

## Pupil premium strategy statement

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.

**Review of Year 2021-22 Academic Year - updated data in red.**

### School overview

Detail	Data
School name	Holy Cross Catholic Primary School
Number of pupils in school	371 390 2022 -23
Proportion (%) of pupil premium eligible pupils	10.5% (39 children) increasing to 40 (11%) 13.3% (52 children) 2022-23
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 – 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022, <b>March 2023</b>
Statement authorised by	Karen Salter Headteacher <b>to July 2022</b> <b>Sam Dowdeswell</b> Headteacher from <b>September 2022 - present</b>
Pupil premium lead	Sam Dowdeswell Deputy Headteacher <b>to Jan 2023</b> <b>Tara Moran</b> Deputy Headteacher from <b>Jan 2023 - present</b>
Governor / Trustee lead	Ben Starczewski Link governor for disadvantaged pupils <b>to July 2022</b> <b>From September 2022 - present</b> <b>Caroline Cabrera</b> <b>Jo Vickers</b>

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£52,455
Recovery premium funding allocation this academic year	£5,655
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£58,110</b>
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

### Part A: Pupil premium strategy plan

#### Statement of Intent

Our intention is to use our pupil premium funding to help improve and sustain good progress and higher attainment for disadvantaged pupils that is comparable with that of non-disadvantaged pupils nationally. Through careful consideration of the specific challenges faced by our cohort of children, our focus is on those areas in which our disadvantaged pupils require the most support. Put simply, the aim of our pupil premium strategy is not only to ensure we open doors for all of our children, but through addressing challenges to learning, we enable them to achieve their full potential and equip them with the skills and self-belief to walk through.

High-quality teaching is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. An essential focus of our pupil premium spending will be on ensuring all children have an effective teacher that is skilled in steering them through all subjects across the curriculum and astute in recognising and addressing the key challenges that face our pupils.

Our pupil premium strategy is also integral to wider school plans for education recovery. In line with many national studies, our assessments, observations and discussions with pupils and families show that many of our disadvantaged students have been disproportionately impacted by the educational and emotional effects of the pandemic. Targeted academic support is an essential element of our pupil premium strategy and the National Tutoring Programme will enable those children whose education has been worst affected to receive additional tuition. Continuation of our SEMH programmes will also support our children in developing social and emotional strategies to manage their mental health through: promoting positive physical and mental wellbeing; encouraging perseverance and resilience; and enabling them to be ready and effective learners. Good mental and physical wellbeing also positively impacts attendance.

At our school, we remember that disadvantaged pupils don't lack talent or ability, but can lack opportunity. Therefore, an important element of our pupil premium strategy is to deepen cultural capital through enabling children to access a wide range of enrichment and extra-curricular experiences, both in and out of school. Allowing children from vulnerable families to participate in rich first-hand experiences develops confidence and curiosity. Our pupil premium strategy addresses the need to widen horizons and raise aspirations which,

through our own observations and discussions, has proven to have a positive impact on academic attainment and personal achievement.

Our approach will be responsive to the common challenges and individual needs of our pupils and will be rooted in diagnostic assessment rather than misplaced assumptions or generalisations on the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- have high expectations for all of our pupils
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- be ambitious and creative in our approach when supporting our disadvantaged children
- work supportively and collaboratively with our most vulnerable families
- support children's health and wellbeing to enable them to access learning at an appropriate level,

## Challenges

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

Challenge number	Detail of challenge
1	<p><b>Impact of lost learning due to COVID-19</b></p> <p>Partial school closures have caused disruption to education and inevitably led to slower rates of learning and learning loss. Assessments, observations and surveys indicate that this has had a greater impact on disadvantaged children and those of vulnerable families.</p> <p>Significant knowledge gaps are evident from KS1 through to KS2 and have led to children falling behind age-related expectations in reading, writing and maths.</p> <p>Oracy has also fallen below expected standards and this appears to have disproportionately affected our disadvantaged children in EYFS and KS1.</p>
2	<p><b>Attainment gap in children achieving greater depth</b></p> <p>Assessment data shows that disadvantaged children do not achieve greater depth levels that are comparable with non-disadvantaged children. The school's Diminishing Differences report also shows a widening of the gap when comparing disadvantaged and non-disadvantaged children that achieve a greater depth assessment in reading, writing or maths as children move up through the school.</p> <p>Of 141 greater depth assessments across reading, writing and maths, only 7 of these are for disadvantaged children. This equates to 18% disadvantaged compared to 43% non-disadvantaged children who achieve one or more greater depth assessment level.</p>

