



Holy Cross Catholic Primary School

Pupil Premium Grant Expenditure: Report to Parents 2018-19

Overview of the School

Pupil Premium is additional funding provided by the Department for Education to enhance the education of the most socio-economically deprived (namely those children entitled to free school meals and looked after children). At Holy Cross provision for PP pupils requires additional funding from the school to encompass all vulnerable learners not just those who reach the threshold for the additional funding. The school's catchment areas include families from the 10% most deprived areas in the UK in terms of education, skills and training to the 30% most economically deprived. We believe it is our moral duty to support all those in need.

Number of Pupils and Pupil Premium Grant PPG received for 2018-19	
Total number of pupils on roll	288
Total number of pupil eligible for PPG	28
Amount of PPG received per pupil	£1320 x27 £2300 x1
Total amount of PPG received	£ 37,940

Nature of Support 2018-19

1. To ensure quality first teaching

In order to support the school in providing the best possible teaching and learning experiences for Pupil Premium children, funding is used to enable all staff to participate in high quality training, both externally and within the school. This therefore ensures the successful application of consistent best practice across the whole school. In addition, it is used to provide focused and specialist support for middle and senior leaders, enabling them to monitor and teach alongside colleagues to improve practice.

Research shows that Wave 1 interventions through good teaching in the classroom are the most effective way to ensure pupil progress, and this is no different for PPG children. Staff have had a significant investment in CPD, which has had a direct impact on morale and anecdotally has improved approaches to teaching.

- 2 x colleagues have been granted a Category 5 school scholarship to complete the NPQML. Costs of cover met by school.
- 1 x colleague has received PPG training through Swindon Challenge funding. Costs of cover met by school.
- Inset on teaching EAL and SEN pupils. Part of Inset days.
- Inset day with inspirational speaker, Bart Gee: 'How to overcome obstacles in life'. Changed staff mind sets.

2. Specific Interventions

Specific interventions are used across the school to enable pupils to make at least good progress. We deploy key staff (teachers and teaching assistants) in all year groups to work with individuals and with small groups of pupils to enhance their opportunities to make good and better progress. Targeted support encompasses needs identified and has included: academic, emotional, behavioural and well-being.

- Head of School deployed in Yr2 to run small group reading interventions 3 x 2 hours per week for 3 weeks.
- Bilingual HLTA deployed to support communication between parents and school and to provide support for the needs of target group of pupils.

- Additional TAs deployed in YrR to facilitate small teaching groups, particularly for phonics, maths and handwriting.
- TAs deployed in YrR to run SPARK(EY) intervention program in 6 week blocks.
- Access to specialist external provision – ARC for structured teaching/therapy/social communication skills.
- KS1 teachers provide verbal feedback to PPG pupils to ensure they understand how to make progress in English and maths (1 hour per day per class based teacher (9)).
- Resources provided to ensure correct pencil grip available in school.
- Basic Stationery resources provided for use at home.
- Support by SENDCO for the emotional needs of the pupils, including work within friendship groups and with individuals and parents (5 hours per week).

Parental Engagement

Research into disadvantaged provision with families (Manchester Project) shows that working with parents to improve their confidence with education will also improve their attitudes towards school and increase involvement. There is a cultural barrier in terms of EAL and a distrust of education in some families. The school continues to work hard to overcome this.

Initiatives to increase parental support carried out in 2018-19 include:

- Workshops (Y1 and Y2) and ‘Stay n Play’ (YR) sessions held to develop parental understanding of English, phonics, reading and maths.
- Bilingual TAs available to support parents.
- Opportunities provided both within school and via school website for parents to better understand the school curriculum and how to support their child.
- Increase parental support for the school.
- Parents’ evenings used by teachers as a forum to show parents how to support their child.

Parental attendance at such events has shown a steady improvement with up to 80% attendance for year group sessions/workshops and Parents’ evenings saw 100% attendance with positive feedback from parents on the support provided. Because of this increased parental engagement, attendance has improved in 2018 – 2019 to 96%. This is for the whole school, as PPG numbers are so low, but a number of non-PPG are classed as vulnerable learners.

3. Enrichment and Enhancement

To enhance the engagement of Pupil Premium pupils in extracurricular activities, the school runs a wide range of afterschool clubs which Pupil Premium children are encouraged to participate in at no cost to the family. Subsidies are available for all swimming lessons and school trips.

