

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2023 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Holy Cross Catholic Primary School
Number of pupils in school	191
Proportion (%) of pupil premium eligible pupils	94 pupil 49%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-22 2022-23 2023-24
Date this statement was published	Dec 2022
Date on which it will be reviewed	March 2023
Statement authorised by	Mrs Carol Gillespie (Headteacher)
Pupil premium lead	Carol Gillespie
Governor	Theresa Butler

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£106,645
Recovery premium funding allocation this academic year	£7,190
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£113,835

Part A: Pupil premium strategy plan

Statement of intent

We have high aspirations for all the children in our school community and believe that all children should be given the opportunity to reach their full potential. We seek, as a school community, to provide personalised learning opportunities and targeted support to allow every child to flourish. We aim to provide quality first teaching as a priority to support pupils to further develop and improve their knowledge, skills and understanding. We invest in improving the quality of teaching and learning and provide research-based interventions to diminish the difference in the attainment gap between our disadvantaged and non-disadvantaged pupils. We aim to develop practice and provision of the highest standard to enable all pupils to achieve their potential through a relentless focus on the attainment and progress of our disadvantaged pupils and an awareness of their needs in everything we do.

As we recognise that not all pupils who are academically or socially disadvantaged are registered for free school meals, we reserve the right to allocate Pupil Premium funding to support any pupil, or group of pupils, identified by the school as being at a significant disadvantage. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets per pupil in receipt of the PPG. Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and budget accordingly.

In order to meet the above requirements, the Governing Body of Holy Cross Catholic Primary School will ensure that provision is made which secures the teaching and learning opportunities that meet the needs of all pupils.

Our priorities are:

- Providing Quality First Teaching for every child in school by having an outstanding teacher in each classroom
- To narrow the gap for those pupils not on track to achieve the expected standard at the end of KS1 and KS2.
- To narrow the gap for those pupils in receipt of PP.
- Addressing non-academic barriers to attainment including attendance, behaviour, hunger and mental health.
- To ensure that there is extra support to facilitate emotional and social development in addition to academic support.
- Ensuring that the PPG reaches the pupils who need it most.
- Improving oracy and literacy skills. Closing the word gap.
- To use academic and local research to make informed choices about the most suitable intervention programmes to use with our children to ensure that we are promoting accelerated learning.

This provision will include:

- Facilitating pupils' access to education.
- Facilitating pupils' access to our curriculum.
- Additional teaching and learning opportunities where deemed appropriate.
- Alternative support and intervention.
- Provision of extra-curricular learning.
- Provision for more-able pupils to ensure they are challenged and unlock all of their potential.

When making decisions about using Pupil Premium funding, we recognise that it is important to consider the context of our school and the subsequent challenges faced. We have referred closely to evidence based research from the EEF, which supports decisions around the usefulness of different strategies and their value for money. We use evidence-based interventions and learn from our experiences. We regularly monitor and assess the impact of interventions on an on-going basis in order to adapt them if required or cease them if they are not having the intended impact.

- We recognise that common barriers to learning for disadvantaged children can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	<p>Attainment on entry is below age related expectation for almost all pupils (on entry into Nursery and Reception) in some instances significantly so.</p> <p>This challenge has been identified by early Years staff. Home visits/assessments with parents are conducted in order to capture pupils' starting points.</p>
2	<p>Pupils demonstrate limited language skills. Acquisition is poor due to narrow experiences and 'language deficit' environment at home. Hinders reading, writing and phonics attainment.</p> <p>This challenge has been identified by Early Years staff. Home visits/assessments with parents are conducted in order to capture pupils' starting points.</p>
3	<p>Under stimulation within the home learning environment, lack of books, access to enriching experiences and other parental priorities/issues which affect parental mental health and well-being.</p> <p>This challenge has been identified by teachers, teaching assistants, senior leaders, parents, the Pastoral Manager and office staff. The school works closely with a number of parents through meetings and EHATs. We work closely with a number of outside agencies e.g. social care, the police and identify needs by implementing the school's safeguarding policy on a daily basis. Regular pupil voice is captured e.g. through the PASS survey and curriculum questionnaires.</p>
4	<p>Pupils not being 'ready to learn' in class and demonstrate poor learning skills such as difficulties with attention, organisation, commitment and resilience, impacted by home circumstances, including poor routines (impact on attendance/punctuality), lack of boundaries, low aspirations/expectations or more troubling circumstances such as domestic abuse and substance misuse.</p> <p>This challenge has been identified by teachers, teaching assistants, senior leaders, parents, the Pastoral Manager and office staff. The school works closely with a number of parents through meetings and EHATs. We work closely with a number of outside agencies e.g. social care, the police and identify needs by implementing the school's</p>

