

Holy Cross Catholic Primary School

Pupil Premium Grant Expenditure: Report to Parents 2022-2023

Overview of the School

Pupil Premium is additional funding provided by the Department for Education to enhance the education of the most socio-economically deprived (namely those children entitled to free school meals and looked after children). At Holy Cross, provision for pupil premium pupils requires additional funding from the school to encompass all vulnerable learners not just those who reach the threshold for the additional funding. We believe it is our moral duty to support all those in need.

Number of Pupils and Pupil Premium Grant PPG received for 2022-2023	
Total number of pupils on roll	396
Total number of pupil eligible for PPG	12.6% (50 children)
Amount of PPG received per pupil	£1,385
Total amount of PPG received	£63,445 plus NTP £6,804 £70,249
Total Expenditure	£71,249

Expenditure Review 2022-2023

Quality of Teaching for All

Budgeted cost: £20,000

Actual Expenditure: £7,820.60

Funding was used to enable all staff to participate in high quality training, both externally and within the school, and ensured the successful application of consistent best practice across the whole school. In addition, it was used to provide focused and specialist support for middle and senior leaders, enabling them to monitor, coach and mentor colleagues to improve practice. Training was delivered across many of the subject areas including:

- Phonics;
- subject leadership coaching sessions;
- coaching and development of the curriculum across all key stages;
- TD Day on teaching safeguarding.

Desired Outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improved progress and attainment in reading, writing and maths for our disadvantaged pupils.	Training of teachers to deliver our SSP programme 'Little Wandle' to secure stronger phonics teaching for all pupils.	<p>Across the phase – Year 1 and 2 80% met the expected standard for phonics 63 out of 78 children met the standard.</p> <p>All PPG children in year 2 – 100% met the standard</p>	<p>The school will continue this project in 23/24.</p> <p>Regular intervention is necessary and strategies must be transferred to the classroom.</p> <p>Staff meeting time to train teachers.</p>	<p><u>TD Day</u> LSPs, Teachers, Delivery and preparation £35.00 x 5 hrs Delivery £35.00 x 2 hours preparation £245.00</p> <p><u>Package Cost:</u> £995.00</p> <p>Additional Training £12/hour average LSP rate 6 hrs per year 20 LSPS £1440.00</p>
Improved Safeguarding training and understanding across the school	<p>Training for teachers and DDSL/DSLs</p> <p>TD Day Training</p>	Teachers were more aware and confident when dealing with safeguarding issues.	This training and approach will continue annually.	<p><u>TD Day</u> Delivery and preparation £35.00 x 5 hrs Delivery £35.00 x 2 hours preparation £245.00 x 2 staff</p>

	Recruitment of a Safeguarding Consultant			£490 Consultant and DSL/DDSL Training £1560.00
Improved progress and attainment in reading, writing and maths for our disadvantaged pupils.	We will fund release time to allow subject leaders to develop the skills they need to articulate their own educational vision and use this to inform curriculum design, subject enrichment and subject-level interventions designed to raise achievement.	An embedded and inclusive curriculum. The school have developed a progressive and ambitious curriculum. A full year (without school closures) will be needed to assess the full impact of these developments.	Continue to develop and improve the curriculum over the next year. Staff must continue to review work daily and adapt planning accordingly Teachers were able to improve and develop on existing good practise. Strong curriculum leadership to ensure that the curriculum is progressive and relevant to all pupils. Development of assessment in the non-core to ensure those falling behind are identified quickly and interventions completed. Maths, English and Phonics are to remain a focus.	6 hours per teacher 13 subjects HLTA £12.70/ hour £990.60
Improved progress and attainment in maths for our disadvantaged pupils.	Maths lead plus one other teacher attended Mobius Maths Hub.	Development of a challenging and robust Maths curriculum Within Mathematics the gap between disadvantaged and non-disadvantaged is narrowing. Diminishing difference is currently 3.4 (-7.9)	Strong curriculum leadership to ensure that the curriculum is progressive and relevant to all pupils. To continue 2023/24	4 hours per teacher 3 sessions 3 visits £35.00/ hour £1680 Preparation Time: £420.00 Total: £2100.00
			Total Expenditure	£7,820.60

