



Pupil Premium Strategy 2019-20 - Self-Evaluation

| 1. Summary information | | | | | |
|------------------------|------------------------------------|----------------------------------|-----------|--------------|-----------|
| School | Holy Cross Catholic Primary School | | | | |
| Academic Year | 2019-20 | Total PP budget | £120,120 | Last review: | July 2020 |
| Total number of pupils | 254 | Number of pupils eligible for PP | 117 (46%) | Next review: | July 2021 |

| 2. a) Current attainment <i>based on KS2 estimated results, 2020 (tests did not take place due to global pandemic)</i> | | | |
|--|--|--|--|
| 40% PP; 30% SEN (50% of PP are SEN; 16% of non-PP are SEN) | | Pupils eligible for PP (12 pupils) | Pupils not eligible for PP (18 pupils) |
| % achieving expected standard or above in reading, writing & mathematics | | 50% | 72% |
| % achieving expected standard or above in reading | | 75% | 94% |
| % achieving expected standard or above in writing | | 58% | 72% |
| % achieving expected standard or above in mathematics | | 50% | 78% |

In terms of progress *(lockdown March to June)*:

- 92% of *pupil premium* children made expected or better progress in reading compared to 83% of *not pupil premium* children.
- Progress in writing was very similar for both groups of children; writing remains an area of focus. The gap between the school and national is reducing, with the school being 'in line' with national average for scaled scores (FFT data).
- 67% of *pupil premium* children made expected or better progress in mathematics compared to 78% of *not pupil premium* children. The gap between the school and national is reducing, with the school being 'in line' with national average for scaled scores (FFT data).

NB For all three subjects, all of the *pupil premium* children who made less than expected progress had additional needs (with the exception of one boy in writing).

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Steps Rate of Progress Report

Y7 - Not Pupil Premium (18 pupils)

| | Well Below | Below | Expected | Above | Well Above |
|-------------|------------|-------|------------|-------|------------|
| Reading | 3 (16.7%) | | 12 (66.7%) | | 3 (16.7%) |
| Writing | 9 (50.0%) | | 8 (44.4%) | | 1 (5.6%) |
| Mathematics | 4 (22.2%) | | 12 (66.7%) | | 2 (11.1%) |

Expected progress is one step per half term

Steps Rate of Progress Report

Y7 - Pupil Premium (12 pupils)

| | Well Below | Below | Expected | Above | Well Above |
|-------------|------------|-------|-----------|-------|------------|
| Reading | 1 (8.3%) | | 7 (58.3%) | | 4 (33.3%) |
| Writing | 6 (50.0%) | | 6 (50.0%) | | |
| Mathematics | 4 (33.3%) | | 7 (58.3%) | | 1 (8.3%) |

Expected progress is one step per half term

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| b) Current attainment (KS1 teacher assessments, 2020) | | |
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| 48% PP; 34% SEN (43% of PP are SEN; 27% of non-PP are SEN) | <i>Pupils eligible for PP (14 pupils)</i> | <i>Pupils not eligible for PP (15 pupils)</i> |
| % achieving expected standard or above in reading, writing & mathematics | 15% | 41% |
| % achieving expected standard or above in reading | 23% | 65% |
| % achieving expected standard or above in writing | 23% | 41% |
| % achieving expected standard or above in mathematics | 38% | 71% |
| | | |
| c) Current attainment (Foundation Stage Profile, 2019) | | |
| 50% PP; 46% SEN (38% of PP are SEN; 38% of non-PP are SEN) | <i>Pupils eligible for PP (13 pupils)</i> | <i>Pupils not eligible for PP (13 pupils)</i> |
| % children achieving GLD¹ | 23% | 46% |
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¹ **Baseline was very low:** at least 90% of all children were *significantly* below ARE on entry

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Steps Rate of Progress Report

Y3 - Pupil Premium (13 pupils)

| | Well Below | Below | Expected | Above | Well Above |
|-------------|------------|-------|-----------|-------|------------|
| Reading | 6 (46.2%) | | 3 (23.1%) | | 4 (30.8%) |
| Writing | 7 (53.8%) | | 4 (30.8%) | | 2 (15.4%) |
| Mathematics | 9 (69.2%) | | 3 (23.1%) | | 1 (7.7%) |

