

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 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 VOLUNTARY ACADEMY
Number of pupils in school	223
Proportion (%) of pupil premium eligible pupils	13%
Academic year/years that our current pupil premium strategy plan covers	2021//2022 2022/2023 2023/2024
Date this statement was published	DECEMBER 2021
Date on which it will be reviewed	DECEMBER 2023
Statement authorised by	TAMMIE MCNAMARA
Pupil premium lead	JENNIFER SHELTON
Governor / Trustee lead	MARIA WILLIAMS

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£39,220
Recovery premium funding allocation this academic year	£2,835
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	£42,055

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve to the best of their ability across all subject areas including their emotional well-being. The focus of our pupil premium strategy is to support our disadvantaged pupils to enable them to achieve their goals, including progress for those who are already high attainers.

We will consider all the challenges our pupils face, regardless if they are disadvantaged or not and whether they are supported by social care or are young carers.

Quality First Class Teaching is at the heart of our approach with a focus of what interventions pupils require the most support from. This is proven to have the greatest impact on identifying pupils in need of additional support through targeted intervention and in turn will close the disadvantaged attainment gap whilst at the same time will benefit non-disadvantaged pupils in our school.

Our strategy is also integral to wider school plans for education recovery for those pupils who have been worst affected, including non-disadvantaged pupils. Our approach will be rooted in a robust diagnostic range of assessments. The approaches we have adopted compliment teaching and help pupils to excel.

To ensure they are effective we will,

- Ensure disadvantaged pupils are challenged in the work that they are set
- Act early to intervene sat the point need is identified
- Adapt as whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- Ensure that disadvantaged pupils have access to wrap around care and extra music tuition.

Challenges

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

Challenge number	Detail of challenge
1	To increase our resources to support the emotional and well-being need of the pupil by purchasing appropriate intervention via ELSA support

2	<p>To identify and support a growing number of children that are exhibiting emotional difficulties that are linked to bereavement, anxieties, self esteem and resilience. These children are finding it increasingly difficult to not only access school, but then to go on and form and develop meaningful relationships with their peers and to academically achieve to the best of their ability.</p> <p><i>Different support groups that are accessing ELSA support are currently running for 8 weeks per intervention. Areas of need have been identifying as separation anxiety, low mood, anger and anxiety. These groups and individuals will continue to be monitored and allocated support.</i></p>
3	<p>Assessments, Quality First Teaching and discussions will indicate that the education of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils.</p> <ul style="list-style-type: none"> • The need for specific intervention has been markedly increased with percentage of disadvantaged pupils require additional support. • Some children as well as those eligible for PP have complex and challenging SEND needs. • To use funding to allocate two teachers to plan, teach and assess disadvantaged pupils in extra maths and English tuition. <p><i>Intervention folders are kept up to date in each class that identify all groups and individuals that require these interventions. These are monitored termly.</i></p>
4	<p>Attendance over the past two years indicates that attendance among our disadvantaged pupils has increased due to carefully monitoring and communicating with parents and pupils regarding absences. This needs to continue to ensure attendance remains above 96%.</p> <p><i>New Trust policy is now in place and all relevant paperwork is in now being used. Parental meetings are now being logged and all absences are being recorded on Arbor and followed up via procedures. Letters have been sent out to all persistent absentees and are in process of being monitored.</i></p>
5	<p>Extra-curricular activities are an important part of furthering a child's development. And access to these instruments and teaching can deprive a disadvantaged child of experiencing them.</p> <p>Prior to offending funding support for these children, only a small percentage accessed these lessons, but by offering the 1st term free, we will expect this to rise.</p> <p><i>Pupil premium as funded the first term of music lessons that include piano, guitar, keyboard and drums.</i></p>
6	<p>Children attending our wrap around care support has increased over the past 2 years with 42% of our disadvantaged pupils now accessing this provision. We wish to continue this provision to enable our disadvantaged children to engage with play and focused activities before and after school, which then enables their parents to work more specific hours. This care also provides a breakfast and tea in school which also can have an impact for parents.</p> <p><i>This continues to thrive and is well attended by our Pupil Premium children</i></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>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing from 2024/2025 demonstrated by:</p> <ul style="list-style-type: none"> • Qualitative data from student voice, student and parent surveys and teacher observations • A significant increase in participation in enrichment activities, particularly among disadvantaged pupils. • qualitative data from pupil voice, parent surveys and teacher observations <p>A significant increase in participation in enrichment activities, particularly among disadvantaged pupils</p> <ul style="list-style-type: none"> • PP children will be encouraged to join pupil voice groups. • Their attendance will remain high in-line with non-PP children. • Ongoing monitoring and communication with staff. • Pupil voice reports that our children feel safe and happy in school. • Curriculum supports wellbeing, through mindfulness/ meditation session, PSHE and the RE curriculum.
<p>Improved maths and English skills among disadvantaged pupils.</p>	<p>KS1 and KS2 maths and English outcomes show that more than 25% of disadvantaged pupils met the expected standard.</p> <ul style="list-style-type: none"> • Evident from engagement in lessons • Book scrutiny • Ongoing formative assessments • Extra maths and English sessions with 2 teachers funded by catch up fund.
<p>Improved Maths, English and cross curricular skills among our disadvantaged pupil that are on our SEN register</p>	<p>With rigorous planning and assessment using B Squared will show that all pupils make progress in relation to their individual need</p>

