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| **Pupil Premium Vision Statement School Allocation Amount for 2018/2019 - £21,580**  **At Holy Cross, we believe that all children have an entitlement to achieve their full potential, whatever their circumstances. As a school, we will provide equal opportunities to ensure that any differences are not obstacles to high achievement.** | | |
| **Priorities** – In Holy Cross our disadvantaged pupils, as well as many of our families, face many barriers that impede aspirations and high expectations and this is prevalent in the Whitwick/Coalville area. The drive to move beyond their local area is not strong and historically many families stay within this locality where opportunities for work are narrow. As a school, therefore we want to provide an environment where the importance of positive attitudes towards overcoming adversity and looking outward are nurtured. We want children to recognise how their school learning is linked to a wider cultural education; where they are awakened to what museums, galleries, theatres and the local area have to offer; particularly in cultural capitals around the country and close by. | | |
| **Attendance** | **Character education** | **Curriculum Enrichment** |
| For children to have the best chances of success they need to be in school regularly ensuring that there are no gaps in their learning. At Holy Cross 42% of our disadvantaged pupils have attendance concerns which for some has had an impact on creating gaps in their learning. This may be one of the reasons they are not making the expected progress. Therefore, by working with parents and our Education Welfare Officer we are ensuring that by being in school children have the best opportunity to succeed.  **Children will:**   * Want to be in school each day and therefore influence their parents. * Be equipped for what they need in order to access their learning; this may include having a good breakfast, a good night’s sleep as well as a PE kit or homework completed. * Be supported by the school to have all of the above and to be like all of the other pupils; wearing the school uniform and having equipment like all of their peers.   **Success will be seen in** attainment and progress data as well as in attendance figures. Our aim is that all of our children will have an attendance average close to the required 96% with no children falling below 90% and entering the persistent non-attender band. | At Holy Cross many children struggle to cope with the frustrations and challenges that are part of everyday modern life. Through our participation in the Routes to Resilience program we aim to begin a journey where we can support the development of positive character traits that will equip our children to deal with these frustrations and to become successful in their future academic career and ultimately in the world of work.  **Children will:**   * Relish solving problem * Persevere with difficult tasks * Work outside their comfort zones * Work hard to complete difficult tasks * Be recognized for showing positive characteristics * Show an improvement in attainment over time and make good progress from their starting points. * Be more engaged at school; eager to learn and ask questions. * Manage their relationships with their peers and adults in a more constructive way.   **Success will be seen** and measured by moderating pupil books and in particular looking at the signs of success pupils are accessing. It will be seen in pupil interviews and how pupils verbalise what they enjoy about their learning. | Within termly topics staff plan specifically for an enrichment opportunity which broadens children’s learning and puts it in a context. We want these activities to be purposeful and to highlight how their learning of skills and knowledge fits into the wider world.  Children will:   * Have the knowledge and experience of life beyond their local area * Have the vocabulary that reflects a wide curriculum experience outside the school. * Have a reading attainment and a quality of writing that reflects their wider experiences and growing knowledge.   **Success will be seen in**:   * Curriculum planning that demonstrates strong subject links. * Enrichment activities that can be shared with parents and celebrates pupil’s learning. * A family spending record that demonstrates how parents have accessed external opportunities to support their children’s learning. * All children to access the school’s membership of the National Trust. |

| **Activity** | | **Success Criteria** | **Support** | **Impact/Next Steps** |
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| **Attendance** | **Walk to school**. Facility for parents to drop children early in a spacious area where they can park. Free of charge. | More children taking up the offer and arriving in school on time. | Staff costs to run the facility taken from PP funding is £1550 pa | This has been very successful and has been used by an average of 30 pupils per morning reducing the number of cars on the road around school at the start of the day. We plan to continue this initiative. |
| **Early Birds**. At a cost of £1.50 parents can drop children at school from 8am without having to book in advance. | All families have the opportunity to get children to school early and therefore to improve attendance as well as get to work themselves without the need for childcare. | PP children can take up the offer free at no charge to the school. Should a disadvantaged child wish to access a place this would be at a cost of £285 PA | Used by a number pf PP families allowing them to get to work. Children are ready to learn and in time for the beginning of the school day. This will continue as it is next year. |
| **EWO.** The school employs an external Education Welfare Officer to monitor attendance across the school. She has the power to fine and take legal action against non-attending families. | Families whose attendance has previously been an issue will see an improvement in attendance data. | Paula will support families to realise the importance of their children being in school regularly and will act on declining statistics with letters and visits. Her cost per year is £250 | A number of families have been supported by our EWO and their attendance has improved as a result. This service will continue next year. |
| **Curriculum Enrichment** | **Career aspiration**. A series of talks and visits where children can hear about careers in the local area and see places of work and study. | All children aware and inspired by the diversity of opportunity available to them in their area. | Event to include current parents as well as trips to local Universities so that academic and non-academic routes are highlighted as equally valuable. Any trip out of school is at an average cost of £15 per disadvantaged pupil. | This did not happen this year but this has been modelled in a neighbouring school and has proven to be successful. An event will be planned for the 19-20 school year. |
