

# Holy Cross Catholic Primary School Pupil Premium Strategy Statement 2019 - 2020



## School Vision and Mission

### Our Vision:

*To enable every child to discover their talents, realise their potential and achieve their dreams by living, laughing and learning together, anchored in the love of Christ.*

### Our Mission:

*We serve the people round us, we care about our earth, we learn and live in grace and peace by putting Jesus first, we find and use our talents, we know we're loved by You, we make our choices first by asking, "What would Jesus do?"*

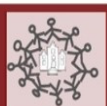
### Our Core Values:

*A Holy Cross Pupil C.A.R.E.S – is Confident, Aspirational, Resilient, Enquiring and Spiritual.*

## Rationale for Pupil Premium Spending

Our key principle is to ensure High Quality Teaching for ALL pupils. In deciding how we allocate our Pupil Premium funding, we follow the DFE Guidance and research on the most effective ways to support the achievement of disadvantaged pupils. We also consider previous successes in improving outcomes for our disadvantaged pupils, and recommendations from the EEF Teaching and Learning Toolkit.

**1. Whole-school ethos of attainment for all:**  
Schools have an ethos of high attainment for all pupils and avoid stereotyping disadvantaged pupils as all facing similar barriers or having less potential to succeed.



**2. Addressing behaviour and attendance:** Schools ensure effective behaviour strategies are in place, respond quickly to poor attendance and provide strong social and emotional support, including through working with families.



**3. High quality teaching for all:**  
Schools emphasise 'quality teaching first' and provide consistently high standards by setting expectations, monitoring performance and sharing best practice.



**4. Meeting individual learning needs:**  
Staff identify each pupil's challenges and interests. They seek the best strategies to help each pupil make the next step in his or her learning. Schools provide individual support for specific learning needs and group support for pupils with similar needs.



**5. Deploying staff effectively:**  
Schools devolve responsibility to frontline staff, use their best teachers to work with pupils who need the most support and train teaching assistants to support pupils' learning.



**6. Data driven and responding to evidence:** Teachers use data to identify pupils' learning needs, review progress every few weeks and address underperformance quickly. They have manageable Assessment for Learning systems, which provide clear feedback for pupils. Schools use evidence to make decisions about their support strategies.



**7. Clear, responsive leadership:**  
Senior leaders set ever higher aspirations and lead by example. They hold all staff accountable for raising attainment, rather than accepting low aspirations and variable performance. They share their thinking and invest in staff training.



## Current Picture for Our Disadvantaged Pupils

At Holy Cross, we recognise the need to raise the profile of our disadvantaged pupils to ensure that they have equal opportunities in all aspects of their education and personal development. We focus on our pupils as individuals, identifying any barriers to their learning, and what we can do to provide effective support to meet their needs.

**DATA ASSESSMENT AND ANALYSIS IMPACTED SIGNIFICANTLY BY THE CORONAVIRUS PANDEMIC. Data sets referenced in this report are based on internal teacher assessments. There are no national data sets available for direct comparison with Holy Cross internal data outcomes.**

Closure of schools in March 2020 through to the end of the summer term (with a limited return in June 2020 for some pupils) has impacted on opportunities for "whole group assessment". Covid risk assessments have significantly impacted on ongoing opportunities for external agency intervention/support such as play therapy, equine therapy, on-site counselling services etc. Additionally, a number of key school activities have been suspended until Govt advice/guidance (re restrictions due to Covid) allow these to be reinstated (visits, residential trips, sports day).