Expected progress is one step per half term

Steps Rate of Progress Report

Y3 - Selected Pupils (15 pupils)

| | Well Below | Below | Expected | Above | Well Above |
|-------------|------------|-------|-----------|-------|------------|
| Reading | 5 (33.3%) | | 7 (46.7%) | | 3 (20.0%) |
| Writing | 6 (40.0%) | | 6 (40.0%) | | 3 (20.0%) |
| Mathematics | 6 (40.0%) | | 7 (46.7%) | | 2 (13.3%) |

Expected progress is one step per half term

In terms of progress (*lockdown March to June*):

- 54% of *pupil premium* children made expected or better progress in reading compared to 67% of *not pupil premium* children.
- 45% of *pupil premium* children made expected or better progress in writing compared to 60% of *not pupil premium* children.
- 31% of *pupil premium* children made expected or better progress in mathematics compared to 60% of *not pupil premium* children. Support for disadvantaged pupils in mathematics is a school priority.

NB The impact of lockdown was more severe on pupil premium children.

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| 3. Barriers to future attainment (for pupils eligible for PP) | |
| Academic barriers (<i>issues to be addressed in school, such as poor oral language skills</i>) | |
| A. | Communication and language - impoverished vocabulary and language acquisition |
| B. | Literacy – reading, specifically comprehension, inference and deduction |
| C. | Literacy – writing (linked to A) |
| D. | Mathematics – poor vocabulary & language skills hinder progress in reasoning and problem-solving |
| Additional barriers (<i>including issues which also require action outside school, such as low attendance rates</i>) | |
| E. | Attendance |
| F. | Social, emotional and mental health needs; low self-esteem and confidence |
| G. | Very low baseline on entry and high percentage of children with SEN (45% of PP children have SEN) |
| 4. Intended outcomes (<i>specific outcomes and how they will be measured</i>) | Success criteria |

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| A. | <p>Improved communication and language skills, and use of vocabulary by all pupils, especially in the earlier years mean that children are better able to access learning in the wider curriculum.</p> <p>In EYFS:</p> <ul style="list-style-type: none">- PP children have made accelerated progress towards GLD. <p>Evidence Measures:</p> <ul style="list-style-type: none">- lesson monitoring and book scrutiny (were relevant);- behaviour records - improved behaviour, increased pupil engagement in learning and progress in Year 1;- <i>Wellcoms</i> data;- EYFS baseline data and outcomes data;- <i>Target Tracker</i> data. | <ul style="list-style-type: none">- <i>Primary Talk Project</i> introduced & teachers and TAs trained, and advice implemented effectively across the school;- KS1 teachers and TAs have attended <i>Talk Boost</i> training;- Early Years approach successfully introduced into Year 1;- <i>Wellcoms</i> data clearly demonstrates accelerated progress towards ARE, and narrowing of gaps in EYFS;- EYFS baseline/outcomes demonstrate accelerated progress for PP children towards GLD. |
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| <p>B.</p> | <p>Progress and attainment in reading has improved across the school:</p> <ul style="list-style-type: none"> - Improved reading scores at end of KS2 – target 85%; - Improved reading scores at end of KS1 – target 60%; - Improved phonics scores in Year 1 – target 70%. <p>Progress of PP children in reading is accelerated, narrowing the gap.</p> <p>Evidence Measures:</p> <ul style="list-style-type: none"> - lesson monitoring and book scrutiny (where relevant); - <i>Accelerated Reader</i> data; - monitoring of <i>Leading Reading in KS2</i> project, including benchmarking data (including by external consultant); - phonics data and lesson monitoring (including by external consultant); - <i>Reading Recovery</i> data; - <i>Target Tracker</i> data. | <ul style="list-style-type: none"> - Targets achieved; - More children achieve their <i>Accelerated Reader</i> points targets in reading (KS2); - Advice from <i>Leading Reading in KS2</i> has been successfully implemented and is used effectively across the school; - Phonics intervention (<i>Nessy</i>) for those children in KS2 who need it, introduced and beginning to have measurable impact (progress data); - <i>Reading Recovery</i> enables targeted children to make accelerated progress towards expected standard; - Children have made accelerated progress from starting points towards age-related expectations (or better, where appropriate) narrowing the gap between PP and non-PP in reading; - Reading book stock enhanced and improved. |
| <p>C.</p> | <p>Progress and attainment in writing has improved across the school:</p> <ul style="list-style-type: none"> - Improved writing scores at end of KS2 – target 70%; - Improved writing scores at end of KS1 – target 50%. <p>Progress of PP children in writing is accelerated, narrowing the gap.</p> <p>Evidence Measures:</p> <ul style="list-style-type: none"> - lesson monitoring and book scrutiny (where relevant); - monitoring of impact of <i>Greater Depth Writing Project</i> (including by external consultant); - <i>Target Tracker</i> data. | <ul style="list-style-type: none"> - Targets achieved; - <i>Talk for Writing</i> is used effectively across the school; - Two KS2 teachers have attended <i>Greater Depth Writing Project</i> and, as a result, quality of teaching and learning in writing is improved; - Children have made accelerated progress from starting points towards age-related expectations (or better, where appropriate) narrowing the gap between PP and non-PP in writing. |