		<b>% of greater depth assessment for disadvantaged children across reading, writing and maths</b>	
		Y1	50% (4 individual GD assessments across 8 children)
		Y2	0
		Y3	43% (3 individual GD assessments across 7 children)
		Y4	0
		Y5	0
		Y6	0
3	<p><b>SEMH</b></p> <p>Assessments, observations, wellbeing surveys, RHE lessons, and discussions with pupils and families have identified SEMH issues for many pupils. These are predominantly due to lack social interactions during COVID restrictions; lack of enrichment during school closures; insecurities and anxiety levels rising during the pandemic; and re-establishing independence levels upon return to school.</p> <p>Teacher referrals for support have markedly increased both during and following the pandemic. 23 pupils are currently receiving ELSA support (with a waiting list of children needing to start this programme), 3 of whom are disadvantaged and several more from vulnerable families.</p>		
4	<p><b>Parental Engagement</b></p> <p>Observations, discussions and surveys tell us that many of our disadvantaged children receive less support at home. This is evident across all key stages, and particularly amongst our disadvantaged and vulnerable families. Lack of support at home is a major contributory factor in the gap between disadvantaged and non-disadvantaged children and was a prominent feature of the learning gap that arose, and widened, during and after COVID school closures.</p>		
5	<p><b>Language and communication skills</b></p> <p>Assessment, observations, and discussions with pupils indicate under-developed oral language skills and vocabulary gaps amongst many pupils across all key stages.</p> <p>This is often made more difficult by EAL where many families do not have a strong grasp of English. Low cultural capital also restricts pupils' vocabulary as limited experiences restricts exposure to wider vocabulary and semantic field.</p>		
6	<p><b>Reading</b></p> <p>Home/school reading records and pupil voice show that many of our children have no access to reading materials outside of school. This negatively impacts their development as readers and can prevent children from developing a love for reading. It also restricts opportunities for pupils to deepen their own knowledge and understanding through independent learning. We see evidence that this impacts progress and attainment throughout KS1 in reading and across reading and all topic areas in KS2.</p>		
7	<p><b>Pastoral Care</b></p> <p>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. The school does not use pupil premium monies exclusively for disadvantaged families but in supporting low income families, vulnerable families and young carers.</p> <p>National research shows that attending breakfast club can improve pupils' academic attainment whilst also improving attendance and punctuality. Children who come to school hungry are less attentive, more disruptive and less likely to understand and</p>		

	<p>remember the day's lessons. 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.</p> <p>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.</p>
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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
Improved progress and attainment in reading, writing and maths for our disadvantaged pupils.	End of key stage outcomes show disadvantaged pupils performing as well as non-disadvantaged pupils nationally and reflect our ambition to reduce the attainment gap between disadvantaged pupils and their peers.
To increase the number of disadvantaged children that achieve greater depth in reading, writing and maths.  Reduction in the Attainment gap in pupils achieving greater depth.	By the end of 2021/22, teacher assessment of reading, writing and maths demonstrates a reduction in the attainment gap between disadvantaged pupils and non-disadvantaged pupils achieving greater depth.  In 2024/25, numbers of disadvantaged children attaining greater depth in reading, writing and maths will be in line with non-disadvantaged pupils.
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.	Sustained levels of wellbeing demonstrated by: <ul style="list-style-type: none"> <li>• qualitative data from pupil voice, student and parent surveys and teacher observations</li> <li>• a significant increase in participation in enrichment activities, particularly amongst disadvantaged pupils</li> <li>• a reduction in the waiting list for pupils requiring ELSA support.</li> </ul>
To equip parents/carers with the skills, confidence and knowledge to support their children's learning at home, particularly our disadvantaged families.	Through strengthening links with our families, we will work to create a collaborative and supportive community that supports our children in their learning and their wellbeing.  This will be demonstrated by: <ul style="list-style-type: none"> <li>• qualitative data from pupil voice, student and parent surveys and teacher observations.</li> <li>• good levels of engagement and attendance at teacher-led workshops for parents/carers.</li> <li>• quantitative data will show a closure in the attainment and progress gap between disadvantaged and non-disadvantaged families, particularly in the event of any future school closures.</li> </ul>

<p>Improved oral language skills and vocabulary among our disadvantaged pupils.</p>	<p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative and summative assessment.</p> <p>An increase in participation in enrichment activities introduces a wider range of semantic field and improved attitudes to learning. This will be evidenced through observations of children's discussions and within their writing.</p>
<p>Increased levels of reading for pleasure and an increased reading attainment among disadvantaged pupils.</p>	<p>Assessments and observations indicate significantly improved engagement with reading for pleasure among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in reading lessons and library sessions, home reading records, parent and pupil surveys, book scrutiny and ongoing formative and summative assessment. End of key stage outcomes show disadvantaged pupils performing as well as non-disadvantaged pupils nationally and reflect our ambition to reduce the attainment gap between disadvantaged pupils and their peers. This is within a context of high attainment for all.</p>
<p>To achieve and sustain improved wellbeing for all pupils at our school, particularly our disadvantaged pupils.</p> <p>To raise the self-esteem, resilience and aspirations of students entitled to pupil premium through pastoral support and extracurricular activities.</p>	<p>Sustained high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> <li>• teachers quickly identifying disadvantaged children who would benefit from wraparound care</li> <li>• disadvantaged children have access to provision before and after school</li> <li>• disadvantaged children have a healthy breakfast</li> <li>• disadvantaged children are able to access SEMH programmes, if needed</li> <li>• good attendance levels</li> <li>• increase in participation in enrichment activities, particularly among disadvantaged pupils.</li> </ul>

