

Pupil premium strategy statement

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This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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.

2022-2023 in red.

School overview

Detail	Data
School name	Holy Cross Catholic Primary School
Number of pupils in school	304 (29)
Proportion (%) of pupil premium eligible pupils	26% (25%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	September 2021 Updated Oct 2022
Date on which it will be reviewed	March 2022
Statement authorised by	F Gill
Pupil premium lead	F Gill
Governor / Trustee lead	Katy Hammond and Jo Burrows

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£80,412 (£90,025)
Recovery premium funding allocation this academic year	£9,280 (£9280)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0 (£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	£89,692 (£99,305)
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Part A: Pupil premium strategy plan

Statement of intent

**“I was disadvantaged as a child,
yet I had the advantage of being in
the company of great teachers.”
(A.P.J. Abdul Khan, 11th President
of India)**

***“Every one of our children is carrying something the world is waiting for – it’s
just the world hasn’t got it yet,” Sister Judith Russi***

The ‘Pupil Premium’ is a government initiative that provides extra funding aimed at pupils from disadvantaged backgrounds. Research shows that pupils from deprived backgrounds underachieve compared to their peers and that there is a strong link between eligibility for free school meals and underachievement. The Pupil Premium is designed to help each school boost the attainment of disadvantaged children and reduce the gap between the highest and the lowest achievers. The government has used pupils’ entitlement to free school meals (FSM) and children looked after by the local authority (CLA) as an indicator for deprivation. The funding is allocated according to the number of pupils on roll who have been eligible for free school meals at any point in the last 6 years (known as ‘Ever6 FSM’), an allocation for each pupil who has been ‘Looked After’ (in care) and a smaller amount for the children of service families.

Principles

- To ensure that teaching and learning opportunities meet the individual needs of all pupils.
- To ensure that appropriate provision is made for pupils who belong to vulnerable groups; this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged and that there are pupils not in receipt of the funding who are equally socially disadvantaged. We reserve the right to allocate the Pupil Premium funding to support any pupil, or groups of pupils the schools have legitimately identified as being socially disadvantaged.
- Pupil Premium funding will be allocated following a needs analysis which will identify priority groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.
- Early identification is paramount and our staff, with guidance from the SENCO and Subject Leaders, will need to consider that the pupil premium children may need all the help that they can to grasp the basic skills of reading, writing and maths. High priority is given to the transition from pre-school into Holy Cross, the transition from KS1 to KS2 and the transition onto secondary school.

Strategies

- Eligibility for the Pupil Premium is not to be confused with low ability, and we therefore have a focus on supporting our disadvantaged pupils to achieve the highest levels.
- Thorough analysis of pupils who are underachieving, particularly in English and Mathematics, and why.

- Draw on research evidence (such as the EEF teaching and learning toolkit and PP guidance) and evidence from our own and others' experiences to allocate the funding to the activities that were most likely to have significant impact on improving achievement.
- Clear expectations that all day-to-day teaching meets the needs of each learner, rather than relying on interventions to compensate for teaching that is less than good. Quality First Teaching is paramount.
- Allocate our best teachers/TAs to teach intervention groups to improve Mathematics and English.
- Use assessment regularly (not just at termly Pupil Progress Meeting) to check whether interventions or strategies are working and make adjustments accordingly.
- Make sure that support staff, particularly teaching assistants, are highly trained and understand their role in helping pupils to achieve.
- Systematically focus on giving pupils clear, useful feedback about their work, and ways that they could improve it. Ensure all pupils are clear on their next steps and how to get there.
- Ensure that the Senior Leadership Team has a clear overview of how the funding is being allocated and the difference it is making to the outcomes for pupils.
- Ensure that class teachers/subject leaders and Teaching Assistants know which pupils are eligible for the Pupil Premium so that they can take responsibility for accelerating their progress.
- Have a clear policy on spending the Pupil Premium, agreed by governors and publicised on our website.
- Provide well-targeted support through our dedicated PSA to improve attendance, behaviour or links with families where these were barriers to a pupil's learning.
- Have a clear and robust appraisal system for all staff, and include discussions about pupils eligible for the Pupil Premium in appraisal and pupil progress meetings (PPM).
- Thoroughly involve governors in the decision making and evaluation process so they're able, through careful monitoring and evaluation, to demonstrate the impact of each aspect of the spending on the outcomes for pupils.