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| <p>D.</p> | <p>Progress and attainment in mathematics has improved across the school:</p> <ul style="list-style-type: none"> - Improved mathematics scores at end of KS2 – target 75%; - Improved mathematics scores at end of KS1 – target 60%. <p>Progress of PP children in mathematics is accelerated, narrowing the gap.</p> <p>Evidence Measures:</p> <ul style="list-style-type: none"> - lesson monitoring and book scrutiny (where relevant); - EYFS baseline data and outcomes data for number; - monitoring <i>Teaching for Mastery Project</i> (including by external consultant); - end of Key Stage data; - <i>Target Tracker</i> data. | <ul style="list-style-type: none"> - Targets achieved; - Two teachers (one KS2, one KS1) have attended training with <i>Teaching for Mastery Project</i> and, as a result, quality of teaching and learning, particularly in reasoning and problem-solving, is improved, as evidenced by lesson monitoring and book scrutiny; - One EYFS teacher has benefited from Mastery in EYFS Maths Hub - advice has been successfully implemented and is used effectively in EYFS; - Children have made accelerated progress from starting points towards age-related expectations (or better, where appropriate) narrowing the gap between PP and non-PP in mathematics. |
| <p>E.</p> | <p>Persistent absence has reduced.</p> <p>Attendance improves across the school in general, so that it is at least 95% overall by the end of the year 2019-20. Evaluation of attendance will be impacted by lockdowns and bubble closures.</p> <p>Evidence Measures:</p> <ul style="list-style-type: none"> - Attendance monitoring data; - Absence records. | <ul style="list-style-type: none"> - New Attendance Officer begins to have impact on monitoring and improving attendance. - Attendance is at least 'in line' with similar schools nationally, and gap between this school and national² in terms of attendance data is closing. |

² Account needs to be taken of the extremely strong correlation between deprivation and attendance (see DfE data on deprivation index)

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| <p>F.</p> | <p><i>Route to Resilience</i> (building character) award achieved – continues to have positive impact:</p> <ul style="list-style-type: none"> - a reduction in anxiety and improved self-confidence, and emotional & mental health; - children are more independent and are better able to cope with setbacks, difficulties and ‘failures’ being more resilient and determined to succeed. <p>Evidence Measures:</p> <ul style="list-style-type: none"> - classroom observations; - improved behaviour for learning (noted in lesson monitoring/learning walks); - feedback from parents, teachers and other staff; - attendance and feedback from Family Learning; - feedback from <i>Play Therapist</i> and <i>Faith in Families (FiF)</i> support worker; - feedback and monitoring evidence from school Inclusion Manager. | <ul style="list-style-type: none"> - new staff trained in <i>Route to Resilience</i> which has been successfully implemented; - existing staff keep up to speed; - vocabulary agreed and shared with all staff, governors, and parents; - parent event held with good attendance and positive feedback; - children are more resilient and confident and are beginning to use associated vocabulary appropriately; - play therapy and FiF support continue to have positive impact with those individuals referred. |
| <p>G.</p> | <p>Early identification of children with SEN means that the correct interventions and support are put in place at an early stage.</p> <p>Support for families before children start school, and in the early years, is in place through a programme of Family Learning (once Covid-19 restrictions allow), increasing the level of parental engagement with the school.</p> <p>Evidence Measures:</p> <ul style="list-style-type: none"> - children with SEN are on the SEN register and receive the identified support; - progress data for children with SEN; - <i>feedback form parents who have attended Family Learning (when allowed again)</i> | <ul style="list-style-type: none"> - <i>enhanced programme of Family Learning offered;</i> - <i>attendance at Family Learning is good and feedback is positive;</i> - parents are better able to support young children with learning at home. |