| **Parent inclusion**. Invite PP parents to help with school trips when they are available. | Widening parental experience of activities that support learning so that they are more likely to get involved with their own family. | This will create no cost to the school. | This has taken place and has been very successful and has resulted in two parents enrolling in Child Care qualifications and volunteering in school. |
| **Pupil Premium Passports** that detail how PP children will be supported in school. | The teacher, child and parents in agreement as to how best support individual children’s learning. | Cost of out of class cover for teachers and SENCO to prepare and monitor the PPP as well as time to discuss with parents. | Created and shared with parents. Extend this so that the meetings happen each term and are reviewed with the Head teacher, parent and SENCO. |
| **Supporting family expenditure.** Through an individual discussion on the PPP agreement is sought on what is needed at home to support homework and access to school for example: uniform, books EYFS pack, stationary packs, website/book/magazine subscription, entry to events and experiences that support learning. | Pupil will have the resources needed to come to school ready to learn, have homework completed and take place in activities that have enabled them to widen the knowledge learnt in school. | £200 per child and therefore £3800 in total for the school. | Families accessing the allocation and therefore in school with appropriate equipment. This will continue as it is. |
| **Forest School**. The provision on site for all children to learn outdoors a new set of skills and deepening knowledge. | All pupils to know that they can be successful in working with their hands, cooperating, being collaborative and solving problems in a context other than the classroom. | Cost per annum is £760 | All pupils and parents enjoy the experiences they develop in the outside learning area. For those pupils whose behavior inhibits their learning, their experiences are enriched and they have a space where they can be active. This will continue next year. |
| **Trips** out of school to support topic knowledge learning and to put knowledge in context. | Children engaged in learning and excited to explore further, creating memories of good experiences; locking learning in long term memory. | Approximately £420 from the PP budget. This varies from class to class and from year to year depending on the trips arranged but is based on each PP child attending one trip as well as a residential experience once in their school career. | Several trips took pupils to places, attractions and events that they would not normally have access to. This has enriched their knowledge and therefore they have been able to recall learning more successfully and build upon it as they have moved throughout the school. This will continue next year. |
| **Character Education** | **Marking books** of PP first and ensuring some element of verbal feedback each day. | Children very clear as to what they are doing well so that they can focus on extending learning further. Individual time with teacher each day. | PPA time and class time; no monetary value. | Teachers aware of the immediate needs of pupils and able to support their learning. This can be a more prominent feature next year and we will strive to maintain this while being aware of teacher workload. |
| **SOS**. Encourage children to strive for the next SOS within their learning challenge for the lesson. | PP and all children will to push themselves out of their comfort zone regularly and take a chance to succeed. In doing so build their confidence and resilience. | Support from class teacher and teaching assistant. No direct cost, just quality first teaching. | We are being successful in this area and will continue to develop it as new teachers and pupils enter the school. We are seeing more pupils having the confidence to access more challenging work as they know they will be supported and they are willing to take a risk. |
| **Character vocab**. Educate children in the name of desirable character traits and what that looks like in reality. | Children knowledgeable of the skills needed to succeed and how they impact on every area of their life, now and as they grow older. | Free R2R program and vocab built into all aspects of school life; lessons, assemblies, home life. | Pupils can describe the characteristics they need to be successful learners and use this to build resilience that we hope they will carry into their adult life and learning. |
| **Character Education**. Educate parents in character education and what we are doing in the routes to resilience program. | Parents able to support character development at home and to change negative thought processes of their own in order to support their children. | The Friends of Holy Cross supported the event, it was run and organized by the SLT and therefore was free. | Parents engaged and enjoyed the event. Continue to provide information through events and the weekly achiever’s assembly. |
| **ELSA**. Providing support for pupils dealing with emotional setbacks and difficulties. | Children are able to reason and understand how emotional difficulties affect their moods and behaviours and therefore their learning. | £800 initial training cost for this year. An annual cost of £250 for supervision and to work as an ELSA one day per week throughout the year is £2425 | The provision is already oversubscribed as we endeavor to ensure that all children who need support have access to it. WE will look to increase the provision where the budget allows. |
| **Nurture area**. Provision of an intervention that facilitates a large pupil, adult ratio for those children working significantly below their peers. | Children able to feel secure and supported in their learning away from the pressures of their peers who are likely to be greatly ahead of them academically. | Supporting the salary of the HLTA working within the facility as well as outreaching to individual interventions is £20,185 pa | The provision has had very positive feedback from all outreach workers; Ed Psych, SALT and the vision impairment service. Pupils are happy and teachers report that they are making small steps progress. This will continue next year but will look different as it will adapt to meet the number and needs of the [pupils who will access it. |