end of Y1	82%
Achieving phonics standard at the end of Y2	80%

Strategy aims for disadvantaged pupils

Target Measure 2020	Score
Meeting expected standard at KS2	5/8 pupils 63%
Achieving high standard at KS2	2/8 pupils 25%

Teaching priorities for current academic year- disadvantaged pupils

Aim	Target	Target date
Progress in Reading	Improve progress scores in KS2 Reading (0)	Sept 21
Progress in Writing	Improve progress scores in KS2 Writing (0)	Sept 21
Progress in Mathematics	Improve progress scores in KS2 Maths (0)	Sept 21
Phonics	Achieve national average expected standard at the end of Year 2 (92%)	Sept 21
Attendance	Improve attendance of disadvantaged pupils to LA average	Sept 21

Targeted academic support for current academic year

Measure	Activity
Priority 1	To provide additional targeted teaching, booster groups, revision groups and other interventions in reading, writing and mathematics. To ensure appropriate starting points in learning and challenge within every lesson. - Purchase and use online learning resources. Teach My Monster to read App. Subscription to Spelling and Maths Shed and Times Tables Rockstars to support homework. -Flexible approach to timetabling to facilitate short interventions across year groups recorded on Provision Maps. -Continue to ensure individual learning is targeted using Success Criteria each lesson. -Booster groups identified and implemented Y6 -Assessment data to be utilised to carefully monitor and track progress. Action Plans reviewed termly. -Aiming Higher meetings with pupils to take place to set individual targets and review outcomes.

Barriers to learning these priorities address	Maintaining progress rates at least in relation of prior attainment band. Parental support to support learning- focus on home reading EAL pupils exposure to varied vocabulary impacting on understanding and comprehension in reading Attendance and punctuality of pupil premium pupils
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Measure	Activity
Priority 2	
Barriers to learning these priorities address	Maintaining progress rates. Lack of parental support to support learning- focus on home reading EAL pupils exposure to varied vocabulary impacting on understanding and comprehension in reading Attendance and punctuality of pupil premium pupils

Measure	Activity
Priority 3	
Barriers to learning these priorities address	Maintaining progress rates. Lack of parental support to support learning- focus on home reading EAL pupils exposure to varied vocabulary impacting on understanding and comprehension in reading Attendance and punctuality of pupil premium pupils

Wider strategies for current academic year

Measure	Activity
Priority 1	EWO to work with individual pupils, staff and parents to try to secure the best outcomes for pupils. Close monitoring of attendance figures and rigorous record keeping. Termly reporting to Curriculum, Pupils and admission Committee. Letters to update parents of attendance figures that fall below target.

	Meetings with parents. Attendance panel/ parental contracts/ Fines Involvement of outside agencies- Early Help assessment/ Family Workers
Priority 2	Facilitate and contribute towards the cost of additional cultural or educational experiences -Extra-curricular trips and visitors planned for each class throughout the year -Before and after school clubs provided. - TA to provide daily dinner time sports clubs - Increase opportunities to attend organise competitive sports events. -Lledr Hall residential booked for July for all Year 6 children -Opportunity for all children to see a pantomime in January. -Whole school trip to Chester Zoo Jan 2020 relating to Science and Art Curriculum.
Priority 3	Provide opportunities for parents to create and further develop links between home and school. -Meetings held for parents, e.g. SATs Meeting, Phonics workshop, Maths workshop, Reading Breakfast etc. These will provide opportunities to ask questions and develop strategies to be used at home. -Showcasing of events and achievements through social media and further opportunities to share and link with parents. -Parents Evenings
Barriers to learning these priorities address	Engagement and commitment to improve attendance rates from vulnerable families. Gap between attendance and punctuality of those eligible for FSM and non FSM. Attendance at parents evening and workshops from targeted families who have children identified as having limited support at home- particularly in home/ school reading.

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development	- Staff meeting time allocated and INSET days linked to school improvement priorities. - Cluster subject leads to share expertise and lead initiatives across cluster schools.
Targeted support	Time tabling for interventions to support small groups	- Two class teachers and full time TA for Year 6 to facilitate smaller group teaching. - TA timetabling and inclusion of apprentice TAs on provision maps
Wider strategies	Engaging the families facing most challenges	- Work with Early Help Support and Schools Coordinator - Procurement of Art therapist placement - SLA with Caritas for weekly visit from school social/ family worker

Review: aims and outcomes

Aim	Outcome