Challenges

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

Challenge number	Detail of challenge
1	In 2020-2021 the attendance of our PP children was below that of all pupils (93.5% compared with 96.2%) and PA was higher (18.4% compared to 8.7%). In 2021-2022 This had fallen to 92% as compared to 93.3% indicating that the gap is closing but that whole school attendance was still being negatively impacted by COVID-related absences.
2	Data analysis shows in-school gaps against non-disadvantaged pupils and against pupil national attainment, especially writing and sustaining greater depth. The gap is narrowing in all three areas (R,Wr and M) but there is still an attainment gap especially in writing. Writing continues to be a focus for the whole school.
3	Levels of resilience/ aspects of social emotional and mental health/attachment issues leading to challenging behaviour of some children including PP children and less positive attitudes and approaches to learning. (Continuing)
4	Social - the school draws from a diverse range and is in an inner city location - a deprived area. Parents often have financial difficulties which narrows the opportunities on offer to many children- not experiencing activities that

	broaden experiences and enhance language development;(Continuing - added financial strain following national economic situation)
5	Social and emotional needs of many children lead to poor self-regulation which impacts on their ability to work collaboratively and to accept a degree of challenge in their learning/over reliance on adults. (Continuing)
6	Parental aspirations and ability to support learning. Our most vulnerable families struggle with parental mental health difficulties or chronic illness. Some of our families need support in providing consistent parenting routines and this can impact on attendance, punctuality, homework etc This has had a particular impact on children's progress due to school closures and lower engagement in remote learning. (Continuing)

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
Narrow the gap in those subjects where PP children did not perform so well last year – this is in line with the whole school. Writing will need to be a particular focus. Pupil Progress meetings (PPMs) will look at gaps in learning and what more can be done.	Attainment and progress results will improve across the year, especially in these areas. PP children perform in line with Non-PP in EYFS, Phonics, end of KS1 and end of KS2 to a difference of no higher than 10%
Increase attendance of PP children so that they are spending longer at school and in a mindset to learn. Foster a joint approach to improving attendance.	Attendance of PP children to improve from last year to 95%+ Persistent attendance figures to remain at least above 90%.
Attitudes to learning are good and PP pupils develop independent learning strategies. High aspirations and expectations are evident. Good provision for emotional and social development impacting positively on the mental health, behaviour and well-being of all of our pupils.	PP pupils display resilience, self-confidence and independence as well as non-disadvantaged. Book looks and pupil conversations show high expectations and consistent progress and quality of work for all. Lesson observations show strong attitudes to learning for all disadvantaged pupils.
Develop individual learning packages for PP children who require additional support that will lead to accelerated progress.	Interventions run by various staff including SENDCo, PSA and MAST have a positive impact on progress of disadvantaged children.

Activity in this academic year (2022-2023)

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

Additions in RED have been implemented during this current year alongside actions carried forward from the previous year which were reviewed as having had positive impact.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 21,730

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>to improve the teaching of writing through CPD delivered by T4Writing consultant so that all pupils make accelerated progress especially at the higher standard.</i></p> <p><i>(Second year of consultancy support package)</i></p>	<p>QFT is crucial and must come first in order to make a significant impact on standards. While we expect Pupil Premium children to be major beneficiaries of the approach, Talk4Writing is designed to benefit all children, diminishing the difference and improving standards in reading and writing across the board.</p>	<p>2</p>
<p><i>to improve the quality of education at Holy Cross by ensuring all subject leads have a positive impact on the outcomes through improved subject knowledge of staff and a developmental coaching/mentoring programme based on the CAST Principles of Teaching.</i></p>	<p>Coaching and Mentoring of subject leaders to develop subject leader confidence and knowledge across the curriculum and to further develop our mastery approach in mathematics through the embedding of 'Power Maths, the Holy Cross Way' in mixed age classes. A pedagogy firmly rooted in Rosenshine principles and underpinned by a secure understanding of cognition and learning will ensure high quality teaching and learning for all. Developmental drop ins based on the principle of marginal gain, will support teachers to develop best practice informed by research.</p>	<p>2,3,5</p>
<p><i>Purchase of standardised diagnostic assessments (PIRA and PUMA). Training for staff to ensure assessments are interpreted and administered correctly.</i></p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	
<p><i>Release of subject leaders to attend training and disseminate to other staff (Oracy Project [CAST and Plymouth], Subject Hubs, AutoMark and No More Marking Writing CPD) (Second Year of Oracy research Project)</i></p>	<p>Studies show that the biggest impact on learning for vulnerable pupils is high quality teaching (EEF and John Hattie)</p>	<p>2,3,5</p>