Such trips and activities allow first-hand experiences to be broadened so learning is supported and children have demonstrated an improved confidence levels. Children have had the opportunity to experience activities that facilitate their social skills and team work development. Many pupils in the cohort do not have the advantage of being able to access activities and trips outside of school that more affluent families can offer their children. These extra-curricular interventions have had the ‘soft’ impact of building children’s confidence and engaging them in the life of the school and its community.

2019 KS1 results have shown a corresponding improvement suggesting an increase in academic engagement: Children meeting ARE: Maths 79% Reading 76% Spelling, Punctuation and Grammar 76%

Key Expenditure – how the allocation was spent 2018-19

Area of Spending	Focus	Total Allocation
TA support to support interventions and small group teaching	English and Maths	£20,383.61
Specific intervention support across KS1 and KS2	Phonics, Reading, Fine and gross motor skills	£7,935.57

1:1 support	English and maths	2857.48
Accelerated progress & catch up interventions	Reading, writing & Maths	2910.72
Allocated time from SENDCO allocation for pastoral support for pupil and their families	Social Emotional engagement with learning	£5791.39
Funding for afterschool clubs After school care and Breakfast club	Personal, social and physical	£7459.49
Subsidies for swimming, music lessons and other trips	Personal, social and physical	£2207.25
Subsidies school uniform	Personal, social and physical	Nil
Provision of Stationery	Personal, social and physical	Nil

Measure of the Impact of PPG Spending

We evaluate the impact of the PP grant funding by measuring the progress and standards of attainment achieved by the PP pupils. We focus on closing any gaps between PP pupils and the whole cohort of children: please refer to attainment and progress tables at the end of this document.

In 2018-19, Yr1- 4, a significant number of PP pupils attended after school activities at no cost to their family, ensuring a richer experience and development of cultural capital. A Y4 child explained: "I go to Football Club, Chaplaincy Club and Netball Club. I can't go to a football team outside school because they're too expensive to join. I'm hoping to get into the school team this year and play against other teams. With Chaplaincy Club I went to a cathedral in Bristol; it was very pretty in there".

Pupil Progress meetings are held 3 times per year to discuss educational strategy for each pupil, and in particular vulnerable pupils. During the academic year 2018-19, these meetings showed improvements in children's academic and emotional well-being, with the end of KS1 results showing that PP child performed better than children not accessing PP provision.

Number of Pupils and Pupil Premium Grant PPG received for 2019-20

Total number of pupils on roll	315
Total number of pupil eligible for PPG	21
Amount of PPG received per pupil	£1320 x 19 £2300 x2
Total amount of PPG received	£37,100

Identified Barriers to Education Achievement

We have identified the following areas as potential barriers to some of the pupils in receipt of Pupil Premium Grants at Holy Cross Catholic Primary School:

- Housing deprivation: 75.2% of students are from EAL backgrounds. The catchment area for these students is County Road/Broad Green: multi-occupancy housing, economic migration, poor condition of housing, poor/non-existent furnishings, no money for normal childhood equipment (colouring pens, paper, etc.). EYFS teachers visit before children start school and report these living conditions.
- Access to extra-curricular and first-hand experiences.
- Cultural deprivation/low cultural capital with children in the catchment area means that they would find it difficult to compete with children from more affluent backgrounds.
- Safeguarding concerns with regard to neglect and inadequate parenting.
- Child care provision during school holiday.
- Children as young carers.
- Emotional needs which have an impact on learning in the classroom.
- Attendance – too many children continue to have extended periods of absence for holidays.
- Low parental engagement with some areas of school life, such as reading and English and maths homework.

- Fall in numbers of PPG students: 21 across the whole school cohort of 315 (5.71%). However, due to the catchment area (Park North, County Road/Broad Green areas), there are a number of families that live in deprived areas, suffer the resultant deprivation, but do not wish to claim PPG.
- Boys underperform when compared to girls, although this was not the case for KS1 assessments. There are 24 girls and 36 boys in Year 2, which may explain this buck against the trend.
- PPG children are often SEN children, therefore have a dual vulnerability.
- Children arrive, sometimes relocating from abroad, with English language needs.