	safeguarding policy on a daily basis. Regular pupil voice is captured e.g. through the PASS survey and curriculum questionnaires.
6	<p>Poor attendance and punctuality due to parental support to attend school regularly on time, but also affected in part by more prevalent illnesses, due to poor housing conditions and diet.</p> <p>This challenge has been identified by teachers, teaching assistants, senior leaders, parents, the Pastoral Manager and office staff. The school works closely with a number of parents through meetings and EHATs. We work closely with a number of outside agencies e.g. social care, the police and identify needs by implementing the school's safeguarding policy on a daily basis. Regular pupil voice is captured e.g. through the PASS survey and curriculum questionnaires.</p>
7	<p>Lack of opportunities for some disadvantaged children to engage with enrichment activities, which impacts on their knowledge of the wider world/cultural capital.</p> <p>This challenge has been identified by regular discussions with pupils, capturing pupil voice (e.g. through the PASS survey and curriculum questionnaires), meeting with parents and working closely with a number of outside agencies e.g. social care, the police, mental health practitioners and through the implementation of the school's safeguarding policy on a daily basis.</p>

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and [how we will measure whether they have been achieved](#).

Intended outcome	Success criteria
<p>R, W, M combined: The attainment gap will narrow between disadvantaged and non-disadvantaged pupils and the progress of disadvantaged pupils will exceed that of the comparable group nationally. This will be measured by NFER termly assessments</p>	<p>There will be a year on year reduction in the number of pupils below age related expectations for R,W,M combined.</p>
<p>Attainment and progress in Early Years: Reception children will make good progress in all areas of learning and the attainment of disadvantaged pupils will be comparable with local and national disadvantaged children.</p>	<p>There will be a year on year reduction in the number of pupils below age related expectations.</p>
<p>Children will gain fluency in Language Acquisition, ensuring age appropriate use of vocabulary. This will be measured by Wellcomm Screening</p>	<p>Language Screening assessment and termly assessments in Oracy and writing will demonstrate improvements in pupil vocabulary.</p>
<p>Phonics: Children will make good progress and the attainment of disadvantaged pupils will be comparable with local and national disadvantaged children. This will be measured by phonics screening</p>	<p>Phonic Screening check's show impact. Data will show the narrowing of the gap for disadvantaged pupils.</p>
<p>Through a detailed and regular analysis of attendance, there will be a focus on ensuring that all disadvantaged pupils have attendance in line with</p>	<p>Attendance data will show the gap closing towards national figures for FSM, disadvantaged with a focus on persistent absence so that pupils</p>

<p>non eligible pupils. This will involve a range of support structures before and after school and the use of specialist staff to liaise with harder to reach home situations, to ensure that pupils attend school on time. We will measure the impact through attendance and punctuality data.</p>	<p>regularly attend school and gain greater access to a full curriculum. Attendance of disadvantaged pupils is above 95% and in line with their non pupil premium peers.</p>
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Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 15,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Encouraging self-led professional development for all staff focused on the needs of teachers and the wider priorities and context of the school.</p> <p>Develop capacity within the leadership team.</p>	<p>DFE: Evidence suggests that pupil premium spending is most effective when schools use a tiered approach, targeting spending across 3 areas, with a particular focus on teaching.</p> <p>1. Teaching</p> <p>Investing in high-quality teaching, for example:</p> <ul style="list-style-type: none"> • training and professional development for teachers • recruitment and retention • support for teachers early in their careers 	1, 2
<p>Coaching and mentoring to model good practice, develop pedagogy and upskill teaching staff.</p> <p>Focus on Thinking Skills approach built on metacognition and self regulation.</p>		1
<p>Access to leadership qualifications for more experienced teachers e.g. NPQLT, NPQSL.</p>		1