<i>supported by Marjons University)</i>		
<i>CPD to increase the impact of TA support in terms of academic and pastoral interventions for pupils</i>	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF_Social_and_Emotional_Learning.pdf(education endowment foundation.org.uk)	2,3,5
<i>Participation in the National Wellbeing Award (Pilot) and Primary Science Quality Mark</i>	The Raising Attainment with Wellbeing programme has been designed specifically to support schools to improve the emotional wellbeing and mental health of both pupils and staff. This high impact school improvement model is available to any education setting, addressing the critical link between emotional wellbeing, progress, attainment and supporting a cultural shift from trauma-aware to trauma-informed and therapeutic practice.	2,3,5
<i>Release for teachers to ensure high quality provision and outcomes for PP pupils to inform planning teaching and individual support plans</i>	Diagnostic assessment practices and the forensic analysis of data is crucial in tracking the attainment and progress of pupils so as to ensure needs are met through a differentiated and individual needs-based approach.	2,3,5

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

Budgeted cost: £40,448.26

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Writing conferencing</i> Teachers to be released to provide 1:1 writing conferencing for PP children who are under -achieving or at risk of underachieving (Participation in Able Writers events/drama).	Progress is maximised where independent learning and developing children's awareness of successful learning is secure. Learning resources that are carefully matched to the children's needs will ensure that progress is maximised, based on accurate assessment and feedback. Sutton Trust: small group tuition +4mths; individualised instruction +2mths	2,3,4

<p><i>Small group interventions in phonics/reading and mathematics with Individual target focus. Daily Precision teaching to address gaps where needed (see individual PP support plans) and resources which support children's learning (Accelerated Reader, TTRS, Power Maths)</i></p>	<p>Evidence suggests that TAs can have a positive impact on academic achievement. Progress is made when teachers and TAs work together effectively, leading to increases in attainment.</p> <p>Empower children with effective learning strategies to help them become successful, independent and resilient learners.</p> <p>Learning resources that are carefully matched to the children's needs will ensure that progress is maximised, based on accurate assessment and feedback.</p> <p>Sutton Trust: small group tuition +4mths; individualised instruction +2mths</p>	<p>2, 3,4</p>
<p><i>Learning resources (including home learning resources) ensure children are supported to make expected or better progress in reading and maths</i></p> <p><i>(including additional RWInc resources to ensure children have access to phonetically decodable books and to develop spelling)</i></p>	<p>Learning resources that are carefully matched to the children's needs will ensure that progress is maximised, based on accurate assessment and feedback.</p> <p>The texts and books children are asked to read independently should be fully decodable for them at every stage of the programme(DfE's new 'Essential Core Criteria' for phonics programmes)</p> <p>The research reviewed suggests that decodability increases the likelihood that children will use a decoding strategy, and may also improve accuracy.(Ofsted 2022)</p>	<p>2,4,6</p>
<p><i>Pinny Time, Pre-teaching and additional phonics support alongside opportunities to hear readers 1:1</i></p> <p><i>(Parental workshops to provide support)</i></p>	<p>To provide extra support to increase and maintain high attainment. Small group interventions with highly qualified staff have been shown to be effective, (Visible Learning by John Hattie and the EEF Toolkit).</p> <p>Sutton Trust: small group tuition +4mths; individualised instruction +2mths</p>	<p>2,3,5,6</p>
<p><i>Individual reading support to be provided through BOOKMARK. (Silver Package: 12 sessions of 30 minutes for 15 pupils per term - Y1-4)</i></p>	<p>Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average. Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (up to ten weeks) appear to result in optimum impact. EEF Toolkit).</p> <p>Sutton Trust: individualised instruction</p>	<p>2,3,5</p>