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| 5. Review of expenditure | | | | |
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| Previous Academic Year | | 2019-20 | | |
| i. Quality of teaching for all | | | | |
| Action | Intended outcome | Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate). | Lessons learned (and whether you will continue with this approach) | Cost |
| 1. Train key staff in <i>Primary Talk & Talk Boost</i> and set up interventions. | See section A above. | <p><i>Primary Talk Award was achieved.</i></p> <p><i>Primary Talk Project</i> has meant greater focus on vocabulary development for all; KS1 teachers and TAs have attended <i>Talk Boost</i> training – introduced summer term – too early to identify impact but it is clear it builds on from Wellcoms used in EYFS;</p> | Build-up assessments for <i>Talk Boost</i> and <i>Primary Talk</i> over time to ensure clear impact data (this was second year of introduction – project on-going). | |

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| <p>2. Introduce EYFS approach in Year 1.</p> | | <p>- Early Years approach has been successfully introduced into Year 1, meaning that a higher percentage of children have made good progress over the year. Behaviour has also been good throughout the year.</p> | <p>EYFS approach has been successful and will continue to be used in Year 1, to support transition from EYFS, and to aid learning and progress. PP children are continuing to catch-up over Year 1.</p> <p>A greater focus on supporting writing and mathematics in Year 1 and through Year 2 to ensure the gap between PP and non-PP children continues to reduce over KS1.</p> <p>Continue with support for reading and phonics interventions, including some 1-1 reading (0.5 TA time).</p> | <p>£2,000</p> <p>£5,966</p> |
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| <p>3i. Ensure rapid progress in EYFS – ensure strong EYFS practice</p> | | <p>- Almost all children make accelerated progress toward GLD; however, in terms of attainment, 23% of PP children achieved GLD compared to 46% of non-PP.</p> <table border="1" data-bbox="622 411 1357 657"> <thead> <tr> <th><i>Progress in Reception</i></th> <th><i>Expected (or above)</i></th> <th><i>Above</i></th> <th><i>Well-above</i></th> </tr> </thead> <tbody> <tr> <td><i>Reading</i></td> <td>88%</td> <td>-</td> <td>68%</td> </tr> <tr> <td><i>Writing</i></td> <td>64%</td> <td>-</td> <td>52%</td> </tr> <tr> <td><i>Numbers</i></td> <td>64%</td> <td>-</td> <td>52%</td> </tr> </tbody> </table> | <i>Progress in Reception</i> | <i>Expected (or above)</i> | <i>Above</i> | <i>Well-above</i> | <i>Reading</i> | 88% | - | 68% | <i>Writing</i> | 64% | - | 52% | <i>Numbers</i> | 64% | - | 52% | <p>Strong teaching in EYFS enables children to make rapid progress from very low starting points.</p> <p>Introduction of helicopter stories had a positive impact on progress and confidence in writing.</p> | |
|---|----------------------------|--|---|----------------------------|---|-----------------------|----------------|-----|-------------------|-----|----------------|-------------------|-----|-----|---|----------------|---|-----|--|--|
| <i>Progress in Reception</i> | <i>Expected (or above)</i> | <i>Above</i> | <i>Well-above</i> | | | | | | | | | | | | | | | | | |
| <i>Reading</i> | 88% | - | 68% | | | | | | | | | | | | | | | | | |
| <i>Writing</i> | 64% | - | 52% | | | | | | | | | | | | | | | | | |
| <i>Numbers</i> | 64% | - | 52% | | | | | | | | | | | | | | | | | |
| <p>3ii. Continue to use Wellcoms assessment and language interventions in EYFS.</p> | | <p>- <i>Wellcoms</i> data clearly demonstrates accelerated progress towards ARE, and narrowing of gaps in EYFS for all children:</p> <table border="1" data-bbox="636 932 1357 1273"> <thead> <tr> <th><i>Wellcoms in Reception (all pupils)</i></th> <th><i>Baseline</i></th> <th><i>End of Reception 2020 (March data)</i></th> </tr> </thead> <tbody> <tr> <td><i>Expected level</i></td> <td>15%</td> <td>26%</td> </tr> <tr> <td><i>Just below</i></td> <td>23%</td> <td>44%</td> </tr> <tr> <td><i>Well below</i></td> <td>62%</td> <td>30%</td> </tr> </tbody> </table> <p>96% of the children made accelerated progress (more than the expected) towards ARE, most from very low starting points. Lockdown meant that the children did not get a full year in school; this had a negative impact.</p> | <i>Wellcoms in Reception (all pupils)</i> | <i>Baseline</i> | <i>End of Reception 2020 (March data)</i> | <i>Expected level</i> | 15% | 26% | <i>Just below</i> | 23% | 44% | <i>Well below</i> | 62% | 30% | <p>Wellcoms assessment gives valuable data regarding children’s starting points in language at baseline, meaning accurate intervention and rapid progress over the year. Continue (0.5 TA time; 0.1 teacher time);</p> <p>Continue with Helicopter stories in EYFS.</p> | <p>£11,158</p> | | | | |
| <i>Wellcoms in Reception (all pupils)</i> | <i>Baseline</i> | <i>End of Reception 2020 (March data)</i> | | | | | | | | | | | | | | | | | | |
| <i>Expected level</i> | 15% | 26% | | | | | | | | | | | | | | | | | | |
| <i>Just below</i> | 23% | 44% | | | | | | | | | | | | | | | | | | |
| <i>Well below</i> | 62% | 30% | | | | | | | | | | | | | | | | | | |

