



Holy Cross Catholic Primary School

Pupil Premium Grant Expenditure: Report to Parents 2020-2021

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 2020-2021	
Total number of pupils on roll	375
Total number of pupil eligible for PPG	26
Amount of PPG received per pupil	£1,345
Total amount of PPG received	£34,970

Nature of Support 2020-2021

Our pupil premium strategy for 2020/2021 had to be flexible and adaptable so that we could effectively and efficiently meet the needs of our most vulnerable children during the most difficult and disruptive of times. COVID-19 dictated the need for monies to be spent in ways that were not predicted, however our ability to react quickly to the needs of our most vulnerable children meant that we were able to reduce the negative impact of potential lost learning and address the social, emotional and mental wellbeing needs of our children.

1. Quality first teaching and remote learning

In order to ensure our pupils received a quality education during school closures, we invested in DB Primary. This digital learning platform allowed our children to receive and return work electronically and provided an effective medium to allow teachers to assess remote learning and provide individual feedback. It also encompassed an important pastoral and safeguarding function as it provided an accessible way for pupils to communicate directly with their teachers. As well as access to a remote learning platform, many of our disadvantaged children needed physical resources such as ipads, pencils, pens and paper and all of this was provided by the school. Staff also needed the appropriate training in order to be able to facilitate effective remote learning through a digital platform. This training complemented a comprehensive coaching and mentoring programme that supported the school in providing the best possible teaching and learning experiences for our pupils. 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:

- maths, reading and phonics;
- subject leadership coaching sessions;
- coaching and development of new Phase Leader role across all key stages;
- TD Day on teaching SEN pupils;
- regular coaching on all areas of the curriculum with Bill Jerman, School Improvement Partner;
- 1 x colleague has been granted a Category 5 school scholarship to complete the NPQML.

2. Specific Interventions and Targetted Support

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. Targetted interventions address identified needs and include academic, emotional, behavioural and well-being support. For 2020-2021, these included:

- bilingual HLTA deployed to support communication between parents and school and to provide support for the needs of target group of pupils;
- TAs work with small groups and 1:1 to deliver targetted intervention programmes to enable all of our children to achieve to their highest potential;
- Additional TAs deployed in EYFS to facilitate small teaching groups, particularly for phonics, maths and handwriting;
- TAs deployed in EYFS to run SPARK(EY) intervention program;
- access to specialist external provision – ARC for structured teaching/therapy/social communication skills;
- basic stationery resources provided for use at home.

3. Social, Emotional, Mental Health and Wellbeing (SEMH)

The SEMH implications of COVID and the resulting partial school closures cannot be underestimated and the need to support and provide pastoral care for our pupils and their families rose exponentially during the pandemic. Observations, wellbeing surveys and discussions with pupils and families identified SEMH issues for many pupils. These were 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. Teacher referrals for support markedly increased as a result of the pandemic and this led to an uplift in vulnerable children accessing school-led ELSA (Emotional Literacy Support Assistant) sessions. 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;
- pastoral support for pupils and families provided by Headteacher, particularly during partial school closures;
- 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.
- sports equipment provided to our disadvantaged children so that they could maintain good levels of physical fitness and wellbeing during COVID restrictions.

4. Parental Engagement

Research into disadvantaged provision with families (Education Endowment Fund) shows that working with parents to improve their confidence with education will also improve their attitudes towards school and increase involvement. There is a cultural barrier in terms of EAL and a distrust of education in some families. The school continues to work hard to overcome this. Although COVID restrictions limited our ability to invite parents on site, we worked hard to ensure parents still felt able to support their children's learning. Initiatives to increase parental support carried out in 2020-2021 included:

- workshops (Y1 and Y2) and 'Stay n Play' (YR) sessions held to develop parental understanding of English, phonics, reading and maths;
- bilingual TAs available to support parents;
- opportunities provided both within school and via school website for parents to better understand the school curriculum and how to support their child;

- parents' evenings (held remotely) used by teachers as a forum to show parents how to support their child;
- vulnerable families contacted regularly throughout school closures, if a school place could not be offered, or had not been taken up.

Parental attendance at parents' evenings saw 100% attendance with positive feedback from parents on the support provided.

5. Enrichment and Enhancement

To enhance the engagement of pupil premium pupils in extracurricular activities, the school runs a wide range of afterschool clubs which disadvantaged children are encouraged to participate in at no cost to the family. Subsidies are available for all swimming lessons and school trips.

Such trips and activities allow first-hand experiences to be broadened so learning is supported and children demonstrate improved confidence levels. Children have had the opportunity to experience activities that facilitate their social skills and team work development. Many pupils in the cohort do not have the advantage of being able to access activities and trips outside of school that more affluent families can offer their children. These extra-curricular interventions have had the 'soft' impact of building children's confidence and engaging them in the life of the school and its community. Although many trips were not able to take place this year, the children did engage with virtual trips and experience wherever possible.

- Swimming lessons for our Y6 children took place. This enabled all of our pupils to be able to swim independent of flotation aids by the time they left the school.

Key Expenditure – how the allocation was spent 2020-2021

Area of Spending	Focus	Total Allocation
TA support to support interventions and small group teaching across EYFS, KS1 and KS2.	English, phonics, maths, fine and gross motor skills	£18,874
Two fully qualified ELSA assistants to provide social and emotional support	Social, emotional. mental health and wellbeing.	£6,471
Bilingual TAs to support liaison with parents and children across the school	Parental engagement.	£1,186
Allocated time from SENDCo - allocation for pastoral support for vulnerable pupils and their families	Social Emotional engagement with learning	£3,840
Allocated time from Headteacher - allocation for pastoral support for pupil and their families	Social Emotional engagement with learning	£3,850
Funding for extra-curricular clubs, Afterschool Club and Breakfast Club.	Personal, social and physical	£444
Subsidies for swimming, music lessons and other trips	Personal, social and physical	£318.72
Provision of resources for remote learning.	Personal, social and physical	£250

Measure of the Impact of PPG Spending

We evaluate the impact of the Pupil Premium Grant funding by measuring the progress and standards of attainment achieved by the pupil premium pupils. We focus on closing any gaps between disadvantaged pupils and the whole cohort of children. Ordinarily we would measure our progress against national data produced from standardised tests (SATs) results, however due to COVID-19 this formal data has not been published for 2020 to 2021 and so this has not been possible.

Data is just one aspect of the ability to measure the achievements of our pupil premium children however, and pupil progress meetings are held 3 times per year to discuss educational and wellbeing strategies for each pupil, and in particular vulnerable pupils. During the academic year 2020-2021, these meetings showed improvements in children's academic and emotional well-being, with clear evidence to show that TA support and SEMH interventions were having a positive impact on children achieving their full potential across all areas of the curriculum.

Identified Barriers to Education Achievement

We have identified the following areas as potential barriers to some of the pupils in receipt of Pupil Premium Grants at Holy Cross Catholic Primary School:

- Lack of money available for usual childhood equipment (colouring pens, paper, etc.).
- Access to extra-curricular and first-hand experiences.
- Cultural deprivation/low cultural capital with children in the catchment area means that they would find it difficult to compete with children from more affluent backgrounds.
- Safeguarding concerns with regard to neglect and inadequate parenting.
- Child care provision during school holiday.
- Children as young carers.
- Emotional needs which have an impact on learning in the classroom.
- Physical needs such as hunger or tiredness.
- Low parental engagement with some areas of school life, such as reading and English and maths homework.
- PPG children are often SEN children, therefore have a dual vulnerability.
- Children arrive, sometimes relocating from abroad, with English language needs.