<p>Participation with extra-curricular music lessons with outside provider for disadvantaged pupils.</p>	<p>A significant increase in participation in enrichment activities particularly among disadvantaged pupils.</p>
<p>To ensure all disadvantaged children have access to appropriate support and reduce barriers to learning</p>	<ul style="list-style-type: none"> • Children who may be experiencing social and emotional difficulties or difficulties in school are identified and offered support and strategies to improve self-esteem or attitudes to school and learning. • Termly assessment meetings with SLT and interventions identified and planned for. • ELSA support provided. • Staff are well trained, highly skilled and appreciate their responsibility to provide quality first teaching. • Early academic intervention through speech and language, high quality SEND provision and phonics. <p>After school/breakfast provision supports the smooth transition into school as well as nurture provision at lunch time to help with social anxiety/misinterpretations</p>

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: £1,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Cover for PP Champion, Phonics and Maths to be out of class equivalent to 1 day per half term to monitor PP Progress, needs, teaching and strategies that are used.</i></p>	<p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</p> <p>Leaders need to ensure that interventions and strategies implemented are ensuring good progress and outcome for pupils.</p> <p>Regular monitoring of the impact of the interventions and QFT ensures that all interventions and strategies are pertinent to the pupil accessing them.</p> <p>Leaders get to know the pupils who they are working with which develops a relationship between them.</p> <p>High impact for low cost based on very extensive evidence</p>	<p>3,4</p>
<p><i>Attachment training for new staff to understand the complex needs of our pupils.</i></p> <p>Improve the quality of social and emotional (SEL) learning.</p> <p>ELSA approaches will be embedded into routine educational practices and supported by professional development and training for staff</p>	<p>https://researched.org.uk/2019/02/28/attachment-theory-what-do-teachers-need-to-know/</p> <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life</p> <p>https://educationendowmentfoundation.org.uk/public/files/Public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf</p> <p>Parent and pupil voice has suggested the need for these groups to run in school, to settle children in transitional periods and provide space to work on emotional literacy.</p>	<p>2,3,4,5,6</p>

<p>Continue the use of standardised diagnostic assessments.</p> <p>Further training for staff and new staff to ensure assessments are interpreted and administered correctly.</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:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p> <p>https://thirdspacelearning.com/blog/third-space-diagnostic-assessment-ks2-maths-primary-school/</p> <p>Star Assessment and No More Marking</p>	<p>2,3,</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £34,466.37