## 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: **£20,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Training of teachers to deliver our SSP programme (Letters and Sounds) to secure stronger phonics teaching for all pupils.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:  <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1, 2, 6,</p>
<p>Training of teachers and LSPs to deliver Nuffield Early Language Intervention (NELI)</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment.  <a href="#">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1, 2, 5</p>
<p>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.</p>	<p>Ofsted says: "Strong and effective leadership makes a setting good or outstanding. It drives up the quality of a setting's work and ensures that all children are helped to reach their potential".</p>	<p>1, 2,</p>
<p>Improve the quality of metacognition and self-regulated learning for our pupils.  Metacognitive and self-regulated approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>Self-regulated learners are aware of their strengths and weaknesses, and can motivate themselves to engage in, and improve, their learning. Developing pupils' metacognitive knowledge of how they learn—their knowledge of themselves as a learner, of strategies, and of tasks—is an effective way of improving pupil outcomes.  <a href="https://EEF/metacognition">https://EEF/metacognition</a></p>	<p>1, 2, 3, 5,</p>

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

Budgeted cost: **£20,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Talk Boost is a targeted intervention aimed at children with delayed language. It aims to boost their language skills, helping them to catch up with their peers. The programme aims to accelerate children's progress in language and communication.</p> <p><a href="https://ican.org.uk/talk-boost/">https://ican.org.uk/talk-boost/</a></p>	<p>Research by BERA (British Educational Research Association), 2019 states: "It is concerning that poor vocabulary knowledge may impact on a child's future life chances, with evidence indicating that the size of a child's vocabulary significantly influences academic achievement, lifelong opportunities and social mobility (Marulis &amp; Neuman, 2013)."</p> <p><a href="https://www.bera.ac.uk/blog/making-words-stick-is-primary-practice">https://www.bera.ac.uk/blog/making-words-stick-is-primary-practice</a></p> <p>"There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives."</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p>	<p>1, 2, 3, 5, 7</p>
<p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of pupils who receive tutoring will be disadvantaged, including those high attainers.</p> <p><a href="https://www.talent-ed.uk/">https://www.talent-ed.uk/</a></p>	<p>Research has found that disadvantaged pupils have been worst affected by the impact of the pandemic. It is therefore more important than ever that school strategies focus on support for disadvantaged pupils.</p> <p><a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium">https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</a></p>	<p>1, 2</p>
<p>Purchase of ebook library to allow all children to have access to reading materials at home.</p> <p><a href="https://www.oup.com/">Oxford Owl eBook Library : Primary: Oxford University Press (oup.com)</a></p>	<p>Research repeatedly shows a positive link between reading for pleasure and academic attainment. It has also been shown to have a positive impact on mental wellbeing.</p> <p><a href="https://www.gov.uk/government/publications/research-evidence-on-reading-for-pleasure">https://www.gov.uk/government/publications/research-evidence-on-reading-for-pleasure</a></p>	<p>1, 2, 3, 4, 6,</p>



<p>Sustained and intensive support where needed, offered through:</p> <ul style="list-style-type: none"> <li>• practical support and resources for home.</li> <li>• group-based parenting initiatives such as stay and play and reading workshops,</li> <li>• 1:1 support offered to disadvantaged children with greater needs.</li> </ul>	<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><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</a></p>	<p>1, 2, 4</p>
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£18,110**

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA	<p>Research shows that children learn better and are happier in school if their emotional needs are also addressed.</p> <p><a href="https://www.elsanetwork.org/about/">https://www.elsanetwork.org/about/</a></p>	<p>3, 7</p>
Wraparound care	<p>Good quality wraparound childcare has a positive impact on children’s outcomes. Research by NatCen shows that participating in organised sports and joining after school clubs can help to improve primary school children’s academic performance and social skills.</p> <p>Among disadvantaged children, those who attended after school clubs fared better than their peers who did not take part in such groups. They achieved on average, a 2- point higher total score in their KS2 assessments in English, maths and science at the end of primary school.</p> <p><a href="https://www.gov.uk/government/publications/wraparound-and-holiday-childcare-responding-to-requests">https://www.gov.uk/government/publications/wraparound-and-holiday-childcare-responding-to-requests</a></p>	<p>1, 2, 3, 4, 7</p>
Enrichment activities	<p>Ofsted’s 2019 framework states the importance of personal development as they acknowledge: “The curriculum extends beyond the academic, technical or vocational. It provides for learners’ broader development, enabling them to develop and discover their interests and talents. The curriculum and the provider’s wider work support learners to develop their character – including their resilience, confidence and independence – and help them know how to keep physically and mentally healthy.”</p> <p><a href="https://www.gov.uk/government/publications/education-inspection-framework/education-inspection-framework#provision-inspected">https://www.gov.uk/government/publications/education-inspection-framework/education-inspection-framework#provision-inspected</a></p>	<p>1, 2, 3, 5, 7</p>