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| 4. Improve reading | See section B above. | <p>See results for reading in section 2 above.</p> <ul style="list-style-type: none"> - Last year, by end of KS2 there was no gap between attainment of PP children and non-PP children in reading (& target achieved); however, in this year being reported, due in part to the pandemic and in part to the higher % of SEN children in the PP group, a gap remains; - In KS1, the gap in reading is -26%. - Year 1 phonics target was not achieved due to disruptions in learning as a result of the pandemic. | <p>Reading books – new RR reading books mean children interest is maintained; good range allows choice. Nessy (phonics game) licenses. Additional reading time and support with reading is needed in KS1 (<i>what lessons can be learned from the Leading Reading in KS2 project that can be applied to KS1?</i>) <i>Closely monitor quality of T&L of reading in KS1 going forward. Need to appoint a RR teacher (haven't had one this year since Christmas, as she left the school).</i> Continue with KTC phonics.</p> | <p>£1,500 £250</p> |
| 5. Improve writing | See section C above | <p>See results for writing in section 2 above.</p> <ul style="list-style-type: none"> - By end of KS2, the PP children did slightly less well than non-PP children (-14%) in terms of attainment in writing; - In KS1, the gap in writing is 18%. | <p>Strong teaching in KS2 enables children to make good progress in writing. Continue with Greater Depth Writing Project – this also strengthened writing at EXS. <i>(What lessons can be learned from the Greater Depth Writing Project in KS2 that can be applied to KS1?).</i> <i>Continue with academic coaching.</i></p> | |
| 6. Improve mathematics | See section D above | <p>See results for mathematics in section 2 above.</p> <ul style="list-style-type: none"> - Last year, by end of KS2, the PP children and non-PP children attained similarly with PP at 63%, non-PP at 69% (& target very nearly achieved); however, in this year being reported, due in part to the pandemic and in part to the higher % of SEN children in the PP group, a gap remains; - In KS1, the gap in mathematics is -33% | <p>Continue with Teaching for Mastery approach – roll out across rest of school. Continue with greater depth booster group in Y6.</p> | |

