



Pupil premium strategy statement St Cross Catholic School

1. Summary information					
School	St Cross Catholic School				
Academic Year	2018.19	Total PP budget	£29,040 Based on 22 pupils	Date of most recent PP Review	Autumn end 2018
Total number of pupils	204	Number of pupils eligible for PP	20	Date for next internal review of this strategy	Autumn end 2019

2. Current attainment (based on 2018 Y6 results)		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national other average)</i>
% achieving ARE in reading, writing and maths (combined)	100% (6/6 children)	70%
% achieving at least expected standard in reading	100%	80%
% achieving at least expected standard in writing	100%	83%
% achieving at least expected standard in maths	100%	81%

Summary:

- Pupils in this group attain higher than national others in all areas.
- The progress of the six disadvantaged pupils in reading at the end of key stage 2 was not strong enough. The school's reviewed pupil premium strategy has been amended to reflect the changing needs of the pupils and ensure improving progress.

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers for current cohort (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Social, emotional and complex home issues affect pupils' mental wellbeing and ability to learn
B.	The combined APS progress measures have highlighted gaps in some areas, especially maths and writing. Some pupils (2/5 in Y6) with higher starting points (20+ points) have made insufficient progress to date.
C.	Pupils in Year 6 are at significant risk of making negative progress in writing and maths. They are attaining inline with their peers and are meeting the expected standard. Barriers include poor self-motivation, low self expectations, reluctant readers and writers.

External barriers (issues which also require action outside school, such as low attendance rates)		
D.	Low attendance rates and poor punctuality of some pupils eligible for PP	
E.	Lack of, or inability to support learning at home, e.g. no internet access / lack of quality reading materials available	
4. Desired outcomes		
	Desired outcomes and how they will be measured	Success criteria
A.	Improve the mental wellbeing for pupils eligible for PP in order to ensure readiness for learning	Pupils eligible for PP have coping mechanisms and support to manage social and emotional issues. This improves their readiness to learn, thus not impacting on their achievements in school. This will be evident through weekly monitoring. Key metrics for measuring impact: pupil voice, higher % of pupils achieving ARE in RWM combined feedback from nurture support
B.	Increase the rates of progress of PP pupils through provision of termly, targeted booster sessions	100% of Pupils eligible for PP, particularly those with high starting points (20+ points) make at least expected progress in all areas.
C.	Attitudes of PP pupils and their motivation to learn and achieve success increases through tailored support and targeted goals set by teachers and TAs	100% of pupils eligible for PP make at least expected progress in all areas. Pupils are closely monitored and make accelerated progress where needed 100% of pupils eligible for PP attain in line or better than National others in RWM combined
D.	Pupils eligible for PP attain in line or better than National others in all areas	100% of pupils eligible for PP attain in line or better than National others in all areas
E.	Attendance rates improve for each individual pupil eligible for PP Punctuality improves, improving daily pupil access to quality first teaching and learning support.	Reduce the number of persistent absentees among pupils eligible for PP. Currently a small section of this group have attendance figures around 55% We aim to raise attendance for these children to at least 90% by the end of the academic year
F.	All pupils have access to extra provision to support work set as homework	Pupils complete and submit homework on time and to a high standard

The achievement (progress, attainment and adapting future provision) for all Pupil Premium children is evaluated by the class teacher, senior leadership team, subject leaders, SENCo and Headteacher at least every half term. Half termly pupil progress meetings. • Assessment data is used regularly • Attendance and Lateness figures are monitored half termly • Statutory test results are analysed • Pupil and staff feedback is collected • Progress in books is scrutinised • Provision is adapted when needed