	+5mths	
<i>Small group intervention to boost communication and language skills in EYFS (NELI)</i>	An independent evaluation by the Education Endowment Foundation (EEF) has found that the Nuffield Early Language Intervention (NELI) boosts the language skills of four- and five-year olds by an additional three months. Early language skills are vital for children's long-term success in education and other areas. Research has shown that children with more advanced language skills at the age of five are more likely to have better qualifications and subsequently be employed in adulthood compared with their peers. However, disadvantaged children are more likely to have fallen behind before school starts. EEF +3mths	2,3,5
<i>Small group tutoring in reading and maths following diagnostic analysis of assessments (Pira and Puma - SHINE programmes)</i>	When used effectively diagnostic assessment can help us adapt our teaching to the specific needs and difficulties pupils experience, addressing errors and targeting the areas for improvement through appropriate levels of scaffolding, support, and challenge This approach to adaptive teaching and assessment is integral to high quality teaching. EEF	2,3,5

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

Budgeted cost: £38,561

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Weekly small group pastoral and behaviour support (ELSA/Emotional coaching)</i>	EEF toolkit identifies metacognition and self-regulation has a high impact for low cost, based on extensive evidence. It also shows behaviour interventions have a moderate impact. Targeted children will build their resilience and feel more secure and confident. This will in turn provide a firm foundation for them to be ready to learn. Sutton Trust: Social & emotional aspects of learning +4 mths.	3,5

<i>Investment in provision of Education Welfare Officer to support attendance.</i>	Good attendance at school is essential. Going to school is directly linked to improved exam performance which should in turn lead to further learning opportunities and better job prospects.	1,6
<i>PSA to support attendance of all pupils and provide support for families</i>	Raises the importance of attendance. Gaps are not missed. PSA spends over half her time working with the families of PPA children. The needs of families often require a supportive approach so that children can learn Parental involvement +3 mths	1,4,6
<i>Learning Mentor (MAST)</i>	Research suggests high impact strategies and positive talk maintains momentum for improvement. Metacognition & self-regulation +8mths	2,3,5
<i>ED Psych support for pupils with emotional needs (MAST)</i> <i>Group referrals to meet SEMH needs of pupils and to maximise impact.</i> <i>Provision of additional support through the Salvation Army.</i>	Targeted children will build their resilience and feel more secure and confident. This will in turn provide a firm foundation for them to be ready to learn. For those children with behaviour action plans they will have accelerated progress and have increased social and emotional well-being. Sutton Trust: Social & emotional aspects of learning +4 mths Individualised instruction +2 months	2,3,5
<i>Bereavement and Loss support through the Rainbow/Sunbeams programmes.</i>	There is a negative impact of losing a parent on both grades and the level of education they completed. In particular: Children from homes with low socio-economic resources underperform academically, and this Impact is stronger on girls. CRUSE	2,3,5,6
<i>SENDCo to ensure early identification of vulnerabilities/needs; to support staff in meeting the needs of pupils with challenging behaviour to ensure SEMH intervention impacts on learning successfully; to support parents at early intervention stage leading to improved outcomes.</i>	Targeted children will build their resilience and feel more secure and confident. This will in turn provide a firm foundation for them to be ready to learn Meta-cognition and self-regulation +8 mths;	2,3,5

<p><i>Provision of experiences which build cultural capital eg ukelele lessons, trips clubs, residential and Rock Steady (including financial support) to ensure all children can avail of extra-curricular provision.</i></p>	<p>Children from low income families should not lose out on the educational experiences and opportunities. Sutton trust: Outdoor and adventurous learning +4 months, individualised instruction +2 months</p>	<p>4,6</p>
<p><i>Provision of BASC and daily Breakfast Bagels as part of National Breakfast Programme.</i></p>	<p>Eating a healthy breakfast and spending valuable time interacting with school staff will provide a more nourishing start to the school day and impact on classroom performance</p>	<p>1,2,4,5</p>
<p><i>Provision of second-hand uniform through monthly uniform sales.</i></p>	<p>In the current economic climate, many families are struggling to provide school uniform. While efforts have been made to reduce the cost (removing the requirement for school logo items) many still struggle to provide the basics.</p>	<p>4,6</p>

Total budgeted cost: £100,739.26

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.