*KS1 data indicates significant gaps in attainment for PP pupils, compared with non-PP pupils. These indicate that there is a need for further testing to validate this data, to inform further support and intervention. Y1 Phonics, 100% of disadvantaged pupils reached the expected standard and the percentage "gap" is +19% for PP pupils achieving expected standard, compared with 81% for non PP pupils.*

<b>Total number of children on roll</b>	<b>197</b>
<b>Total number of children eligible for Pupil Premium funding</b>	<b>27 (13.7% of our school population)</b>
<b>Total number of service children</b>	<b>2</b>
<b>Total Pupil Premium Allocation Received (based on January 2019 census)</b>	<b>£38,200</b>

<b>Allocation of funding</b>	<b>% of income</b>
<b>Teaching and Learning</b>	<b>£26,740</b>
<b>Emotional, social and behavioural support</b>	<b>£9,960</b>
<b>Enrichment</b>	<b>£1,500</b>
<b>Total</b>	<b>£38,200</b>

<b>Pupil Premium Funding</b>
<p><b>Pupil Premium Funding</b></p> <p>The pupil premium is additional funding for schools to raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers. The funding is based on whether a child is eligible for free school meals.</p> <p>The Department of Education will allocate the following amounts for 2019/20:</p> <ul style="list-style-type: none"> <li>- £1,320 per pupil who has been recorded as being entitled to free school meals at any time from reception to Year 6. (Ever 6 FSM)</li> <li>- £2,300 per pupil for Looked after children (LAC) defined in Children Act 1989 as one who is in the care of, or provided with accommodation by, a local authority</li> <li>- £2,300 per pupil for children who have ceased to be looked after by a local authority because of adoption, a special guardianship order, a child arrangements order or a residence order</li> </ul> <p><b>Service Premium</b></p> <p>There is also additional funding for supporting children and young people with parents in the regular armed forces. This is an allocation to offer mainly pastoral support during challenging times and to help mitigate the negative impact on service children of family mobility or parental deployment.</p> <p>Pupils attract the premium if they meet the following criteria:</p> <ul style="list-style-type: none"> <li>- one of their parents is serving in the regular armed forces</li> <li>- they have been registered as a 'service child' in the school census at any point since 2011</li> <li>- one of their parents died while serving in the armed forces and the pupil receives a pension under the Armed Forces Compensation Scheme (AFCS) or the War Pensions Scheme (WPS)</li> </ul> <p>Schools will receive £300 for each eligible pupil.</p> <p>The PP strategy will have a separate section for pupils eligible for Service Premium (where applicable).</p>

Team member	Role
Sophie Collings	Assistant Headteacher
Lucie Banks	English Lead
Kathy Mather	Maths Lead
Vicky Lauchlan	SEND Governor
Samantha Matthias	PP Governor - Chair of Governors from Sept 2019
Timothy Eccles (as required)	Headteacher
Julian Tomlinson (as required) left in Sept 19	Chair of Governors
Rob Woodley-Thompson	Inclusion Lead / SENCO / Lead for Disadvantaged Pupils from July 2020

Current Profile						
Year:	2019 -2020	Number of Pupils eligible for PP	25	Breakdown of PP Pupils		
NoR:	197	Total PP budget	£38,200	FSM/Ever 6	Service	LAC/ previously LAC
Date of Statement	Autumn 2018	Review Date(s)	July 2019	25	2	2

## 2019 – 2020 Data Headlines

Cohort Profile of Disadvantaged Pupils 2019 - 2020					
Year Group	Number and % of disadvantaged pupils eligible for PP	Number of PP pupils on SEN register	Lower Attaining Pupils from EYFS or KS1	Middle Attaining Pupils from EYFS or KS1	Higher Attaining Pupils from EYFS or KS1
Year R	6 (20%)	0	NA	NA	NA
Year 1	4 (16%)	0	3	0	1
Year 2	7 (35%)	3	4	1	2
Year 3	3 (12 %)	0	0	3	0
Year 4	5 (22%)	1	2	3	0
Year 5	2 (7%)	0	0	2	0
Year 6	6 (26%)	1	1	4	1

In 2019 – 2020 of our disadvantaged pupils are also on the SEN Register (15%).

**Attainment KS2 (2020) (6 pupils)**  
 This is based on school data and pupils actually attending at the end of the Summer Term 2020 while school attendance was not compulsory due to COVID-19.