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £58,277

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Increased dedicated SEND time for DHT (1 day per week). Ensure high quality teaching for SEN/disadvantaged pupils.</p> <p>HLTA's/TA's to support quality teaching and learning, implementation of programmes and advice.</p> <p>Build capacity and provide release time so teachers and TA's can deliver small group and 1:1 tuition for targeted pupils.</p>	<p>EEF small group tuition (+4): As a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase.</p> <p>EEF One to one tuition (+5): One to one and small group tuition is effective in improving pupil outcomes.</p> <p>Tuition is more likely to make an impact if it is additional to and explicitly linked with normal lessons</p>	<p>1, 4,7</p>
<p>Use high quality online resources to support pupils learning.</p>	<p>EEF (+4) Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area.</p>	<p>1,4</p>
<p>Use quality interventions (Talk Boost, Nursery Narrative, Language through Listening) in the Foundation Stage to close the gap on entry and improve early language.</p> <p>Additional TA TIME IN Reception to deliver Talk Boost screening and intervention.</p>	<p>Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p> <p>EEF (+6) On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress</p>	<p>1,2,3</p>
<p>Deliver small group, research based interventions for children below age related expectations who are in receipt of the PPG.</p>	<p>EEF (+4) Social and Emotional Learning interventions which target social and emotional learning seek to improve pupil's interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.</p>	<p>1,4</p>

Provide pupils with experiences linked to the bespoke curriculum in order to support their academic learning and enable them to make links in learning and knowledge.	3
Specific, tailored SEMH interventions based on the needs of each individual child, e.g. wellbeing group, Nurture provision, class calm kits, etc. vocabulary screening and intervention.	4,6

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £40,058

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral Manager/Attendance Lead specifically responsible for monitoring attendance and punctuality of children in receipt of the PPG, carrying out home visits with EWO for any unauthorised absence, completing Early Help assessments and supporting parents (and children) to improve attendance and punctuality, working with school's EWO.	EEF (+3) We define parental engagement as the involvement of parents in supporting their children's academic learning. It includes: <ul style="list-style-type: none"> • approaches and programmes which aim to develop parental skills such as literacy or IT skills; • general approaches which encourage parents to support their children with, for example reading or homework; • the involvement of parents in their children's learning activities; and more intensive programmes for families in crisis. 	3,6
Pastoral support in place to provide support to families at all levels of need but particularly in relation to early intervention and support including parental engagement. Barnardo's PATHS training for all staff as part of two	EEF (+4) <ul style="list-style-type: none"> • Social and Emotional Learning – interventions which target social and emotional learning seek to improve pupil's interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. • SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family and 	3,6,7

<p>year SEL programme is ongoing</p> <p>Emotion Coaching and Mindfulness Training for Pastoral Manager</p>	<p>community. These include: specialised programmes which are targeted at students with particular social or emotional needs.</p>	
<p>Wellbeing and Behaviour support is based on school mission statement – to care, share and value.</p> <p>Release time for PATHS lead and drive teams to support and monitor implementation of Barnardo’s PATHS SEL programme across the school by all adults</p>	<p>EEF Improving behaviour in schools. Key messages include:</p> <ul style="list-style-type: none"> • Know and understand your pupils and their influences. • Use targeted approaches to meet the needs of individuals in your school • Consistency and coherence at a whole-school level are paramount. • Teach learning behaviours alongside managing misbehaviour. 	<p>3,4,6,7</p>
<p>Providing a wide variety of enrichment experiences for all pupils</p>	<p>Pupils have limited experiences and rarely travel outside of their immediate proximity. Breadth and depth of experiences will help to strengthen pupils’ knowledge and understanding the wider world.</p> <p>Research by the Education Endowment Foundation has found a link between enrichment and higher attainment in reading and maths.</p>	<p>3,4, 7</p>