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>TA directed time in the morning and afternoon in all year groups to support 1:1/small group interventions for reading, writing, maths.</p> <p>This also includes Direct Instruction Reading programme.</p>	<p>Internal data and data from 2019 SATs results show that for pupils at the end of KS1 & KS2 there is a gap between those pupils achieving at the expected and higher and others for RWM particularly boys and disadvantaged.</p> <p>Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>2,3,5</p>
<p>1:1 reading support for disadvantaged pupils who aren't being supported at home with reading-particular focus on KS1.</p>	<p>Internal data and 2019 SATs results show that for EYFS, KS1 & KS2 pupils there is a gap between those pupils achieving at the expected standard.</p> <p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p>	<p>2,3,5</p>

Daily reading support available for PP children.	Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £4,683.64

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Providing nurture group session before school, and during lunchtimes to help pupils with wellbeing and social skills</i>	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life https://educationendowmentfoundation.org.uk/public/files/Public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf	1,2,4,5,6
<i>Wrap around care subsidy to allow pupils to attend sports, arts and other afterschool activity clubs. Percentage of allocation made from PP funding – topped up by school budget</i>	Pupils who are eligible for PP often do not have access to extra curricular activities. This will allow pupils to have an enriched experience and participate in the arts, sports and well being activities after school. Using pupil premium EEF (educationendowmentfoundation.org.uk)	5,6
<i>Music tuition lessons to those who which to take advantage of the service – group lessons on instrument of choice.</i>	Research has shown that both listening to music and playing a musical instrument stimulate your brain and can increase your memory. The results showed that pre-schoolers who had weekly keyboard lessons improved their spatial-temporal skills 34 percent more than the other children. Not only that, but researchers said that the effect lasted long-term. http://brainconnection.positscience.com/topics/?main=fa/musiceducation2#A1	5

Total budgeted cost: £40,940

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.

A provision to support PP children's interventions utilising very experienced HLTA's and TA to support KS2 in achieving expected standard in RWM. Utilising Direct Instruction for Reading, and Basic Skills Maths intervention.

Ensure all teachers and TA's have up to date training to meet the needs of their class e.g. phonic training 'Sounds-Write'.

Utilise Star Assessments from Yr2-Yr6 to assess gaps in learning in reading and maths and pinpoint interventions required to bring children back on-track to where they were pre-lockdown, March 2020. Teacher and TA to provide quality whole class teaching using VIPERS and Spelling Shed and 1 to 1 individualised support/ small group support within the bubble to meet the needs of the children in class.

Pupil Premium pupils access quality first teaching and interventions that were pertinent to their progress and attainment for the first term of the last academic year. As the Lockdowns in January 2021 came into effect the school worked tirelessly to ensure PP pupils were in school, had access to technology and maintained as many interventions as possible. Most PP pupils were offered a place in school under vulnerable pupils. Pupils who did not attend school due to family situations were provided a DfE laptop where required and engaged in live lessons well. Teachers ensured that any pupil with PP and SEND status received intervention.

Teachers and TA access training through the Our lady of Lourdes Catholic Multi Academy Trust, attended moderation for writing and maths to compare and learn from others. Training was also attended for the use of Star Assessments and how to reap full benefit of the data they produce for our pupils.

Teach Like a Champion training has also been provided for Teaching Assistants to support with pedagogy in the classroom and during interventions.

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
ELSA	Elsa
NottAlone Mental Health Lead	NottsAlone
Level 2 Counselling	TBC
Direct Instruction Reading Programme	Engelmann
Sounds-Write Phonics Programme	Sounds-Write

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?	<p>Our Service pupil premium is used within the funding above ensuring all service children receive music tuition, wrap around care or targeted support.</p> <p>Additional adult time is used when required, for example, if a parent is away for a period of time.</p>
What was the impact of that spending on service pupil premium eligible pupils?	More pupils engaged with external activities.

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.

We are allocating some of the pupil premium spending to support with the National Tutoring funding across Key Stage Two.