Percentage reaching expected standard	School PP Outcomes	School Non-PP Outcomes	Gap	National Non-PP Outcomes
Reading, Writing & Mathematics combined	67%	71%	-5%	Not available
Reading	67%	76%	-9%	Not available
Writing	67%	71%	-4%	Not available
Mathematics	67%	76%	-9%	Not available

**Attainment KS1 (2020) (7 pupils) (3 of these 7 pupils also have SEND).**  
 This is based on school data and the pupils actually attending at the end of Summer Term 2020 while school attendance was not compulsory due to COVID-19.

Percentage reaching expected standard	School PP Outcomes	School Non-PP Outcomes	Gap	National Non-PP Outcomes
Reading,	43%	61%	-18%	Not available
Writing	43%	54%	-11%	Not available
Mathematics	43%	69%	-26%	Not available

**Attainment Y1 Phonics (2020) (6 pupils)**  
 This is based on school data in Autumn Term 2020 when pupils had returned to school in Y2.

Percentage reaching expected standard	School PP Outcomes	School Non-PP Outcomes	Gap
Cohort 84%	100%	81%	+ 19%

**Attainment EYFS (2020) (6 pupils)**  
 This is based on school data and the pupils actually attending at the end of Summer Term 2020 while school attendance was not compulsory due to COVID-19. (Based on March 2020 assessments)

Percentage on track to reach GLD	School PP Outcomes on Track to achieve GLD (3 PP pupils)	School Non-PP Outcomes	Gap

75% (March 2020)	4% 1/3 pupils (March 2020)	71% (March 2020)	67%
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Attendance		Exclusions	
School: 96.55% (figure at end of autumn term 2019)	Disadvantaged: 96.57%	School: None	Disadvantaged: None

### Holy Cross Improvement Priorities for Disadvantaged Pupils

TEACHING AND LEARNING					
Funding Used For:	Allocation	Summary	Intended Outcomes	Monitoring	Evaluation / Impact
<p>Provision of high quality teaching, learning support and intervention to raise attainment in Maths and English</p> <p>Raising engagement and progress in all other subjects.</p> <p>Specific barriers to learning and needs of PP children with SEN/LAC are clearly identified.</p>	<p><b>£21,140</b></p> <p>(Includes funding for service pupils)</p>	<p>Quality First teaching. Focused LSA support for pupils. Programme of interventions and additional support through 1:1 and small group work. Recruitment of additional LSA support to supplement existing capacity.</p> <p><i>Referrals to further services for targeted support to secure additional guidance where needed. (Please see additional section under Emotional, Social and Behaviour Support for cross-link)</i></p>	<p>To ensure that disadvantaged pupils are offered consistent opportunities to achieve in line with their non-disadvantaged peers (measured nationally).</p> <p>Ensure that PP children with additional needs/SEND are assessed within appropriate timescale and their needs identified with appropriate support and provision in place.</p>	<p>Initial monitoring through half termly reviews. This forms part of the Pupil Progress Meetings scheduled each term.</p> <p>Advice provided is used to shape programmes of support – bespoke differentiated resources and tasks. Needs tracked through a provision map.</p>	<p>SMT Monitoring</p> <p>Attainment levels of disadvantaged in line with, or above ARE.</p> <p>PP/SEND children have bespoke Pastoral Support Plan – used to inform planning, teaching and nature of assessment.</p>

