

Pupil premium strategy statement

Before completing this template, you should read the guidance on [using pupil premium](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

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.

School overview

Detail	Data
School name	Holy Cross Catholic Primary School
Number of pupils in school	304
Proportion (%) of pupil premium eligible pupils	26%
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
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
Recovery premium funding allocation this academic year	£9,280
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£89,692

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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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%).
2	Data analysis shows in-school gaps against non-disadvantaged pupils and against pupil national attainment, especially writing and sustaining greater depth
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.
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;
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.

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.
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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

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: £ 7,625

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>to improve the teaching of writing through CPD delivered by T4Writing consultant so that all pupils make accelerated</i>	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 t is designed to benefit all	2

<i>progress especially at the higher standard.</i>	children, diminishing the difference and improving standards in reading and writing across the board.	
<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:</i>	CPD to develop staff subject knowledge across the curriculum and to further develop our mastery approach in mathematics through the use of Power Maths 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.	2,3,5
<i>Release of subject leaders to attend training and disseminate to other staff (IT, MH, Precision Teaching, Oracy, strategies to support SEND; Emotion coaching)</i>	Studies show that the biggest impact on learning for vulnerable pupils is high quality teaching (EEF and John Hattie)	2,3,5

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

Budgeted cost: £ 64,955

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.	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
<i>Small group interventions in phonics/reading and mathematics with Individual target focus. Daily Precision teaching to address gaps where</i>	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. Empower children with effective learning strategies to help them	2

<i>needed (see individual PP support plans)</i>	<p>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>	
<i>Learning resources (including home learning resources) ensure children are supported to make expected or better progress in reading and maths</i>	<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>	2,4,6
Weekly small group tutoring in Maths and reading	<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>	2,3,5

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

Budgeted cost: £ 14,188

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Weekly small group pastoral and behaviour support (ELSA/Emotional coaching)</i>	<p>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.</p> <p>Sutton Trust: Social & emotional aspects of learning +4 mths.</p>	3,5
<i>PSA to support attendance of all pupils and provide support for families</i>	<p>Raises the importance of attendance. Gaps are not missed.</p> <p>PSA spends over half her time working with the families of PPA children.</p>	1,4,6

	<p>The needs of families often require a supportive approach so that children can learn</p> <p>Parental involvement +3 mths</p>	
<i>Learning Mentor (MAST)</i>	<p>Research suggests high impact strategies and positive talk maintains momentum for improvement.</p> <p>Metacognition & self-regulation +8mths</p>	2,3,5
<i>ED Psych support for pupils with emotional needs (MAST)</i>	<p>Targeted children will build their resilience and feel more secure and confident.</p> <p>This will in turn provide a firm foundation for them to be ready to learn.</p> <p>For those children with Thrive action plans they will have accelerated progress and have increased social and emotional well-being.</p> <p>Sutton Trust: Social & emotional aspects of learning +4 mths Individualised instruction +2 months</p>	2,3,5
<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>	<p>Targeted children will build their resilience and feel more secure and confident.</p> <p>This will in turn provide a firm foundation for them to be ready to learn</p> <p>Meta-cognition and self-regulation +8 mths;</p>	2,3,5
<i>Financial support to ensure all children can avail of extra-curricular provision eg clubs; residential; RockSteady Band etc</i>	<p>Sutton trust: Outdoor and adventurous learning +4 months, individualised instruction +2 months</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>	4,6

Total budgeted cost: £ 86,768

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 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

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.

Reading: Attainment of PP children has improved for all cohorts but this remains below the attainment both for non PP children and the attainment of the cohort as a whole.

Y1 - 27% have made more than expected progress with 27% also making less than expected.

Y2 - 7% made more than expected progress with 62% at ARE.

Y3 - 100% are making EXP+ progress with 39% making more than expected progress. 23% are at GD.

Y4 - 83% making expected progress; 8% (1 child) making more than expected progress.

Y5 - 89% making expected progress.

Y6 - 66% making expected progress; 25% at GD; 17% making more than expected progress.

Writing: The attainment of the PP children has also increased for all year groups with the greatest gaps in Year 1,2 and 4.

Y1 (11) – 100% making EXP+ progress; 27% making more than expected progress.

Y2 (14) – 93% making expected+ progress.

Y3 (13) – 100% making expected plus progress; 23% making more than expected progress.

Y4 (12) – 83% making expected progress;

Y5 (9) – 88% making expected progress.

Y6 (12) – 66% making expected progress; 17% making more than expected progress.

Maths: Attainment has risen for PP children in all Year groups (static in Year 4) but the gap remains in favour of nonPP children in all year groups.

Y1 – 81% making expected/+ progress with 27% more than expected

Y2 – 72% making expected/+ progress and 7% making more than expected.

Y3 – 100% making expected/+ and 23% making more than expected.

Y 4 - 58% making expected progress.

Y5 - 88% making expected progress (1 child currently working at Y2 joined us in Year 4) 11% making more than expected progress.

Y6 – 67% making expected progress. 17% working at GD.

Good Level of Development

In Foundation Stage, 100% of the PP children have achieved a Good Level of Development compared to 73% of the cohort as a whole.

Phonics Screening Check

Based on our assessment (2018 PSC), 86% reached the expected threshold overall with 81% of our PP children passing the screening check.

% PP (% All)		1	2	3	4	5	6
ARE	R	42(64)	62(72)	69(66)	43(68)	56(79)	67(84)
	Wr	33(58)	38(63)	38(43)	29(61)	56(79)	67(77)
	M	58(73)	54(74)	69(68)	36(70)	44(79)	50(74)
GD	R	8(16)	8(19)	23(20)	0(25)	11(36)	25(42)
	Wr	0(7)	0(9)	0(2)	0(14)	0(14)	17(21)
	M	0(18)	0(16)	8(11)	0(25)	0(26)	17(33)

Overall Outcomes based on Teacher Assessment (informed by 2018 SATs assessments for Y2 and 6 and PiRA/PUMA for other year groups).

Whole School Attendance 2020-2021: 96.2%

Pupil Premium Attendance 2020-2021: 93.5%

PA for whole school: 8.7%

PA for PP children: 18.4%

Persistent absence (>10%) has improved. In 2019-2020 for the period Sept 2-19 to March 2020, this was at 40% for PP children compared to 12% for the whole school. Persistent absence for 2020-2021 was 8.7% and 18.4% for our PP children (14 out of 76 pupils).

Of these 14, 4 have left; 4 remained away from school in the Autumn and Spring terms due to family vulnerability regarding COVID-19. One child joined Holy Cross on the 4th of May and missed 4 days due to illness and one session for a medical appointment. The PSA works closely with all of these families and two families have been supported through CIN/EHAT to address poor attendance. Attendance improved for a time when the children attended Breakfast club, paid by the school.

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.

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.