Key Expenditure – how the allocation will be spent 2019-20

Area of Spending	Focus	Total Allocation
TA support to support interventions and small group teaching	English and Maths	£13,000
Specific intervention support across KS1 and KS2	Phonics, Reading, Fine and gross motor skills	£7000
1:1 support	English and maths	£2500
Accelerated progress & catch up interventions	Reading, writing & Maths	£2500
Allocated time from SENDCO allocation for pastoral support for pupil and their families	Social Emotional engagement with learning	£3000
Funding for afterschool clubs After school care and Breakfast club	Personal, social and physical	£6000
Subsidies for swimming, music lessons and other trips	Personal, social and physical	£2500
Subsidies school uniform	Personal, social and physical	£250
Provision of Stationery	Personal, social and physical	£500

1. To ensure quality first teaching

Although interventions are effective at closing the gap in targeted areas of pupils' learning, first and foremost it is essential that PP children have access to the best possible experience within the classroom with their class teacher and TA. Therefore, funding will be used to provide high quality CPD both externally and internally sourced. Funding is also used to ensure that the Assistant Head and English and Maths Lead are released to monitor provision and support staff development.

The Maths Lead will continue to develop the use of Maths Mastery across the school ensuring good progress is made and challenge is presented to all children, including children identified as vulnerable learners.

High quality verbal/written feedback ensures pupils know what they need to do to improve further and allows teaching staff to provide suitable levels of challenge in a timely manner.

Intended Outcomes

- Quality first teaching for all.
- Improved staff subject knowledge.
- Improved learning outcomes for all in reading, writing and maths.
- Improved engagement with learning.

2. Specific Interventions

Specific interventions are used across the school to enable pupils to make at least good progress. We deploy key staff (teachers and teaching assistants) across the school to work with individuals and small groups of pupils to enhance their opportunities to make good and better progress. This support encompasses academic, emotional, behavioural and well-being needs.

Intended Outcomes

- Improved outcomes for all pupils in reading, writing and maths.
- Improved outcomes in the areas of social, emotional and mental health for children.
- Closing learning gaps.
- Improved confidence and engagement with learning.

3. Enrichment and Enhancement

To enhance the engagement of Pupil Premium pupils in extra-curricular activities, the school runs a wide range of afterschool clubs in which Pupil Premium children are encouraged to participate at no cost to the family.

Subsidies are available for all swimming lessons and school trips.

Subsidies are available for the provision of school uniform and Stationery supplies.

Externally provided music tuition.

Breakfast club and afterschool care subsidies available.

Intended Outcomes

- Pupils are able to fully participate in school trips and events.
- First-hand experience is broadened so that learning is supported.
- Improved confidence of children.
- Social skills and teamwork are developed.
- Improved feeling of inclusivity and belonging amongst their peer groups.
- Breakfast club helps to promote attendance and punctuality.

4. Parental Support

SENDCO, Teachers and TAs to facilitate parent support sessions across the school to develop understanding of English, including phonics and reading and maths.

Bilingual TAs to support parents at regular intervals during the school year when engaging with teachers or school leadership.

Referrals to adult learning courses in English and maths at on-site training centre.

Intended Outcomes

- Provide opportunities for parents to better understand the school curriculum and ways in which they can support their child.
- Build a sense of enjoyment by participating in activities within school which may increase parental support for the school from targeted communities.
- Improved confidence of parents in support their child's learning.

How Impact Will be Measured 2019-20

The following systems will be used to measure the impact of the support planned:

- Analysis of attainment and Progress data at termly Pupil progress meetings and end of year data.
- Work scrutiny of subject leads and senior leadership team.
- Monitoring of intervention evaluations.
- Pupil voice.
- Parent survey.
- Analysis of club participation including wrap around care provision.
- Analysis of attendance and punctuality patterns.

Further considerations/additional details:

How well does the school know the eligibility data and patterns?

- 2019/20 - 5.71% of whole school population is PPG (18 children).
- 2018/19 - 6.76% of whole school population is PPG (18 children).
- 2017/18 - 7.60% of whole school population is PPG (21 children).