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| ii. Targeted & other support | | | | |
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| Action | Intended outcome | Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate). | Lessons learned (and whether you will continue with this approach) | Cost |
| Inclusion Support | Emotional regulation & behaviour support, and support with attendance and home issues. | Time spent outside of lessons due to emotional needs reduced significantly. Pupils are calmer and learning behaviours improved. Better attendance. | Continue. This is an essential element of maintaining good behaviour and supporting pupil mental health and well-being. | £21,729 |
| SENCO time <i>Approx. 41% of PP children have SEN</i> | Timely and specific interventions in place. | Better progress for SEN children who are PP (close any gaps). | SEN children make good progress (see SEN review). | £8,725 |
| Additional teaching assistant for targeted interventions | To improve language used by pupils & to improve phonics, reading and writing - weekly 1-1 and small group support. | Children more confident to participate in class discussion and have vocabulary to support verbal and written communication. Improved progress and attainment in reading, writing and phonics (see section 4 above). | Continue. Interventions are reviewed regularly and those which are successful continue – those which aren't cease. | £37,220 |
| Educational Psychologist | Children get EP assessment | EP assessment advice actioned. | Expensive (<i>but LA reduced EP hours allocated to school</i>). Continue dependent on need only. | £3,000 |

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| Play Therapy | Improved mental health. | Children more able to articulate and regulate feelings and emotions and are therefore better able to participate in lessons, so make better progress over time. | Continue. Behaviour, ability to access lessons and therefore progress of children who benefited from play therapy has improved significantly. | £2,986 |
| School Uniform vouchers | Uniform code followed | More children have the correct uniform, look smart and feel included. Improved parental engagement. | Continue. | £2,040 <i>Actual</i> £1,415 |
| SATS revision guides | Improved test technique in Y6. | PP children in Y6 have the revision guides needed for class and homework, meaning they don't lose out. See Y6 data. | Continue. | £350 |
| Trips, visits & clubs subsidies | Enjoyment and engagement with the whole curriculum | Children given access to a broader range of curriculum experiences. Vocabulary enhanced as a result; writing more engaging. Improved parental engagement. | Continue. <i>Pandemic meant fewer trips and visits</i> | £10,274 <i>Actual</i> £2,750 |
| Lunchtime support – <i>Lunch Club</i> | Children supported to play well and make friends | Better mental health and friendships maintained means children quicker to settle to lessons in class and children are more likely to work co-operatively with peers. | Continue. <i>Pandemic caused disruption to club</i> | £1,618 <i>Actual</i> £600 |
| | | | TOTAL | £99,649 |
| | | | <i>Underspend due to pandemic to be carried forward</i> | <i>£20,471</i> |

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| 6. Planned expenditure | | | | | |
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| Academic year | 2020-21 | | | Allocated PP budget | £122,057 |
| The three headings enable you to demonstrate how you plan to use the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies | | | | | |
| i. Quality of teaching for all | | | | | |
| Action | Intended outcome | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
| To further develop access to Reading Recovery type support in KS1 | Outcomes in reading in KS1 increase to 50%+ at EXS | Evidence ⁱ indicates strongly short term impact, and the longer term positive impact of RR on attainment in KS2. | Appoint a teacher to lead RR; ensure training is received Allocate additional TA time to RR | AG | Dec 2020 |
| To further develop use of Accelerated Reader in KS2 | Outcomes in reading in KS2 increase by 10% at EXS and at GDS | School evaluation shows a rapid increase in children's reading ages and abilities since the introduction of AR, and an increased pupil motivation to read. | Refresher training at start of year for all teachers, especially new staff. Dedicated reading time in class. | HG | Dec 2020 |
| To continue to develop use language and vocabulary to enhance communication | Children can communicate effectively, using a wider range of vocabulary | Poor language skills inhibit learning. To continue to roll out the Primary Talk ⁱⁱ project ensuring new staff are up to speed. | Ensure staff training; develop a language and vocabulary rich environment; use of visuals in classrooms. See Action Plan. | HG / ASe | Spring 2021 |