In light of the continued impact of the pandemic on statutory assessment at the end of 2021, teacher assessment has been used to measure the impact of our strategy to date.

Reading: Attainment of PP children from Y1 to Y6 has improved from 55% ARE+ to 62% ARE+ with an increase from 7% to 16% at the higher standard.

Y1 - 63% have made expected progress with 13% making more than expected progress.

Y2 - 85% have made expected progress with 27% making more than expected progress.

Y3 – 100% are making EXP+ progress with 43% making more than expected progress. Attainment is in line with all children in Y3.

Y4 – 100% making expected progress; 25% making more than expected progress. Attainment is higher for our PP children at both ARE and at the higher standard (83%/33% compared to 81%/30% for all pupils)

Y5 – 100% making expected progress with 38% making more than expected progress although attainment is 9% lower than 'all pupils'..

Y6 – 100% making expected progress; 20% making more than expected progress. 20% achieved the higher standard in KS2 Reading test.

Phonics: 50% reached the expected threshold with this rising to 70% by end of summer term.

Writing:

Y1 – 50% making EXP+ progress

Y2 – 92% making expected+ progress; 23% making more than expected progress.

Y3 – 79% making expected plus progress; 14% making more than expected progress.

Y4 – 100% making expected progress; 42% making more than expected progress.

Y5 – 85% making expected progress; 31% making more than expected progress.

Y6 – 80% making expected progress; 10% making more than expected progress.

Attainment in writing in Year 4 was in line with all pupils.

Maths: Attainment of PP children from Y1 to Y6 has improved from 77% ARE+ to 86% ARE+ with an increase from 25% to 29% at the higher standard.

Y1 – 63% making expected/+ progress with 25% more than expected

Y2 – 77% making expected/+ progress and 15% making more than expected.

Y3 – 93% making expected/+ and 36% making more than expected.

Y4 - 92% making expected progress and 25% making more than expected.

Y5 - 100% making expected progress and 38% making more than expected progress.

Y6 – 90% making expected progress. 40% making more than expected progress. 20% also attained the higher standard in the KS2 Maths test.

Good Level of Development

In Foundation Stage, 60% of the PP children have achieved a Good Level of Development compared to 73% of the cohort as a whole.

Multiplication Times Table Check (25/25) 58% of PP compared to 59% of all pupils.

Y4 MTC outcomes were the strongest in the Trust with a mean score of 23/25; the average score for PP was 24.

% PP (% All)		1	2	3	4	5	6
ARE	R	40(60)	64(67)	72(72)	83(81)	69(78)	60(84)
	Wr	30(53)	50(61)	43(54)	64(65)	23(49)	40(66)
	M	50(72)	57(72)	71(76)	83(81)	62(81)	60(77)
GD	R	10(20)	7(14)	29(36)	33(30)	0(22)	20(39)
	Wr	0(3)	0(5)	0(7)	8(14)	0(11)	0(14)
	M	10(18)	0(5)	14(27)	8(27)	0(22)	20(32)

Overall Outcomes based on Teacher Assessment and PiRA/PUMA for years 1,3,4 and 5 and by Statutory Assessment sat Year 2 and 6.

Whole School Attendance 2020-2021: 96.2%

Whole School Attendance 2021-2022: 93.3%

Pupil Premium Attendance 2020-2021: 93.5%

Pupil Premium Attendance 2021-2022: 92%

PA for whole school 2020-2021: 8.7%

PA for whole school 2021-2022: 16.3% (50 children)

PA for PP children 2020-2021: 18.4%

PA for PP children 2021-2022:16.9%

Covid has had a negative impact on attendance this year. The PSA and HT meet monthly with the EWO to review cases and low attendance/warning letters are sent out. Due to COVID, no penalty letters have been issued this year. Two children are on reduced timetables due to their additional needs. One child left in December to move to London and returned just before Easter. He hadn't attended school in the interim. 31 of the 50 have been impacted on by COVID related absences and 14 are under regular review and monitored by the Education Welfare Officer. 11 are PP.

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

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?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.