Planned expenditure						
Academic year	2018.19					
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.						
Quality of teaching for all						
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation ?	Areas allocated budget covers
A. Improved emotional wellbeing to aid readiness to learn	Continued CPD for TA supporting nurturing programme in school Seek opportunities to promote good mental health – possible areas of support through RE scheme, CARITAS and PSHE workshops, including online safety workshops.	Promoting and supporting good mental health for all pupils is essential to create a positive work ethic.	Pupil progress meetings with SLT. Half termly monitoring with TA supporting nurturing programme. Online safeguarding tool continually monitored by SLT and provisions and support amended in response to the needs of the children.	SLT	Half termly	Staff training Workshops
C. To improve attainment in Reading and Maths across Key Stage 2	Continue whole school focus on reading through: Staff training/ support package from HfL including training to develop subject lead. Revisions of class text to ensure pupils are exposed to rich vocabulary.	Improving Reading continues to be a whole school focus therefore many initiatives are in place that will impact on the quality of teaching for all Maths lead to work closely with class teachers to embed new scheme. Staff assessment and strategies to accelerate progress supported by SLT and TLAs.	Pupil Progress meetings, SLT monitoring and monitoring from subject lead and county English and Maths leads (TLAs).	SLT English lead Maths lead English and Maths TLAs	Half termly, weekly monitoring	Staff training Support from HfL
Total budgeted cost					£2,000	

Targeted support						
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation ?	Areas allocated budget covers
A. Improve emotional wellbeing to improve readiness for learning	1:1 and small group nurturing sessions with specialist TA, including Lego therapy. Access to extended day provisions (homework club, MFL, extra-curricular clubs and residential trips)	We want to ensure that pupils eligible for PP are supported through any emotional issues, which can impact on their general well-being and readiness to learn. The EEF toolkit recognises that on average, SEL (social and emotional learning) interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average). By giving free access to MFL classes before school we are enabling pupils to settle in before the formal school day and in some cases can act as childcare for parents that rely on the extended provisions but cannot afford to pay for them. The EEF Toolkit also comments on the impact of extending the school day, 'the evidence indicates that, on average, pupils make two additional months' progress per year from extended school time or the targeted use of before and after school programmes. There is some evidence that disadvantaged pupils benefit disproportionately, making approximately two and a half months' additional progress. There are also often wider benefits for low-income students in terms of attendance at school, behaviour and relationships with peers.'	Half termly review with class teachers and support TA. Pupil voice about effectiveness and enjoyment around extended day provisions Observations by SLT of extended provisions Weekly monitoring Regular review of effectiveness of provisions and strategy in governor monitoring groups	SLT	Reviewed half termly by SLT, termly with link governor	Towards nurture support teaching assistant and any associated training Cost of extended day provisions – MFL, 1 cross-curricular club per week, support with the cost of school trips, discount on school uniform purchased in school

B. Pupils eligible for PP with high starting points (20+ points) make at least expected progress, especially in maths and writing. C. Pupils eligible for PP in Year 6 make accelerated progress in all areas, and attain in line or better than National others in RWM combined.	Targeted 1:1 and small group support in class and in the form of boosters outside of the normal school day Intense booster programme in Year 6 to accelerate progress	A strong teaching profile is in place to facilitate pupils make accelerated progress. An extra experienced teacher has been employed to support this Ongoing whole school drive to improve Reading across the school in place	Half termly Pupil Progress meetings and close monitoring of extra provisions to assess impact Close liaison with support teacher to monitor progress and amend provisions where necessary	SLT	Half termly	Towards experienced support teacher
Total budgeted cost					£25,040	

Other approaches						
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Areas allocated budget covers
D. Pupils eligible for PP have consistently good attendance in line with their peers	Close monitoring by Headteacher and county. Close liaison with parents	Poor attendance is having a negative impact on attainment and progress for some children in this group	Weekly attendance figures monitored by Headteacher Maintain close liaison with parents and assist where possible to overcome issues that decrease attendance	HT	Weekly monitoring	
E. Pupils can complete work set for home, in a supportive, productive environment	All children in the PP group have access to at least one homework group per week where they can use the internet when needed and have the support of a member of staff.	Several pupils in the PPG have a poor home learning environment. As mentioned previously the EEF Toolkit recognises that extending the school day can accelerate progress.	Data gathered half termly, Pupil Progress meetings and SLT monitoring.	SLT	Reviewed termly and impact assessed	Staffing for homework club
Total budgeted cost					£2,000	

*Note expenditure exceeds fund allocation