<p>Half termly Pupil Progress meetings, to include: Classroom Teacher English Lead Maths Lead SEN Lead LSA Support Head Teacher</p>	<p><b>Total of £26,740 includes:</b></p> <p><b>Cost of cover for all staff to attend.</b></p> <p><b>2 x £200</b> <b>4 x £230</b></p> <p><b>Total £1320</b></p>	<p>In depth analysis and focus on individual pupils to identify specific barriers to learning and discussion, planning, initiation and review of such intervention and support approaches.</p>	<p>Class teachers are aware of the next steps for individual disadvantaged pupils in their respective classes. Additional LSA support and external agency intervention/resources accessed to help disadvantaged children overcome identified barriers.</p>	<p>SMT report to HT and Governors</p>	<p>Home learning provision established and pupils able to access and build on prior learning.</p>
<p>All groups of children reach level of attainment and make progress in line with their peers.</p> <p>Additional English and Maths tuition and resources to support teaching and learning in English and Mathematics</p>	<p><b>£1,500</b></p>	<p>Pupil Premium children are supported in closing the gap with their peers to increase the number working at or above ARE by the end of the academic year.</p> <p>Pupils to work with LSA/Teacher and HT led sessions in small groups to provide bespoke intervention and support.</p>	<p>PP children are at, or above ARE at end of year assessment point.</p>	<p>Monitoring of teaching and learning by Subject Leads/SMT/Inclusion Lead</p>	<p>SMT Monitoring</p> <p>Pupil Passports introduced to identify and measure impact over time.</p>
<p>Staff additional training/meeting time to discuss and implement work packs for disadvantaged pupils for whom parents had opted for home learning.</p>	<p><b>Total of £26,740 includes:</b></p> <p><b>7 x £140 (Staff time) £980</b></p> <p><b>All Staff Training Session.</b></p>	<p><b>Cost of additional training session delivery and staff time.</b></p> <p><b>Learning programmes implemented as a result of the national lockdown imposed in March 2020.</b></p>	<p>A Holy Cross home school offer in place.</p> <p>Providing appropriate resources and tasks for disadvantaged (and all other) pupils to maintain consistency in</p>	<p>Maths and English Leads with Year Teachers, supported by SMT.</p>	<p>Work packs provided for all pupils through period of lockdown.</p> <p>Feedback provided for work completed.</p>

<p><b>Additional Tuition support through online learning platform for those pupils accessing learning from home.</b></p> <p><b>Additional tuition through LSA support to support teaching and learning in English and Maths.</b></p>	<p><b>Online Learning Platforms</b></p>	<p>Access to TEAMS for 1:1 support through initial period of lockdown (March 2020)</p> <p>Set up of additional resource packs for disadvantaged pupils – for those attending provision on site and for those continuing with education at home</p>	<p>education through period of turbulence</p>		
<p><b>Library and Reading books</b></p>	<p><b>£1,500</b></p>	<p>To continue school development of quality and range of reading resources available to pupils.</p>	<p>A culture of reading for pleasure embedded within the school curriculum. Enhancing choice and quality of books available to disadvantaged children for reading both at school and at home.</p>	<p>Monitored by English Lead.</p> <p>Evidence through half-termly Pupil progress meetings.</p> <p>Link to borrowing records.</p>	
<p><b>Year 6 Homework Club</b></p>	<p><b>£50</b></p>	<p>Led by HT and Yr 6 Teacher</p>	<p>To provide opportunities for all pupils to receive guidance and support with homework tasks.</p>	<p>Link Governor</p>	
<p><b>Uniform &amp; Equipment</b></p>	<p><b>£250</b> <b>As required on an individual basis</b></p>	<p>To ensure that no child is disadvantaged by family financial circumstances.</p>	<p>Head Teacher</p>	<p>HT/Link Governor</p>	

<b>TOTAL ALLOCATION</b>	<b>£26,740</b>				
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<b>EMOTIONAL, SOCIAL AND BEHAVIOURAL SUPPORT</b>					
<b>Funding Used For:</b>	<b>Allocation</b>	<b>Summary</b>	<b>Intended Outcomes</b>	<b>Monitoring</b>	<b>Evaluation / Impact</b>
<b>Educational Psychology Service (Additional provision for non-statutory cases)</b>	<b>£3,000</b>	For specialist advice and support to help to overcome barriers – enabling all pupils to achieve	Using a person-centred approach. School and family have a clear, shared understanding of what additional support can be provided to ensure that pupils can make the best possible progress.	Head Teacher/Inclusion Lead	
<b>Specialist Counselling and Family Support</b>	<b>£3,500</b>	Counselling services – dependent upon individual need and/or family need.	To ensure that children who have needs which impact on their emotional wellbeing and mental health receive targeted specialist support so that they can access the curriculum.	<p>Impact of these interventions can be difficult to measure.</p> <p>Evidence of positive outcome may not be reflected in improvements in academic attainment.</p> <p>The benefits of such interventions may take time to feed through to improvements in wellbeing, pupil engagement etc. Ongoing monitoring will need to be undertaken beyond specified impact monitoring dates.</p> <p>Other data such as attendance, behaviour logs and participation in</p>	Inclusion Lead