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| To continue with developing the mastery approach ⁱⁱⁱ to teaching mathematics | Outcomes in mathematics in KS2 increase by 10% at EXS and at GDS; in KS1 increase to 60%+ at EXS | Results of first years of the project indicate a positive and steady increase in mathematics results at the school. | Continue to purchase the Maths No Problem workbooks; complete Y2 of the project; cascade staff training especially to new staff; regular monitoring, and evaluation of impact; ensure differentiation is in place; catch-up interventions where needed. | KB / EL | Spring 2021 |
| To continue to develop best practice in EYFS and an EYFS approach In Year 1 | Rapid progress towards the expected standard | School data clearly evidences accelerated progress of children in EYFS from very low starting points. | Continue with training and developing provision and environment. Train new staff, including teaching assistants in planning in the moment and early excellence. Continue with use of Wellcoms language assessments. | CW/ AG | termly |
| Total budgeted cost | | | | | £15,000 |
| ii. Targeted support | | | | | |
| Action | Intended outcome | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
| Wellcoms interventions in EYFS | Rapid progress towards age-expected standard in CLL | Previous years data | Monitoring and evaluation; staff training. | ASc | termly |

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| Teacher led targeted groups in lower KS2 for reading and mathematics | Children 'just below' EXS catch-up to EXS. | Evidence ^{iv} suggests teacher led small group work enhances progress in learning. | Qualified, experienced teacher appointed. Target groups identified by AHT for reading and mathematics. Impact to be monitored half-termly. | HG | termly |
| To support for pupils with SEMH/ safeguarding needs to be fully included in lessons. | SEMH children make rapid progress in learning; good levels of engagement. | In school evidence shows that with the right sort of nurturing support SEMH children can make progress similar to their peers (without nurture support, they can slip back as they miss lessons) | Pupil well-being lead and SEMH teaching assistant in school full-time; FiF one day per week (term 1); 1-1 support and interventions as necessary, e.g. play therapy | GN /RN | half-termly |
| To provide lunchtime support – Lunch Club. | Children supported to play well and make friends | In school evidence shows that supporting developing friendships means children quicker to settle to lessons in class and children are more likely to work co-operatively with peers. | Good environment, resources and staff in place - <i>lockdown restrictions permitting</i> | RN | termly |
| Inclusion Support | Children able to maintain good learning behaviours for increasing amounts of time. | Time spent outside of lessons due to emotional needs reduced significantly. Pupils are calmer and learning behaviours improved. | Regular monitoring e.g. behaviour trackers, etc, and liaison with external agencies. | GN/ RN | termly |

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| SENCO time <i>Approx. 45% of PP children have SEN</i> | PP children with SEN make good progress from starting points. | See SEN external review. | Regular monitoring and review. | ASe /GN | termly |
| Additional teaching assistant for targeted interventions | To improve language used by pupils & to improve phonics, reading and writing - weekly 1-1 and small group support. | Precision teach, and other interventions – in-school analysis indicates these are effective approaches. | Interventions are reviewed regularly and those which are successful continue – those which aren't cease. | ASe /GN | termly |
| EP time for assessments, Play Therapy and so on. | Children get the support they need to enable them to succeed. | Support from such external sources is no longer readily available to schools/families due to budget cuts – therefore PP funds can support such needs for individual children. | Regular monitoring and evaluation | GN/ RN/ ASe | half-termly |
| Forest School provision/ Forest School nurture group | Children's physical and mental well-being is improved and results in improved behaviour for learning in the classroom | Research evidence suggests Forest School has a positive impact on well-being, mental health, self-confidence and problem-solving skills | Pupil surveys, behaviour logs, | SLT | Termly £5,800 |
| Total budgeted cost | | | | | £95,057 |

Holy Cross Catholic School

| iii. Other approaches | | | | | |
|---------------------------------|---|---|--|----------------------|---|
| Action | Intended outcome | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
| School Uniform | Uniform code followed | Success in previous years. PP parent survey indicates they value this support. | Liaise with shop and families. | GN | annually |
| SATS revision guides | Improved test technique in Y6. | PP children in Y6 have the revision guides needed for class and homework, meaning they don't lose out. See Y6 data. | Order books early. | KB | annually |
| Trips, visits & clubs subsidies | Enjoyment and engagement with the whole curriculum. | Success in previous years. PP parent survey indicates they value this support. | Monitor spending. Keep under review. | ER / trip organisers | annually |
| Total budgeted cost | | | | | £12,000 |
| 7. Additional detail | | | | | |
| | | | | | |