Total budgeted cost: £ £113,835

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Core skills

- We continued to evaluate the impact on each pupil at the end of each term through rigorous Pupil Progress Meetings and use of NFER age standardised assessments and this indicates a good level of progress as referred to in our Ofsted Inspection Report
- The continuing impact of the COVID pandemic on children in receipt of Pupil Premium was monitored and actions put in place as necessary. We used PASS information to identify pupil needs and ensured interventions and support were provided – there is evidence in terms of engagement and attendance which illustrates the effectiveness of these approaches
- The Pupil Premium expenditure will be monitored against the Teaching and Learning review, 'Catch Up Spending' and Pupil Progress Meetings. Through the use of NFER Confidence bands we have identified individual progress and attainment.
- NFER and other Data analysis showed improvement in outcomes for disadvantaged children.
- Evaluation focused on academic gains and pupils' self-confidence has developed as a consequence of the interventions and programmes which aim to raise progress.
- Significant improvement in attendance and engagement is evident with PP children and their disposition and attitude to learning as documented by the work of the Pastoral Manager/Attendance Lead.

Improvements in the procedures by which parents and families can engage with school to support their children.

- Pastoral support given at point of need.
- Welfare calls and door step visits were used to identify support families needed, including food vouchers, additional devices, internet access, etc
- Signposting of services to support families and gain further advice.
- Communication tools have had a positive impact on parental engagement – School website, twitter, See-saw.
- Virtual alternatives offered to replace our traditional parental engagement activities i.e. parents meetings on teams, welfare calls, video/photographs shared via Seesaw of key events in school.

Improve attendance and punctuality of disadvantaged pupils.

- Attendance policy and practice is consistent and rigorous.
- Attendance and punctuality is monitored daily and support is given to families to improve their child's attendance. Support includes: parent attendance meetings, follow up phone calls, home visits, referrals to other services, positive parenting, EHAT assessment and free childcare places.
- Weekly attendance meetings with the Headteacher identify trends and actions promptly.
- Attendance is celebrated weekly during Celebration assembly.
- There is evidence of improvements in pupil attendance

Involvement in wider school life

A comprehensive programme of cultural visits was established with positive feedback from parents and pupils. Community enrichments initiatives have also been developed to target support within the local community.

We aim to build on this for the current school year.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Reading Planet	Rising Stars
White Rose Maths Subscription	White Rose Maths
Pathways to Read	The Literacy Company
Pathways to Write	The Literacy Company
Times Table Rockstar	Maths Circle
RWI Spelling	Ruth Miskin
RWI Phonics / Fresh Start	Ruth Miskin

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Purpose

This strategy has been written to indicate how we:

- Aim to identify the needs of Pupil Premium children in our school and any barriers to their possible progress
- Intend to address these through specific, realistic targets with appropriate time scales,
- Will target funding in order to accomplish these targets for the benefit of all children as well as Pupil Premium.
- Ensure that high quality teaching provides appropriate support and challenge for disadvantaged pupils.
- Ensure that we achieve the most efficient use of resources and are able to respond to new challenges
- Provide appropriate training to teaching and support staff
- Continuously monitor progress against our set objectives
- Ultimately that we are able to significantly diminish the gap in terms of progress and achievement between disadvantaged and non-disadvantaged pupils
- That we are seen to live our key mission of providing the very best opportunities for all our pupils

Guidance we follow:

- Pupil Premium: funding and accountability for schools - Gov.uk.
- Teaching Schools Council: Guidance on effective use of pupil premium funding
- Education Endowment Foundation – Effective Pupil Premium
- Schools Operational Guidance – September 2022
- <https://educationendowmentfoundation.org.uk/guidance-for-teachers/usingpupil-premium>