Target Intervention		Budgeted cost: £30,635		Actual Expenditure: £35,013.51
<p>Specific interventions are used across the school to enable pupils to make good progress. We deploy key staff in all year groups to work with individuals and with small groups of pupils so that opportunities to make good and better progress are enhanced. Targeted interventions address identified needs and include academic, emotional, behavioural and well-being support. For 2022-2023, these included:</p> <ul style="list-style-type: none"> • LSPs work with small groups and 1:1 to deliver targeted intervention programmes to enable all of our children to achieve to their highest potential; • Additional LSPs deployed in EYFS to facilitate small teaching groups, particularly for phonics, maths and handwriting; • National Tutoring Programme which provided a blend of tuition, mentoring and school-led tutoring for pupils. • The LSPs will be deployed to address any early intervention as identified. 				
Desired Outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p>Improved progress and attainment in reading, writing and maths for our disadvantaged pupils</p> <p>To increase the number of disadvantaged children that achieve greater depth in reading, writing and maths.</p> <p>Reduction in the Attainment gap in pupils achieving greater depth.</p>	<p>National Tutoring Programme</p> <p>Providing a blend of tuition, mentoring and school-led tutoring for pupils.</p>	<p>The children made steady improvement and were able to bridge gaps created by Covid.</p> <p>Assessment and Teacher observation in class.</p>	<p>Monitor in/out data to assess progress.</p> <p>This intervention needs to be delivered across the whole school to ensure more children are ready for learning.</p>	<p>Talent Ed £2697.00</p> <p>TA Provision and Time £7,043.25</p> <p>Total = £9,740.25</p>
<p>To increase the number of disadvantaged children that achieve greater depth in reading.</p>	<p>Purchase of</p> <p>Target Your Maths</p> <p>CGP Workbooks</p>	<p>This developed children's access to the curriculum at home and improved intervention groups.</p>	<p>The books need to be introduced earlier and used within lessons as well as during interventions.</p>	<p>£674.20</p>

<p>To allow all children to have access to educational material at home.</p> <p>To develop the children's pleasure throughout the curriculum and improve academic attainment.</p> <p>To have a positive impact on mental wellbeing.</p>				
<p>Improved progress and attainment in reading, writing and maths for our disadvantaged pupils.</p>	<p>Deliver our SSP programme 'Little Wandle' to secure stronger phonics teaching for all pupils.</p> <p>Purchase of Letter and Sound Sets Word Cards Books</p>	<p>Autumn 2022, 71% passed the phonics check in Year 2. There is room for improvement.</p> <p>Reading attainment has remained positive throughout the pandemic - this may have been due to parents feeling more confident to support this at home. The purchase of non-fiction and poetry texts has supported the curriculum well in some year groups.</p>	<p>The Little Wandle package has greatly improved all children's reading ability</p>	<p>£7751.31</p>
<p>Improved progress and attainment in reading, writing and maths for our disadvantaged pupils.</p>	<p>Sustained and intensive support where needed, offered through: 1:1 support offered to disadvantaged children with greater needs.</p>	<p>Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes.</p>	<p>Settled and calm children Consistency is key. 1:1 support has a greater impact allowing children to integrate quickly into the class environment.</p>	<p>£12/hour average LSP rate 6 hrs per week x 2 LSPs 39 weeks £5616.00</p>
<p>Improved progress and attainment in reading, writing</p>	<p>Waved Intervention Provision mapping</p>	<p>Reviewed via termly provision map meetings.</p>	<p>Continue with specific interventions as per the provision map and individual</p>	<p>2 hours LSP time in each class 2 LSPs per year group £288.00</p>

<p>and maths for our disadvantaged pupils.</p> <p>To close attainment gap for pupils across school Accelerate progress of children working below age related expectation</p> <p>Provide targeted intervention work in reading, writing and maths.</p>	<p>Setting ILPs</p> <p>Reviewing short- and long-term outcomes of individual children</p>	<p>Assessing the impact of specific whole school boosters and interventions. Reviewing the impact of specialised interventions such as pre-teach vocabulary sessions etc</p>	<p>child. Adapt the needs according to where the child's learning journey is. Continue to set SMART targets for all children. Parents continue to be involved in this process.</p> <p>Pre-teaching and group work have a greater impact as pupils are supported and given time to learn and work together. This needs to be consistent and done on a regular basis with dedicated LSPs.</p>	<p>£288 x 39 weeks</p> <p>£11,232</p> <p>LSP support interventions and small groups across EYFS, KS1 and KS2.</p> <p>£12/hour average LSP rate</p>
			<p>Total Expenditure</p>	<p>£35,013.51</p>

Wider Strategies – Social, Emotional, Mental Health and Wellbeing

Budgeted cost: £20,000

Actual Expenditure: £28,414.89

Observations, wellbeing surveys, discussions with pupils and families and CPOM reports identified SEMH issues for many pupils. These were predominantly due to: ongoing COVID repercussions such as insecurities and anxiety levels rising during the pandemic; socioeconomic difficulties and child poverty. Teacher referrals for support has maintained high and demand for ELSA support has been maintained. Teachers and SENCO can make referrals to ELSA. The sessions take place outside the classroom as required. The ELSAs have provided personalised support as required eg social stories around morning routines for parents to read to children; flexible approach to individual children entering the school. They can also seek support and guidance from external agencies where required to further support children and parents.