				additional school enrichment opportunities should be considered.	
<b>Access to specific therapeutic interventions</b>	<b>£3,000</b>	Allocated according to individual pupil needs.	To ensure that children who have specific needs that can impact on their social & emotional wellbeing and mental health, receive targeted specialist support. The aim of this is to ensure that each pupil is able to access the curriculum.	Impact of these interventions can be difficult to measure. Please see info in box above for further clarification.	
<b>After School Clubs</b>  <b>Providing opportunities for pupils to access extra curricula activities including sports clubs and interest/hobby clubs</b>	<b>Football club – KH</b>  <b>Local Island based teams in friendly competition.</b>  <b>£150</b>	Sports club to be open to all pupils, but with a specific focus for disadvantaged.	Positive engagement with peers and staff.  Exercise and improvement to mental and physical wellbeing  Learning to develop sense of fair play.  Developing friendships with pupils beyond the Holy Cross community.	Monitoring of participation and attendance in sports clubs.  Pupil Voice – questionnaires. Curriculum questionnaire – “What lessons/activities do you enjoy most at Holy Cross?”	
<b>Breakfast Club</b>	<b>Pupil Premium pupils are invited to attend the daily breakfast club.</b>  <b>£150</b>	Ensures pupils arrive at school on time and are “ready to learn” as a result of a positive start to the day.	Encourage good time-keeping.  Establishment of routine and social interaction before the start of the school day, enabling identified children to access support and mentoring, in	Attendance records for Breakfast Club monitored.  Monitoring will enable school to phone home to further encourage participation re those disadvantaged pupils who are not	Sustained high levels of attendance.  Lateness managed effectively. Reducing disruption to learning through lateness, and/or non-preparedness for learning due to

			preparedness for being “Ready to Learn”.	consistently attending the BClub.	not having eaten breakfast.
<b>Additional Tuition through targeted “Clubs”, including Art, DT</b>	<b>£160</b>				
<b>TOTAL ALLOCATION</b>	<b>£9,960</b>				

<b>ENRICHMENT</b>					
<b>Funding Used For:</b>	<b>Allocation</b>	<b>Summary</b>	<b>Intended Outcomes</b>	<b>Monitoring</b>	<b>Evaluation / Impact</b>
<p><b>All pupils have access to a wide range opportunities to support and enhance their learning and social, physical, emotional and cultural wellbeing.</b></p> <p><b>School Trips</b></p> <p><b>Visit to Paris</b> <b>Visit to London</b> <b>East Dene</b></p> <p><b>Camping (IW)</b></p>	<b>£1500</b>	<p>Residential trip to Paris. Exploring cultural aspects of life in another European country.</p> <p>Residential trip to London. Exploring life in the UK’s capital city. Culture, transport, multi-ethnic nature of society, British values. Seat of government.</p> <p>East Dene Lodge – residential centre in Bonchurch.</p> <p>On Site, Camping activity.</p>	<p>Development of social skills, independence, and mental and physical wellbeing.</p> <p>To promote wellbeing. Establishing and/or strengthening peer relationships and working relationships with staff.</p>	SMT	<p>Pupil Voice Evaluation survey</p> <p>Feedback from children following participation in residential trips.</p>

<b>TOTAL ALLOCATION</b>	<b>£1,500</b>				