Endnotes: Information on Evidence

i The impact of Reading Recovery three years after intervention

Hurry, J; Holliman, A; (2009) The impact of Reading Recovery three years after intervention. Every Child a Reader Trust

Abstract

Reading Recovery is part of the Every Child a Reader strategy to enable children to make a good start in reading. Reading Recovery is well known to have impressive effects in the shorter term, but less is known about its long-term effectiveness. The present study followed up at the end of Year 4: 120 comparison children, 73 children who had received Reading Recovery three years earlier, and 48 children in Reading Recovery schools who had not received Reading Recovery. The children who had received Reading Recovery were achieving an average National Curriculum level of 3b in reading, which indicates being on track for Level 4 at the end of KS2. The comparison children were on average Level 2a in reading, significantly below the Reading Recovery children. Reading Recovery children were significantly less likely than comparison children to be identified as having Special Educational Needs (SEN Code of Practice, 2008) at the end of Year 3. Case studies give a flavour of the children's experience of school at the end of Year 4. Early intervention was greatly appreciated by the children and parents of the Reading Recovery schools, and the lack of early intervention and its negative consequences were remarked upon by those not in Reading Recovery schools.

<http://discovery.ucl.ac.uk/1477923/>

ii Mastery Approach in Mathematics

The Mathematics Mastery programme is a whole-school approach to teaching mathematics that aims to raise attainment for all pupils and close the attainment gap between pupils from low income families and their peers. The programme aims to deepen pupils' understanding of key mathematical concepts. Compared to traditional curricula, fewer topics are covered in more depth and greater emphasis is placed on problem solving and on encouraging mathematical thinking.

<https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/mathematics-mastery-primary/#project-conclusions>

iii What are the benefits of Primary Talk?

Primary Talk can support schools to develop outstanding practice in communication by:

- Developing the spoken language skills that support learning across the curriculum, including reading and writing

- Providing staff with a range of classroom strategies that focus on developing listening and attention skills, vocabulary and the use of visual tools to support spoken language
- Developing pupils' behaviour for learning by helping staff to identify those children whose underlying communication difficulties lead to poor behaviour
- Developing the social aspects of learning – making friends, working in groups, and building relationships.

<https://www.ican.org.uk/>

iv Improving the Effectiveness of Pupil Groups in Classrooms

“Despite teachers’ concerns that group-work might get in the way of coverage of mainstream curriculum areas there was evidence that involvement in SPRinG had positive effects on pupils’ academic progress. At KS1 benefits were seen in reading and mathematics. At KS2 group-work seemed to benefit all types of knowledge in science but especially problem solving and inferential thinking.”

Class versus Group Interaction

“In groups the levels of sustained interaction concerning raising questions, making suggestions and justifying statements with reasons (open dialogue) is higher during group discussions in both English and mathematics but not science. These differences increase as the year progresses. Furthermore, these interactions are more often sustained in group situations.”

<http://www.leeds.ac.uk/educol/documents/189786.pdf>

v Forest School for wellbeing: an environment in which young people can ‘take what they need’

Lucy S E Tiplady & Harriet Menter; Published online: 29 Feb 2020

vi Learning while playing: Children's Forest School experiences in the UK

Janine K. Coates Helena Pimlott-Wilson First published: 24 October 2018

“...mainstream primary schools in England who had recently completed a 6-week Forest School programme. A rigorous phenomenological thematic analysis revealed three inter-related themes: a break from routine; learning through play; collaboration and teamwork. The findings suggest that the blending of Forest School with mainstream settings contributes to children's social, cognitive, emotional and physical skill development through experiential learning using play. These findings are significant because they not only emphasise the values of social constructivist play-pedagogy which underpin Forest School practice, but also highlight the need for primary schools to consider learning outside of the classroom as an effective pedagogy. <https://bera-journals.onlinelibrary.wiley.com/doi/abs/10.1002/berj.3491>