We know that for our children to be effective learners, they need to experience positive mental and physical wellbeing and to support this we used pupil premium funding to provide the following:

- support from SENDCo for the emotional needs of the pupils, including work within friendship groups and with individuals and parents;
- 2 x ELSA assistants providing daily support for children who are experiencing social and emotional difficulties;
- costs of wraparound care met for our disadvantaged children, including breakfast club and after-school provision for vulnerable families. This prepares our children to be effective learners through alleviating hunger and tiredness whilst also assisting attendance and punctuality.
- Waved intervention – to reduce attainment gap and accelerate progress

Desired Outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
To improve social and emotional wellbeing of targeted children at specialist level.	ELSA	<p>Emotional wellbeing needs are still high as a result of the pandemic and due to the economy. Friendship issues along with anxiety are still a focus.</p> <p>The school has made good use of key adults to support children via ELSA support.</p> <p>SENCo and teachers worked together to monitored the need for ELSA referral.</p>	There continues to be a ‘whole’ school approach with all staff being training in Mental Health and Wellbeing and the long-term positive impact of good mental health provision.	<p>Total: £16,760.68</p> <p>2 ELSAs 6 hrs a week ELSA at £12.70/hr over 39 weeks £11,887.20</p> <p>£4,253.48 Resourcing budget and supervision</p> <p>ELSA Training - £620</p>

		Also monitored via CPOMS		
To improve social and emotional wellbeing of targeted children at specialist level.	TAHMS outreach support Educational Welfare Ed Psych Swindon Sensory Needs	Improved children's ability to deal with situations post Covid Also monitored via CPOMS	There continues to be a 'whole' school approach with all staff being training in Mental Health and Wellbeing and the long-term positive impact of good mental health provision.	£2,612.66
			Total Expenditure	£19,373.34

Wider Strategies – Enrichment Activities

Discussion with our pupils and observations show a significant lack of cultural capital among many of our children. This negatively impacts all areas of learning as children cannot build on personal experience to make connections to new learning. We also find that this leads to lower ambition and aspiration within our pupils, particularly our disadvantaged children. Our pupils also benefit from wraparound care at the beginning and end of the school day. These activities support the development of our children's cultural capital.

Our own observations and pupil voice indicate that some of our pupils benefit from wraparound care at the beginning and end of the school day. Pupil premium monies is not exclusively used for disadvantaged families but in supporting low income families, vulnerable families and young carers. Receiving breakfast in a relaxed environment with pastoral staff on hand creates a supportive atmosphere before the school day starts and similarly ASC allows the day to end in a relaxed and informal way. It also benefits families that are economically disadvantaged through allowing them to work additional hours.

Desired Outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
To enable children to take part in enrichment activities in order to improve curriculum involvement and provide real life experiences for writing stimulation.	Wyvern Theatre School trips	Development of self-reliance, social skills, and self-esteem in them was evident. These activities aided in learning life skills outside the classroom.	Investment in high quality experiences must remain a focus to develop opportunities for our children and improve the cultural capital of the school.	KS2 x 25 PPG £14.00 Wyvern - £350.00 Other Trips - £918.00
	Music Lessons via Techniques Music Academy			1 x 35 lessons @ £8.50 each = £297.50

		Children's writing after enrichment experiences shows a very good individual level as assessed by class teacher		
To enable PP children to improve swimming skills for safety, enjoyment and healthy lifestyle	Swimming	All children to swim 25 metres unaided		£100.33 per pupil PPG Pupils x 6 in Year 5 £601.98
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. All children from disadvantaged pupils to have full access to our curriculum and all our extra-curricular experiences.	Wraparound care Funding for extra-curricular clubs, Afterschool Club and Breakfast Club.	Supporting families with financial worries and reducing children's anxiety and stress when at school.	To continue	£1,086.00
			Total Expenditure	£3,253.48

Wider Strategies – Parental Enrichment				
Desired Outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
To equip parents/carers with the skills, confidence and knowledge to support their children's	Group-based parenting initiatives such as stay and play and reading workshops,	To develop social skills after the pandemic and improve school interactions with parents	Parents are currently reluctant to interact. More work is required in this area.	Teacher and LSP time £35.00 per hour

learning at home, particularly our disadvantaged families.				4 teachers x 6 terms £840.00 Staff £3948.07 Resources
			Total Expenditure	£5,788.07