Extra-curricular activities	Research shows that participation in extra-curricular activities has many benefits for disadvantaged children. These have been found to include: <ul style="list-style-type: none"> <li>• development of thinking skills</li> <li>• enhancing social skills</li> <li>• boost to self confidence</li> <li>• identifying a hidden talent</li> <li>• learning of new skills</li> <li>• boost to academic performance</li> <li>• time management</li> <li>• developing creativity</li> </ul>	1, 2, 3, 5, 7
Contingency fund for acute issues	Based on our experiences and those of similar schools, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

**Total budgeted cost: £ 58,110**

## 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 these results will not be used to hold schools to account.

Although standardised KS1 and KS2 tests were not taken during 2020/21, as a school our Year 6 children still sat previous KS2 SAT tests in maths, reading, spelling punctuation and grammar. We also applied teacher assessment for writing in line with SAT expectations. The results were as follows:

30 pupils Period: Yr6 Sum2	Below	On Track or higher	Higher
Reading	7 (23.3%)	23 (76.7%)	2 (6.7%)
Writing	4 (13.3%)	26 (86.7%)	6 (20.0%)
Mathematics	8 (26.7%)	22 (73.3%)	2 (6.7%)
<b>Combined</b>	<b>Below in one or more</b> 10 (33.3%)	<b>On Track or higher in all</b> 20 (66.7%)	<b>Higher in all</b> 0 (0%)

Of the cohort of 30 pupils, 3 children would have been disapplied.

Our pupil premium strategy for 2020/2021 had to be flexible and was adapted to effectively and efficiently meet the needs of our children during the pandemic. SEMH support and resources to facilitate home learning accounted for a larger proportion of spend than would normally occur and strongly benefited our disadvantaged and vulnerable families.

Full details of how our pupil premium grant was spent during 2020/21 can be found on our Pupil Premium Grant Expenditure 2020-2021 financial statement.

## Review of 2021-22

We are aware that attainment is below national levels and progress was below normal expectations. This is disappointing and it is our conclusion that partial closures of school during the pandemic means that we now have to work again on these children making accelerated progress in order to close the attainment gap.

National	Children working at ARE			
KS2	Pupil Premium	National	All Children	National
Reading	67%	80%	82%	75%
Writing	44%	75%	82%	69%
Maths	56%	78%	63%	71%

National	Children working at ARE			
KS1	Pupil Premium	National	All Children	National
Reading	50%	72%	68%	67%
Writing	17%	63%	60%	58%
Maths	33%	73%	68%	68%

National	Children working at ARE			
Phonics	Pupil Premium	National	All Children	National
Phonics	57%	80%	67%	75%

MTC results for 2022 were a very disappointing at 11% pass rate.

The academic year 2021-22 continued to be impacted by higher than pre-Covid pupil absence for all groups, including vulnerable learners: some COVID related absence, some recurrence of illness as children had decreased immunity to the usual coughs and colds, and some unauthorised holidays taken during term time.

Absence was high amongst pupils and staff (negatively impacted by Covid absence and the prevalence of other childhood illnesses which were widespread), leading to continuity of learning.

### How we are addressing the gaps:

A continued programme of investment in quality resources to facilitate teaching and support learning continues to enhance engagement.

Additional funding has been invested to enhance the curriculum provision relevant to our context including cross curricular library books.

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.

Specific interventions were 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.

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 support the work of our ELSA assistants providing daily support for children who are experiencing social and emotional difficulties; wraparound care for our disadvantaged children, including breakfast club and after-school provision for vulnerable families.

Full details of how our pupil premium grant was spent during 2021/22 can be found on our Pupil Premium Grant Expenditure 2021-2022 financial statement.

### Externally provided programmes

Programme	Provider
Online platform for whole school to access remote learning	DB Primary
NELI – taught within EYFS classes on site.	Nuffield Early Language Intervention (NELI)
Access to Ebook library to assist remote learning.	Epic
Access to phonic programme to assist remote learning.	Phonics Play
Access to maths resources to assist remote learning	Times Tables Rock Stars