



Holy Cross Primary School

Pupil Premium Report 2017/18

Number of pupils and PP grant received	
Total number of pupils on roll	234
Total number of pupils eligible for PPG	88
Total amount of PP grant received	£115,878
Nature of support	Amount
1. Inclusion support- including family learning.	£29,603
2. Teaching assistants to deliver targeted interventions for PP children	£55,420
3. SEN Coordinator time	£3,145
4. Lunchtime support for behaviour and inclusion	£4,568
5. Trips (subsidies)	£9,582
6. Clubs and staffing	£8,560
7. Reading recovery teaching and resources	£5,152
	<u>Total spend: £116,030</u>

EYFS and Key Stage results 2018 (% for pupils eligible for the PP in brackets)

Data taken from DfE ASP

EYFS (2018)

% of eligible pupils achieving GLD **41%** (17%)

KS1 (2018)

% of eligible pupils passing the phonics test in Y1 **61%** (48%)

% of eligible pupils achieving the expected outcomes or better in Reading **38%** (38%)

% of eligible pupils achieving the expected outcomes or better in Writing **38%** (31%)

% of eligible pupils achieving the expected outcomes or better in Maths **51%** (54%)

KS2 (2018)

% of eligible pupils achieving the expected outcomes in Reading **73%** (67%)

% of eligible pupils achieving the expected outcomes in Writing **50%** (33%)

% of eligible pupils achieving the expected outcomes in Maths **62%** (60%)

Notes on above data

The gap between pupil premium children and others is significant in EYFS and Year 1, although they do make rapid progress from very low starting points. By the time the children get to the end of Key Stage 1 this gap is reduced so that PP children are in line with non-PP children in reading and mathematics. Their attainment in writing is still a little below that of their peers.

By the end of Key Stage 2, the gap between PP and non-PP children is evident in writing.

Main Barriers to educational achievement faced by eligible pupils.

- The main barriers to learning are: communication, language and literacy, and emotional well-being.
- Children enter school with speaking, listening and attention skills which are well-below average.
- Foundation Stage baseline data, on average, puts pupils two years behind age-related expectations.
 - Families of eligible pupils benefit from sessions in school, such as family learning, to enable them to support with their child's education at home.
 - A significant proportion of eligible pupils require social and emotional support.
 - A significant proportion of eligible pupils have SEND.

Item/Project	Objectives	Impact
Personalised provision e.g 'meet & greet', 1-1 reward time, trackers, etc.	<ul style="list-style-type: none"> ▪ Emotional support ▪ Access to curriculum 	<p>Time spent outside of lessons due to emotional needs reduced significantly.</p> <p>Pupils are calmer and learning behaviours improved.</p>
Ensure children access Quality First Teaching in the classroom	<ul style="list-style-type: none"> ▪ PP children to be in class with peers accessing quality first teaching as much as possible 	<p>Rapid progress made in order to narrow the gap.</p>
Reading Recovery (KS1); Accelerated Reader & reading interventions (KS2)	<ul style="list-style-type: none"> ▪ Small step progress in reading- one to one ▪ Prevent future difficulties in literacy ▪ Secures reading skills to develop independent reading 	<p>KS1</p> <p>44% of PP children without SEN achieved the expected standard in reading by the end of KS1.</p> <p>PP children across KS1 made similar progress in reading as their peers as measured in the school's Target Tracker system.</p> <p>KS2</p> <p>PP children across KS2 made slightly better progress in reading than their peers as measured in the school's Target Tracker system.</p> <p>Y6: 80% of PP children without SEN reached the expected standard in reading.</p>

<p>Better Reading and Writing Partnership</p>	<ul style="list-style-type: none"> ▪ Develop phonic and comprehension skills ▪ Promote engagement and enjoyment of reading and writing ▪ Accelerate progress and close the gap between PP children and their peers. 	<p>More resilience in learners within lessons.</p> <p>See above for outcomes at the end of KS1/2 for PP children in reading.</p> <p>KS1: 44% of PP children without SEN achieved the expected standard in writing by the end of KS1.</p> <p>90% of PP children made good progress by the end of KS1 in writing.</p> <p>KS2: PP children across KS2 made slightly better progress in writing than their peers as measured in the school's Target Tracker system.</p> <p>Y6: 40% of PP children without SEN reached the expected standard in writing.</p>
<p>First Class Number (KS1)</p>	<ul style="list-style-type: none"> ▪ Raise mathematical attainment for PP children ▪ Increase enjoyment and engagement with mathematics 	<p>KS1: 44% of PP children without SEN reached the expected standard in mathematics.</p> <p>KS1: PP children made progress at least in line with their peers in mathematics as measured in the school's Target Tracker system.</p>
<p>Interventions – additional support assistants to deliver sessions including SALT</p>	<ul style="list-style-type: none"> ▪ To improve language used by pupils; weekly 1-1 and small group support 	<p>Children more confident to participate in class discussion and have vocabulary to support verbal and written communication.</p>
<p>Curriculum enrichment- subsidised places on trips.</p>	<ul style="list-style-type: none"> ▪ Enjoyment and engagement with the whole curriculum 	<p>Children given access to a broader range of curriculum experiences. Vocabulary enhanced as a result.</p>
<p>Assisted places in clubs such as breakfast club and employment</p>	<ul style="list-style-type: none"> ▪ Access to clubs which encourage children to develop skills outside of school hours. ▪ An opportunity to 	<p>Pupils' concentration improved in class and general well-being improved.</p>

of staff	improve health/fitness and raise confidence and self-esteem.	
Family Learning Program	<ul style="list-style-type: none"> ▪ Support for parents in all areas of the curriculum and across the school phases 	<p>Regular attendance of up to 15 parents to weekly sessions.</p> <p>Parents are better equipped to support their children with their learning.</p> <p>Feedback shows 100% of parents found the sessions raised their confidence and would attend again.</p>
Uniform	<ul style="list-style-type: none"> ▪ All children have correct uniform 	Enhanced sense of belonging and well-being.

Proposed use of funding 2018/19

- Internal appointment of dedicated PP champion teacher – to co-ordinate interventions and monitor and analyse progress.
- Vouchers to supplement cost of purchasing school uniform to ensure that all children have adequate uniform and to improve self-esteem and well-being.
 - Subsidised school trips and after school clubs including new year 5 residential and the usual Y6 residential to enrich the curriculum and ensure that eligible pupils can participate in the whole school life.
 - Reading interventions including Reading Recovery, Better Reading and Writing Partnership and Accelerated Reader to accelerate progress and attainment.
 - Purchase of ICT software and equipment to support learning and engage pupils.
 - Communication and Language interventions KS1- resources and time for staff to deliver so that high quality interventions accelerate pupil progress and skills.
 - Continued employment of Inclusion Manager- proportion of time dedicated to provide pastoral care to PP children and their families.
 - INSET- for whole teaching staff to support the delivery of interventions and tracking of progress for PP children.
 - Play therapy to support pupils social and emotional needs.
 - Family Learning Project to develop skills so that family members feel confident to support their children's education at home.

Progress will be measured by the SENCO and SLT through careful tracking of interventions as well as analysis of end of Key Stage and in-year data. Timely evaluation of support given to families will ensure that strategies are reviewed for maximum impact.

The pupil premium strategy will next be reviewed in January 2019.