This is very low when compared with other commensurate primary schools in Swindon. In the Broad Green catchment area, a similar school had 13.1% in 2017/18, which was a reduction for that school compared to previous years (they take a similar pupil demographic). The Parks area, two similar school have 17.4% and 48%

respectively. As was reported in the previous PPG review, the PSA network at both Holy Cross and the partner secondary school know that the deprivation/disadvantage in the catchment area is greater than PPG figures would suggest: multi-family occupancy, poor furnishings, and children with a level of cultural deprivation. This has been the case for some years and seems not to be changing quickly.

The school has appointed a new SLT PPG Lead (the new Assistant Head) to take a role in determining eligibility data and patterns. The new AH has a good grasp of data and how it can be used to inform the school's strategy.

Intent, Implementation and Impact

Considerations:

- Can more be done to move the excellent pupil monitoring sheets forward, so that more work can be done on PPG/SEN/EAL groupings? This has been done to a certain extent and has informed the focus for whole staff CPD in 2018/19. The Head of School has done much to ensure a forensic focus on performance and this can be extended by the new Assistant Head.
- How well does the school make use of evidence?
- Do evidence-based systems for evaluation of impact exist?
- What is the progress of disadvantaged pupils closing compared to the national average?
- What story does the current data tell?

Throughout a number of learning walks in 2018 – 2019, many of them conducted in tandem with governors, there was a focus on PPG children: their performance, their work, and their views. Governors were guided towards PPG children and they were impressed with their confident interactions and how much they said they enjoyed their work and school.

Work scrutiny sampling throughout these learning walks shows an improvement in the quality and consistency of teacher commentary and pupil follow up to correct their work. Particularly impressive was the work led by the Literacy Lead; there were clear guidelines for assessment and it could be seen that was being followed by all teachers. By following up on 'Next Step' comments, it could be seen that the majority of children made progress.

The Romero School Improvement Manager has worked with PPG Leads in 2018 – 2019 and has attended Swindon Challenge briefings/training on the behalf of Holy Cross. A suggested focus, from this, is to be on parental engagement; an area where the school has already made good progress and has plans to expand further.

To reach our wider community and to improve transition from primary to secondary, we aim to liaise more closely with St. Joseph's. Possibilities discussed and to be considered are:

- A cultural festival (aimed at Year 5, 6, 7, 8) to promote a sense of community, good educational standards and ambition/aspiration.
- To promote the concept of leadership and responsibility, get St. Joseph's students to work with Holy Cross vulnerable learners on:
 - Sport clubs
 - Reading
 - Drama

Pupil Premium – Statutory Information

Pupil Premium is additional funding provided by the Department for Education to enhance the education of the most socio-economically deprived (namely those children entitled to free school meals and looked after children).

% of pupil known to be eligible for Free School Meals (FSM)

	2015-16 (291 NOR)	2016-17 (284NOR)	2017-18 (274 NOR)	2018-19 (288NOR)
School	3% (10 children)	3% (9 children)	7.6% (21)	27
National	25.2%	14.1%	13.7%	

EYFS

2 children in the EYFS qualified for PPG in 2018/19. In EYFS children in receipt of PPG achieved ELG.

% achieving GLD	School	Local	National
PPG	100%	54.3%	56.3%
All pupils	73.7%	71.2%	71.8%
Gap	+26.3%	+43.7%	+28.2%

Year 1 Phonics Screener

7 children in Year 1 qualified for PPG in 2018-19.

% achieving the expected level	School	Local	National
PPG	71.4%	66.5%	70%
All pupils	83.3%	80.1%	81.9%
Gap	-11.9%	+ 4.9%	+1.4%

Attainment at the end of KS1

3 child at the end of KS1 (Year 2) qualified for PPG in 2018 -19.

% achieving expected +	Reading		Writing		Maths	
	School	National	School	National	School	National
PPG	100%	61.9%	100%	55%	66.7%	62.5%
All pupils	80%	74.9%	80%	69.2%	83.3%	75.6%
Gap	+20	-13	+20	-14.2	-16.6	-13.1%

Attainment at the end of KS2

This data refers to the last Year 6 cohort we had (2017-18), no further KS2 data will be available until 2021 when our current Y5 cohort reach Y6.

% achieving the expected level	Reading		Writing		Maths	
	School	National	School	National	School	National
PPG	88.9	80	100	83	100	80
All pupils	88.2	75	85.3	78	97.1	75
Gap	+ 0.7	+8.9%	+14.7	+17%	+2.9	+20%