



St Cross Catholic School Pupil Premium Strategy Statement

1. Summary information					
School	St Cross Catholic Primary School				
Academic Year	2020/21	Total PP budget	£12,105.00	Date of most recent PP Review	Sept 20
		Total PP+ budget	£ 7,035.00		Nov. 20
		Total:	£19,140.00		
Total number of pupils	207	Number of pupils eligible for PP	9	Date for next internal review of this strategy	December 2020,
		Number of pupils eligible for PP+ LAC	1		April 2021
			2		July 2021

2. Current attainment		
	<i>Pupils eligible for PP</i>	<i>National Average 2019</i>
% achieving at Age Related Expectations in reading, writing and maths	80%	71%
% making progress in reading	100%	78%
% making progress in writing	100%	83%
% making progress in maths	80%	84%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers	
A.	To ensure disadvantaged pupils have consistently good attendance in line with their peers.
B.	Some pupil premium children are behind their peers and below expectations particularly in maths and writing.
C.	Some pupil premium have self-esteem and confidence issues which leads to reduced engagement in lessons and extra-curricular activities.
D.	Finances can be difficult for these families when funding: uniform, school trips, residential visits, swimming lessons etc.
External barriers (issues which also require action outside school, such as low attendance rates)	

E.	Limited resources available outside of school to provide out of hours learning support	
F.	Some pupil premium children require significant pastoral support as a result of trauma or home events.	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improved attendance rates for all PP children	Attendance for all PP children is no lower than the average for the non-PP pupils while allowing for illness
B.	PP children living at distance make at least the same progress as their peers.	PP pupils make rapid progress and are at least achieving Age Related Expectations or higher.
C.	Learning is not affected by anxiety or concerns linked to home/social life	PP children have access to a structured pastoral support programme run by professionally trained staff.
D.	To ensure finances are not a barrier for PP children to participate fully in all school activities	PP children are able to wear good condition uniform and can attend all school visits, residential trips and swimming along with their peers.
E.	To offer limited financial support for uniform and equipment	Wellbeing and readiness for school leading to reduction for key families.
F.	Learning is not affected by anxiety or concerns linked to home/social life.	Raise self-confidence and self-belief to resolve conflicts so that learning is not disrupted. Pupils develop resilience when challenged.

5. Planned expenditure					
Academic year	2020/21				
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.					
i. High 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?
Improved confidence with solving worded problems in maths.	Continued support through implementation of whole school approach continuing to help children understand worded problems more easily. Use	Maths sequences have been design to benefit schools, teachers and pupils delivering carefully planned progression that ensures consistency. The inbuilt examples of what children should be able to achieve through destination questions allows	Continue tracking using Herts 'Back on Track' materials to identify gaps in learning, including those caused as a result of the lengthy period of Home Learning as a result of COVID 19.	Maths coordinator	December 2020, April 2021, and July 2021

	of Herts 'Back on Track' materials to identify gaps in learning and address them through additional small group support.	teachers to keep assessing and informing the children's learning against age-related expectations. Interventions with the Power of 2, Plus 1 and Time Tables for each pp pupil.	Extensive use of formative assessment, lesson observations and work scrutiny, Tracking in pupil progress meetings and Feedback Marking.		
Good writing skills used, with fluently in all independent work	Whole school focus on using grammar, punctuation and spelling skills to improve the accuracy of writing supported by Herts 'Back on Track' materials to identify gaps and address them through small group work.	Good quality technical writing skills are essential for the effective development of more general descriptive and explanatory writing across a range of genres. Interventions to ensure children are fluent with the basic skills they become more confident with application in their own independent work in class.	Lesson observations and learning walks. HIP visits. Tracking through pupil progress meetings.	English Coordinator	December 2020, April 2021, and July 2021
Good Sentence structure and improve spelling, phonetic knowledge	Focus on using grammar, punctuation and spelling skills to improve reading comprehension through the use of 4 x 20minute delivered sessions with Lexia small group work.	Reading should be presented as the process of understanding a text. As children learn the complex skill of reading, it will help them recognise that when they read, they use skills of word recognition to develop reading fluency and to make sense of the text. To develop confidence to apply it independently in their own work.	Lesson observations and learning walks. HIP visits. Tracking through pupil progress meetings	SLT	December 2020, April 2021, and July 2021
Total budgeted cost					£3, 869.00 Lexia £ 207.00 (books) £3 000 TA support £7,076.00
ii. 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?

All PP children make at least good progress towards achieving there ARE.	1:1 tuition for targeted PP children to address their individual leaning needs aimed at closing gaps. As above, particularly with gaps in learning arising from the extensive home learning period arising from COVID 19. MyMaths programme to boost maths knowledge.	Tightly focussed 1:1 tuition is proven as one of the most effective methods of providing interventions. Boosters before school.	To be delivered by staff (teachers or support staff) who fully understand the needs of the children. Some 1:1 tuition will be delivered outside the school day to avoid impact on other areas of learning.	SLT.	December 2020, April 2021, and July 2021
All PP children make at least good progress with Speech and Language.	Employment of TA part time capacity to support pupils with additional language needs such as Speech and language delay, difficulties	Tightly focussed 1:1 tuition is proven as one of the most effective methods of providing interventions	Training for these TAs will need to include the importance of modelling correct use of English and monitoring of practice will need to see evidence of this in place.		
Total budgeted cost					£ 3,000.00
iii. 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?
Improved attendance rates for pupils with PP	Careful tracking of attendance, meetings with parents, involvement of Attendance Improvement Officer when required. Studybugs App (£500.00)	We cannot improve attainment and progress for children if they are not regularly attending school. Meetings with Parents. Input from AIO has proven to have a positive effect on attendance.	Ensure all absences are immediately followed up and reported to SLT. Records kept up to date. Good communication with parents through Attendance award in Newsletter.	SLT	Daily, Weekly and Half termly
Provide financial support to families requiring before school and after school provision.	Provide breakfast and after school provision. Careful tracking of attendance.	Pupils who attend 'Breakfast club' are in school on time and have had a good breakfast before the school day begins.	Ensure attendance at wrap around care is monitored and reported to SLT. Records kept up to date.	SLT	Weekly and Termly £500.00
Financial support with uniform, virtual visits and swimming	Needs addressed case by case as needs arise.	To ensure PP have same opportunities as all other children in school	Financial tracking of subsidies provided.	Office manager/SLT	Half termly July2021 £1000.00

Learning not affected by pastoral needs	A tiered 'Nurturing' support system for small pastoral group support. Weekly pastoral intervention with trained councillor.	Operating the 'Nurture scheme' with success. Enjoyed by children who know they have a safe place to discuss their worries.	Training for two TAs with HABS input. Termly review of programme needs. Monitor children in the group with progress academically with progress in Nurture group. Pupil progress meetings whole school	SLT	July 2021 Training for two TA and equipment purchased for Nurture Room.
Total budgeted cost					£4,500.00